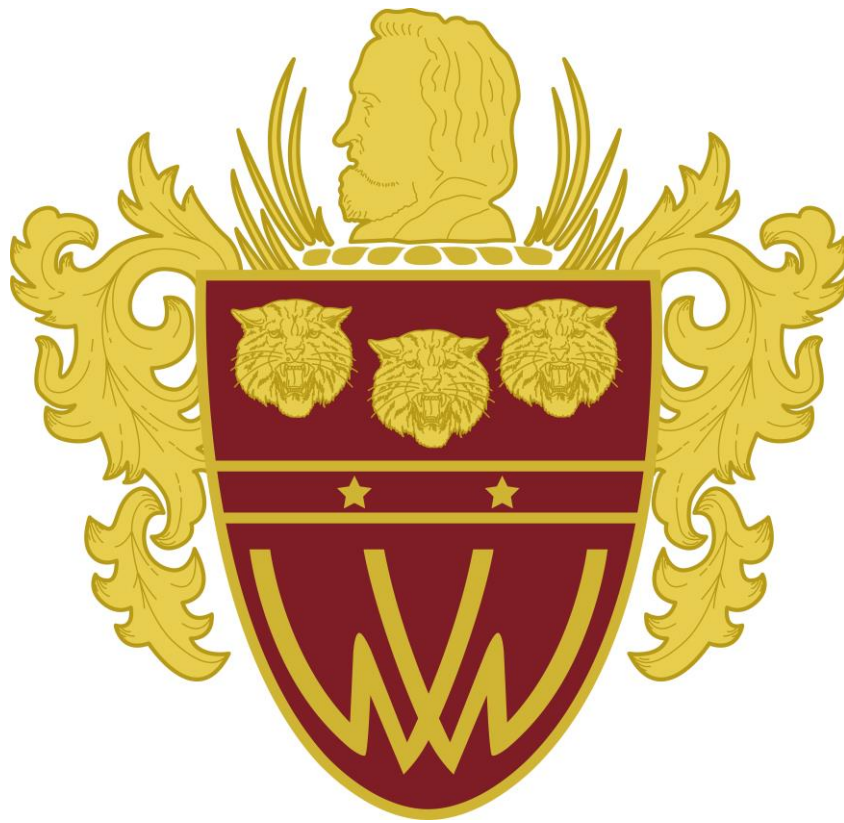


# WALT WHITMAN HIGH SCHOOL

Huntington Station, New York



***COURSE OFFERINGS***

***2023 / 2024***

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Assistant Principal .....Mr. Jonathan Varlamos

Assistant Principal .....Dr. Scott Muller

Assistant Principal .....Mr. Corey Blair

Assistant Principal .....Mr. Jose Yader Castillo

Assistant Principal .....Dr. Kendall Richards

Administrative Dean .....Ms. Charlotte Hirsch-Beckman

**WALT WHITMAN HIGH SCHOOL COUNSELING CENTER**

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Ms. Kiva Boozer

Ms. Christina Koromi

Mr. Mark Chapman

Ms. Ivette Moss

Mr. Nicholas Damiani

Ms. Crystalia Shepherd

Ms. Carolyn Dooley

Ms. Patricia Urgiles

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## INTRODUCTION

This booklet has been prepared to assist the students at Walt Whitman High School in selecting their programs of study for the next school year. Each department has listed its proposed course offerings and a brief description of each course. Included also, are grade-level requirements, prerequisites and credits granted for successful completion as well as, helpful departmental flowcharts for core academic areas. Students should make certain that they understand the requirements for graduation, as well as specific departmental requirements when planning their programs.

Student programs reflect individual decisions made regarding a number of factors: performance in present classes, aptitude, goals, interests and future plans. Students should consult with their parents, school counselor and subject area teachers before a final determination of course selection is made. Students should select programs that are commensurate with their abilities.

**A course will run only if there is sufficient student registration. If there is a scheduling conflict, a student must choose an alternate to his or her original selection.**

A great deal of time and effort is expended in selecting courses. The master schedule, which is based on staff and room utilization, is formulated on the basis of original student requests. Any changes must be made before the first day of the following school year to ensure that students begin the school year with no disruptions to their schedules. Changes made would include:

1. course conflict
2. clerical error
3. previous course failure
4. adding a course
5. change of academic rigor
6. previous failure with assigned teacher

These changes will be made during the preceding spring and summer. The only change in a student's schedule considered after the first day of the school year will be a level change.

# DIPLOMA CREDIT AND EXAMINATION REQUIREMENTS (courtesy [www.nysed.gov](http://www.nysed.gov))

Updated June 2022

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

### Credit Requirements

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

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

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

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

Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).
- 2.) **Traditional Appeals**  
All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- 3.) **Special Endorsements**  

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

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

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

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

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

Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.
- 4.) **World Languages Exemption**  
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.
- 5.) **Superintendent Determination of a Local Diploma**  
Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- 6.) **Flexibilities due to the COVID-19 Public Health Emergency**  

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

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

**Special Determination:** Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).
- 7.) **Exemptions from the Regents Exam in US History and Government (Framework)**  
Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#)

### Assessment Requirements

	Regents 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	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 <sup>1</sup>	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 <sup>1</sup> or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 <sup>1</sup> or above	1	55 <sup>*^</sup>	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 <sup>1</sup> or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 <sup>1</sup> or above <sup>†</sup>
Math	1	65 <sup>1</sup>	1		1		55 <sup>*^</sup>			
Science	1	65 <sup>1</sup>	1		1		55 <sup>*^</sup>			
Social Studies	1	65 <sup>1</sup>	1		1		55 <sup>*^</sup>			
Pathway <i>(See note 1 on reverse side)</i>	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS		1 or CDOS		55 <sup>*^</sup> if Regents Exam	1 or CDOS		
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 <sup>1</sup> or above on another required Regents exam including ELA and Mathematics.		<i>Non-Applicable</i>	

### Regents Diploma with Advanced Designation

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

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

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

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

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

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

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

# CUMULATIVE GPA AND TRANSCRIPT

A transcript lists every high school credit course a student has taken. A sample of a Walt Whitman High School transcript is included below. The cumulative GPA is the average of all grades, with the exception of Physical Education.



**South Huntington Union Free School District**  
**Walt Whitman High School**  
 301 West Hills Road, Huntington Station NY 11746  
 (631)812-3820

CEEBCode 332495

8<sup>th</sup> grade courses taken for high school credit

12<sup>th</sup> Grade Courses are listed on the transcript.

CLASS RECORD			
SUBJECTS	Track	Grade	Credits
<b>Year: 17-18 Grade: 08</b>			
FRENCH 8H	3	90	1.00
LIVING ENVIRONMENT 8H	3	84	1.00
<b>Year: 18-19 Grade: 09</b>			
ACCELERATED FRENCH 2	3	93	1.00
ALGEBRA I	2	84	1.00
EARTH SCIENCE H	3	82	1.00
ENGLISH 9H	3	94	1.00
GL: HISTORY & GEOG 1H	3	90	1.00
PHYS ED /PER FITNESS ACTV			
STUDIO DANCE I			
<b>Year: 19-20 Grade: 10</b>			
ACCELERATED FRENCH 3			
CHEMISTRY R			
CONCERT CHOIR	2	98	1.00
ENGLISH 10H	3	89	1.00
GEOMETRY R	2	87	1.00
GL HISTORY & GEOG 2H	3	87	1.00
PHYS ED /PER FITNESS ACTV	*	P	0.50
STUDIO DANCE II	2	96	1.00
<b>Grade: 11</b>			
REGENTS	2	84	1.00
LANG	4	90	1.00
Y	4	84	1.00
IQ F/S	2	92	0.50
FRENCH 4	3	90	1.00
MARINE BIO OCEAN	2	94	1.00
PHILOSOPHY	2	97	0.50
PHYS ED /PER FITNESS ACTV	*	P	0.50
VOICES OF W W	3	96	1.00

Current Courses	
AP US GOV/POL (A)	
CHILD DEVELOP I	
CREATIVE WRITING	
DANGEROUS TOMORROW F/S	
ECONOMICS H	
HEALTH F/S	
NATURE OF LANG	
PHYS ED /PER FITNESS ACTV	
PRE-CALCULUS R	
PUBLIC SPEAKING	
SOCIOLOGY	
VOICES OF W W	
WORLD LIT H	

STATE ASSESSMENTS		
6/2017	FLACS A French	89
6/2018	Regents Living Environment - Jun	88
6/2019	Regents Common Core Algebra I - Jun	84
6/2019	Regents Phy Set/Earth Sci - Jun	88
6/2020	LOTE Pathway Exam - French	E
6/2020	Regents Common Core Geometry - Jun	
6/2020	Regents NF Global History - Jun	
6/2020	Regents Phy Set/Chemistry - Jun	
6/2021	Regents Common Core Algebra II - Jun	
6/2021	Regents Common Core ELA Exempt - Jun	
6/2021	Regents US History&Gov't (Framework) - Jun	E

Physical Education is printed, but not factored into GPA.

Each course is denoted as AP, Honors, or Regents.

All NYS Regents Exams are printed. Only the highest grade will be listed.

All courses are listed in chronological order.

Final Grade

Credit

<b>Accreditation: Board of Regents, University of the State of New York</b>			
Date of Graduation: June 2022			
Passing Mark: 65		Honors Mark: 90	
<b>Lowest Numerical Equivalent</b>			
A = 90	B = 80	C = 70	D = 65

Grade: P - Pass	E - Excellent	F - Fail
Course: 4 - Advanced Placement 3 - Honors 2 - Regents 1 - Regents * - N/A		
(SS) - Summer School		
Class Size	468	
Weighted Average	95.60	
Percentile	Top 35%	
Total Credits	23.50	

**Grading System**  
 Regents Courses Final Grade x 1.04 = Weighted Grade  
 Honors & College Courses Final Grade x 1.07 = Weighted Grade  
 Advanced Placement Courses Final Grade x 1.15 = Weighted Grade

## ADDITIONAL NOTES ON REQUIREMENTS

- 1. Pathway Assessment Options:** A student must either complete all the requirements for the CDOS Commencement Credential listed at <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>; or:
  - Pass an additional math Regents exam in a different course or Department-approved Alternative; or
  - Pass an additional science Regents exam in a different course or Department-approved Alternative; or
  - Pass an additional social studies Regents exam 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 at <http://www.p12.nysed.gov/ciai/multiple-pathways/>  
See Department-approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>
- 2. Appeals:** Appeals are subject to local District approval by the Superintendent. More information on the Appeal to Graduate with a Lower Score on a Regents Examination can be found at: <http://www.p12.nysed.gov/ciai/gradreq/appeal-form.pdf>

## CREDIT BY EXAMINATION

A student may earn a maximum of 6 ½ units of credit for either a Regents or a local diploma without completing units of study for such units of credit, if:

- Based upon the student's past academic performance, the Superintendent or his/her designee, determines that the student will benefit academically by exercising this alternative, and
- The student achieves a score of at least 85 percent, or its equivalent as determined by the Commissioner, on a State-developed or State-approved assessment pursuant to section 100.2, and
- The student passes an oral examination or successfully completes a special project to demonstrate proficiency in such knowledge, skills, and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal, and
- The student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Educational Law, until the age of 16, pursuant to sections 3204 and 3205 of Education Law.

## SPECIAL EDUCATION SAFETY NET

### **55-64 Regents Examination Pass Score Option for Students with Disabilities**

A local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations.

### **45-54 Regents Examination Pass Score Option for Students with Disabilities**

This regulation provides students with a disability the option to earn a local diploma through the use of a 'compensatory option' if the student:

- Scores between 45-54 on one or more of the five required Regents exams, other than the English Language Arts exam or mathematics exam, but scores 65 or higher on one or more of the required Regents exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned, and
- Obtains a passing grade for the course in the subject area of the Regents examination in which he or she received a score of 45-54, and
- Has a satisfactory attendance rate in accordance with the District's attendance policy, and
- Is not already using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma

### **Superintendent Determination of Graduation with a Local Diploma**

For students with disabilities, otherwise eligible to graduate in June 2016 and thereafter, upon receipt of a written request from an eligible student's parent, a school superintendent (or the principal/head of school of a registered nonpublic school or charter school, as applicable) may make a local determination that a student with a disability has otherwise met the standards for graduation with a local diploma when such student has not been successful, because of his/her disability, at demonstrating proficiency on the Regents



examinations required for graduation. Because English Language Arts (ELA) and mathematics are foundation skills for which there must be a standardized measure of achievement, to be eligible for the superintendent determination option, students must achieve a minimum score of 55 on the ELA and mathematics Regents examinations or a successful appeal of a score between 52 and 54. For the other three examinations required for graduation, this option allows review of other documentation of proficiency when the student cannot pass one or more of these examinations. Complete conditions regarding the Superintendent's Determination can be found at: <http://www.p12.nysed.gov/specialed/publications/2017-memos/superintendent-determination-of-graduation-with-a-local-diploma-updated.htm>.

## **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES**

Beginning in the 2013-2014 school year, the Regulations of the Commissioner of Education have been amended to replace the New York State (NYS) Individualized Education Program (IEP) Diploma with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA). The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate.

## **DETERMINATION OF ACADEMIC STANDING**

Walt Whitman High School no longer ranks students. In place of traditional ranking, weighted grade point averages (GPA) are calculated for each student three times during the year: 1) in September, 2) at the conclusion of the first semester, and 3) in June. The only courses included in the calculation of a student's GPA will be completed courses, including accelerated courses taken in 8<sup>th</sup> grade. This grade point average will then be recorded on each student's transcript.

Additionally, each student's transcript will include a percentile increment (Top 5%, 10%, 15%, 20%, etc.), indicating where the student stands relative to his/her classmates. This will allow academic standing to be demonstrated without displacing other student who are achieving at approximately the same level. Students with a GPA below the top 50% will have no notation of student percentile increments.

Please note that the computation of Valedictorian, Salutatorian, and Principal's List designations are based upon a 3 ½ year weighted rolling cumulative average (plus 8<sup>th</sup> grade accelerated courses). To qualify as class Valedictorian or Salutatorian, it is necessary to have been enrolled as a student in the South Huntington Schools for one full school year during grades 9, 10 or 11.

Note: Students who re-take a Regents examination during the August or January test administrations following the completion of a given course, will have their final course grade recalculated and reflected in their cumulative grade point average (GPA). Any Regents re-takes during a student's senior year WILL NOT result in the recalculation of a student's final course grade.

## **WEIGHTING OF COURSES**

In order to better evaluate a student's course work taken during their high school career, a system for academic weighting has been adopted. An objective of this procedure is to differentiate between students who have enrolled in and successfully completed different academic programs. All courses offered at the secondary level for graduation credit have been evaluated and designated as Advanced Placement, College-level, Honors, Regents, or general courses and are weighted accordingly, as follows:

<b>Regents Courses</b>	<b>Final Grade X 1.04= Weighted Grade</b>
<b>Honors</b>	<b>Final Grade X 1.07= Weighted Grade</b>
<b>Advanced Placement Courses</b>	<b>Final Grade X 1.15= Weighted Grade</b>

## **COLLEGE COURSES**

In addition to AP courses, Walt Whitman High School offers a number of concurrent college credit courses (below). Students enrolled in these select courses could receive college credits while completing their senior year in high school. It is necessary to pay a registration fee to the specific college for each course taken for college credit however, this cost is considerably less than a student would pay while enrolled in college. Students receive two grades – a final numeric high school grade which appears on the high school transcript as well as, a college grade on a transcript from the host college. Although students' experiences in transferring these credits have generally been successful, there is no guarantee that they will be universally accepted in every case. Students are advised to check with individual colleges regarding transferability of credit. The main value of this program is the early exposure to college-level work, which enables a student to pre-test their aptitude and interest levels. College courses taken for college credit may not be taken pass/fail.

**Current College Credit Courses offered at Walt Whitman High School\***

<b>DEPARTMENT/COURSES</b>	<b>COLLEGE</b>
<b>Art</b>	
Digital Photography II, III, IV	Farmingdale State College
Studio Dance I	Five Towns College
<b>Business</b>	
Accounting I, II	Farmingdale State College
Business Law	Farmingdale State College
Entertainment & Sports Management	Farmingdale State College
Entertainment & Sports Marketing	Farmingdale State College
Entrepreneurship	Farmingdale State College
Financial Decision Making	Farmingdale State College
Virtual Enterprise I	Farmingdale State College
Virtual Enterprise II	Long Island University
<b>English</b>	
AP Language	Suffolk Community College
AP Literature	Suffolk Community College
World Literature Honors	St. John's University
<b>Health/Physical Education</b>	
Health	Farmingdale State College
<b>Math</b>	
Calculus	Farmingdale State College
Accelerated Calculus	Farmingdale State College
<b>Science</b>	
AP Biology	Suffolk Community College
AP Chemistry	Suffolk Community College
Anatomy & Physiology I, II	Long Island University
Marine Biology	Suffolk Community College
Science Research IV	Syracuse University
Principles of Engineering	Stony Brook University
<b>Social Studies</b>	
AP US History	Suffolk Community College
AP Government and Politics	Suffolk Community College
Crime and Delinquency	Farmingdale State College
Genocide	Farmingdale State College
<b>World Language</b>	
Spanish IV	Suffolk Community College & St. John's University
Italian IV	Suffolk Community College & St. John's University
French IV	Suffolk Community College & St. John's University

\*This list is subject to revisions throughout the year

**WESTERN SUFFOLK BOCES INTERNSHIP PROGRAM**

The partnership with Western Suffolk BOCES gives Walt Whitman High School Juniors and Seniors an excellent opportunity for those interested in a specific career to obtain an on-site, non-paid career exploration experience. The internship program allows students to observe and/or work with a mentor to gain knowledge about various professions. Current internship placements include art, communications, dentistry, education, healthcare, law, law enforcement, informational technology, orthodontics, physical therapy, politics, sound recording and veterinary medicine. Upon successful completion of the program, work-based learning credit will appear on the student's official high school transcript. Those interested in participating in the program should meet with the Work-Based Learning Coordinator, whose office is located in the Counseling Center.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (ncaa.org)

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid. The NCAA has three membership divisions - Division I, Division II and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

Students planning to enroll in college as a freshman and wishing to participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center. The Center (originally called the Clearinghouse) was established as a separate organization by the NCAA member institutions in January 1993. The Center ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

To be certified by the Center (Division I), a student graduating in 2016 or thereafter must earn a grade-point average of at least 2.300 (78) in a core curriculum of at least 16 academic courses, of which 10 were successfully completed before the student's seventh semester. Only courses that satisfy the NCAA definition of a core course can be used to calculate an NCAA GPA. The following courses cannot be used to fulfill the minimum 16 courses used for certification:

Student Leadership	Dramatics	College Math
ENL English Courses	Media & Us	Applied Chemistry
Youth & Identity	Student Court	Introduction to Spanish
All Business Courses	Skills Classes	Robotics I
College Literacy	All Home & Career Courses	Bilingual Intro to Algebra
Science Research Techniques	Some World Language Electives	ENL Introduction to Algebra
TV and Media Analysis	Cyber-Security	
All Art, Health, Music and Technology Courses		

**Student athletes should see their counselors for more details.** Those enrolled in Special Education classes and ENL classes should review their programs with their counselors. The NCAA does not approve all Special Education courses.

Complete eligibility requirements are available through the NCAA Eligibility Center at <https://web3.ncaa.org/ecwr3/>

Throughout this booklet, courses approved by the NCAA Eligibility Center are designated by .

In order to provide further support and assistance with regards to academic eligibility and the student athlete college process, we encourage you to speak to our NCAA Student / College Liaison at (631) 812-3141.

## SPECIAL PROGRAMS

### AP CAPSTONE

AP Capstone is a program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. The program is built on the foundation of two AP courses – AP Seminar and AP Research (see Social Studies Department) – and is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. The AP Capstone curriculum fosters inquiry, research, collaboration, and writing skills through the intensive investigation of topics from multiple perspectives. Students typically take AP Seminar in the 10<sup>th</sup> or 11<sup>th</sup> grade, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Alternately, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate.

### LEWIS A. WILSON TECHNOLOGICAL CENTER (Recommended grades: 11, 12)

Prerequisite: None

Credits: 4.5

Time: Full Year (PM session)

"Wilson Tech" offers a sophisticated series of over 30 technical programs in the occupational fields of transportation, communication, service, health, and construction. Students attend the Wilson Tech Center for 3 hours of daily instruction from 11:30 AM to 2:15 PM. Successful completion of a Tech program may result in advanced standing in many 2-year or 4-year colleges or technical school programs. Students who complete two years at Wilson Tech may substitute the 8 credits for the Foreign Language requirements in order to attain a Regents Diploma with Advanced Designation. A student can also earn a Regents Technical Diploma. Students must pass a standardized certification exam in order to receive this seal on their diplomas. Special opportunities within Tech programs include work-study eligibility, numerous on-site field experiences, lifetime job placement, competition on state and national levels, and membership in the Vocational-Industrial Clubs of America.

## REGENTS PREP

In order to ensure that all students enrolled in the high school receive the support mandated by the State and District, certain students will be enrolled in a Regents preparation course. The following courses are designed to provide ninth and tenth graders with intensive training in such areas as study strategies, as well as writing and research skills. These courses cannot be used to fulfill the 22-credit graduation requirement.

### **REGENTS PREP EARTH SCIENCE / REGENTS PREP LIVING ENVIRONMENT (9<sup>th</sup> Grade)\***

Prerequisite: None Co-requisite: Earth Science / Living Environment Credit: .5 Time: Full Year (Alternating Day)

The purpose of this course is to provide students with additional support as they prepare to take required Regents examinations in Science. The focus of the curriculum will be on providing students with support services as they progress through the curriculum. Continuous support will be provided as students prepare for mid-term and Regents examinations. Interdisciplinary teaching techniques will be utilized to prepare students in each of the content areas.

### **REGENTS PREP PLUS 9**

Prerequisite: Counselor recommendation Credit: 1 Time: Full Year

This full-year course is designed for 9<sup>th</sup> grade students who need more intensive support in the development of reading, writing, and study skills needed to successfully complete New York State Regents diploma requirements.

\* 9<sup>th</sup> grade students are encouraged to take this course if they score a 1 or 2 on the Grade 8 Science assessment or receive a failing final mark in Grade 8 Science.

## **VAP (Virtual Advanced Placement) Classes<sup>V</sup>**

Within the Virtual Acceleration Program (VAP), students are selected at the middle school and early high school level based on their performance and interest in selected core coursework. The courses designated as encompassing VAP students are conducted primarily through instructional technology following a curriculum that is in line with students graduating with an Advanced Regents Diploma. In addition, students are continually encouraged, as well, to take various AP-level classes within the English and Social Science Curricula.

## BILINGUAL EDUCATION AND ENGLISH AS A NEW LANGUAGE

### *Stand-alone ENL:*

#### **ENL NEWCOMER**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (elective) Time: Full Year  
This ENL course is designed for entering-level Newcomer ELLs. Appropriate language skill development in listening, speaking, reading and writing is aligned with the NYS standards, including basic interpersonal skills necessary for school success. This course should be taken with ENL Beginner, Level I.

#### **INTRODUCTION TO ENL**

Prerequisite: None Credit: 1 (elective) Time: Full Year  
This is a stand-alone ENL course for emerging literacy SIFE ELL's, identified through the New York State identification protocol. English language and literacy skill development is differentiated individually through small group instruction with relevant and meaningful thematic units.

#### **ENL BEGINNER LEVEL I**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (elective) Time: Full Year  
This ENL course is designed for the Entering-level Newcomer ELL. English language skill development in listening, speaking, reading and writing is aligned with the New York State ELA standards.

#### **ENL BEGINNER LEVEL II**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (elective) Time: Full Year  
This ENL course is designed for Entering and Emerging-level English Language Learners. English language skill development in listening, speaking, reading and writing is aligned with the NYS ELA standards with appropriate levels of support and scaffolds. This is a stand-alone ENL course designed to support the ELA curricula.

#### **ENL INTERMEDIATE**

Prerequisite: Recommendation by teacher and counselor Credit: .5 (elective) Time: Full Year (Alt. Day)  
This ENL course is designed for the emerging and transitioning-level English Language Learner. English language skill development in listening, speaking, reading and writing is aligned with the New York State ELA Standards. Vocabulary, literature, concepts and grammar are taught to support the ELA curricula.

### *Home Language Arts:*

#### **HOME LANGUAGE ARTS I**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (LOTE) Time: Full Year  
This course is designed for the Spanish-speaking SIFE English Language Learner (determined by initial screening). Spanish literacy skills are taught at the student's instructional level. Phonemic awareness, word formation, sentence structure and vocabulary development are emphasized through oral reading and writing practice in the student's native language (Spanish). This course should be taken in conjunction with ENL Newcomer and Introduction to ENL.

#### **HOME LANGUAGE ARTS II**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (LOTE) Time: Full Year  
This 9<sup>th</sup> grade course is designed for students in the Bilingual Education Program. Students will read, discuss and respond to Spanish literature. Literary analysis skills will be emphasized to support and reinforce what students are learning in their English 9 Core Curriculum. Enrollment in this course is based upon teacher recommendation and initial screening data.

#### **HOME LANGUAGE ARTS III**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (LOTE) Time: Full Year  
This 10<sup>th</sup> grade course is designed for students in the Bilingual Education Program. Students will read, discuss and respond to native-language literature. Literary analysis skills will be emphasized to support and reinforce the English 10 Core Curriculum.

#### **HOME LANGUAGE ARTS IV**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (LOTE) Time: Full Year  
This 11<sup>th</sup> grade course is designed for students in the Bilingual Education Program. Students will read, discuss and respond to native-language literature. Literary analysis skills will be emphasized to support and reinforce the English 11 Core Curriculum with an emphasis in writing skills.

## ***Integrated ENL/ELA:***

### **ENL PRE-CONTENT**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (English) Time: Full Year

This course is designed for entering SIFE English Language Learners. Introduction to literacy and content-area vocabulary and language will prepare students for academic success. Basic literacy skills are developed and concepts are introduced and clarified, as part of the students' language development program. English skill development in listening, speaking, reading and writing is aligned with the New York State Standards. This course should be taken in conjunction with ENL Newcomer, Introduction to ENL and Home Language Arts I.

### **ENL ENTERING ELA**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (English) Time: Full Year

This course is designed to help entering and emerging English Language Learners access the 9th grade ELA curriculum through a variety of strategies that focus on the development of receptive and expressive language skills, vocabulary development and process writing. Students will be exposed to various genres at the basic literacy level. Students should take this course in conjunction with ENL Newcomer and Beginner I or II.

### **ENL ENGLISH 9**

Prerequisite: Recommendation by teacher and counselor Credit: 1 (English) Time: Full Year

This course is designed to help emerging and transitioning English Language Learners access the 9th grade ELA curriculum through oral reading, reading comprehension, vocabulary development and process writing. Students will be exposed to various genres to be consistent with the New York State Learning Standards.

### **ENGLISH 9E**

Prerequisite: ENL Department Recommendation Credit: 1 Time: Full Year

This course is designed for the English Language Learner at the Expanding and Commanding levels of proficiency as an integrated English Language Arts 9<sup>th</sup> grade course. Emphasis is placed on the identification of literary elements, analysis of literature and crafting of narrative text analysis and argumentative essays and short paragraph responses. Textual selections are targeted to be consistent with the Next Generation Learning Standards balancing fictional and informational texts.

### **ENL ENGLISH 10**

Prerequisite: ENL English 9 or recommendation by teacher/ counselor Credit: 1 (English) Time: Full Year

This course is designed as the integrated ENL/ELA Grade 10 course for English Language Learners. Text selections and activities target the improvement of reading and writing skills through oral reading, reading comprehension instruction, vocabulary development, and process writing. Various genres of literature are studied following the New York State Learning Standards.

### **ENGLISH 10E**

Prerequisite: English 9E or recommendation by teacher/counselor Credit: 1 (English) Time: Full Year

This course is designed as the integrated ENL/ELA Grade 10 course for English Language Learners at the Expanding and Commanding levels of proficiency. Text selections and activities target the improvement of reading and writing skills through oral reading, reading comprehension instruction, vocabulary development and process writing. Various genres of literature are studied following the New York State Learning Standards and the English 10R curriculum, with appropriate scaffolds for the students' proficiency levels.

### **ENL ENGLISH 11**

Prerequisite: ENL English 10 or recommendation by teacher/counselor Credit: 1 (English) Time: Full Year

Designed as the integrated ENL/ ELA Grade 11 course for English Language Learners, this course targets the improvement of listening, speaking, reading and writing skills through the grade 11 ELA curricula, in preparation for the ELA Regents examination.

### **ENL ENGLISH 12**

Prerequisite: ENL English 11 or recommendation by teacher and counselor Credit: 1 (English) Time: Full Year

This is an integrated ENL/ELA course for English Language Learners in grade 12, emphasizing the essential skills of the language arts through the study of literature. This course builds upon the language and literacy skills developed in ENL English 11, addressing reading comprehension and written expression in the context of informational and literary text selections. Emphasis is placed on the development of writing skills necessary for success in college and the workplace.

**BE and ENL Mathematics:**

**ENL INTRODUCTION TO ALGEBRA**

Prerequisite: Recommendation by teacher and counselor                      Credit: 1 (Math)                      Time: Full Year

This is a remedial course designed to help English Language Learners who need to develop skills and learn concepts prior to enrollment in a Regents-level Algebra course. This course is designed to help students learn the necessary math skills, concepts and vocabulary needed for success in a Regents-level Algebra course, capitalizing on the student's native language to clarify math concepts as students develop competency in English. Topics include basic operations for whole numbers, decimals and fractions, as well as select topics from algebra, geometry, statistics, probability and consumer mathematics.

**BILINGUAL INTRODUCTION TO ALGEBRA**

Prerequisite: Recommendation by teacher and counselor                      Credit: 1 (Math Elective)                      Time: Full Year

This is a Bilingual, remedial course designed to help English Language Learners who need to develop math skills and concepts prior to enrollment in a Regents-level Algebra course. Topics include basic operations for whole numbers, decimals and fractions, as well as select topics from algebra, geometry, statistics, probability, and consumer mathematics.

**ENL ALGEBRA IA** (Approved by NCAA for .5 credit)



Prerequisite: Recommendation by teacher and counselor                      Credit: 1 (Math)                      Time: Full Year

This course is the first year of a two-year program following the NYS Next Generation Standards for 9<sup>th</sup> grade mathematics. Areas of study include relationships between quantities and reasoning with equations, linear and exponential relationships and descriptive statistics. Focus is on problem solving, drawing conclusions and real-world applications of mathematics expressed orally and in written form. The linguistic needs of English Language Learners are addressed through the development of vocabulary, grammatical structures, oral reading, writing and study skills.

**BILINGUAL ALGEBRA IA** (Approved by NCAA for .5 credit)



Prerequisite: Recommendation by teacher and counselor                      Credit: 1 (Math)                      Time: Full Year

This course is the first of a two-year program following the NYS Next Generation Standards for 9<sup>th</sup> grade mathematics. Areas of study include relationships between quantities and reasoning with equations, linear and exponential relationships and descriptive statistics. Focus is on problem solving, drawing conclusions, and real-world applications of mathematics expressed orally and in written form. The linguistic needs of English Language Learners are addressed through the development of vocabulary, grammatical structures, oral reading, writing and study skills.

**ENL ALGEBRA IB** (Approved by NCAA for .5 credit) **[BILINGUAL SECTION OFFERED ALSO]**



Prerequisite: ENL Algebra 1A                      Credit: 1 (Math)                      Time: Full Year

This course is the second of a two-year program following the NYS Next Generation Standards for 9<sup>th</sup> grade mathematics. Topics include expressions and equations, quadratic functions with modeling and descriptive statistics. This course continues to focus on problem solving, drawing conclusions and using algebra to solve real world problems both orally and in written form. The linguistic needs of English Language Learners are addressed through the development of vocabulary, grammatical structures, oral reading, writing and study skills. Students are required to take the Algebra I Regents examination upon completion of the course.

**ENL ALGEBRA I**

Prerequisite: Recommendation by math teacher and counselor                      Credit: 1 (Math)                      Time: Full Year

This course is a 1-year course that follows the NYS Next Generation Standards for 9<sup>th</sup> grade mathematics. Topics include expressions and equations, quadratic functions with modeling and descriptive statistics. This course focuses on problem solving, drawing conclusions and using algebra to solve real-world problems both orally and in written form. The linguistic needs of English Language Learners are addressed through the development of vocabulary, grammatical structures, oral reading, writing and study skills. Student are required to take the Algebra I Regents examination upon completion of the course.

**BE and ENL Science:**

**SCIENCE LABORATORY REQUIREMENTS**

Each of the four Regents science courses (Biology, Earth Science, Chemistry and Physics) has a State mandated requirement regarding laboratory work. Students must participate in at least 1200 minutes as evidenced by the satisfactory completion of written laboratory reports and must complete with a passing grade, a minimum of 70% of all laboratory activities performed during a marking period in order to pass a science course. Once the 70% requirement is met, labs will count as 20% of a student's grade. Students, unable to meet the laboratory requirements for a particular course by May 15, will not be permitted to take the Regents examination. Labs from previous quarters can be submitted for lab time only toward the New York State Regents Requirement, not for grades. In addition, students in Regents Science will also be expected to demonstrate proficiency in laboratory skills. Satisfactory completion of these skills is required prior to admittance to the Regents examination.

**ENL LIVING ENVIRONMENT / LAB / SUPPORT**

Credit: 1 (Science)

Time: Full Year

Prerequisite: ENL Science Investigations and/or Recommendation by ENL staff and Guidance Counselor

This course is designed to provide a broad understanding of the fundamental principles of biology. The basic core includes the study of living things, reproduction and development, genetics, evolution and ecology. Content parallels that of Regents Living Environment and is aligned with the NYS Living Environment curriculum. Laboratory work is an important aspect of the course and as such, satisfactory written reports are required. The course addresses the linguistic needs of the English Language Learner through the development of discipline-specific vocabulary, grammatical structures and discourse, and the strategic use of the home language. This course culminates in a required Regents examination.

**BILINGUAL LIVING ENVIRONMENT / LAB / SUPPORT**

Credit: 1 (Science)

Time: Full Year

Prerequisite: Bilingual or ENL Science Investigations and/or Recommendation by teacher/counselor

This course is designed to provide a broad understanding of the fundamental principles of biology. The basic core includes the study of living things, reproduction and development, genetics, evolution, and ecology. Content parallels that of Regents Living Environment and is aligned with the NYS Living Environment curriculum. Laboratory work is an important aspect of the course. Satisfactory written reports of laboratory work are required. The course addresses the linguistic needs of the English Language Learner through the development of discipline-specific vocabulary, grammatical structures and discourse in the home language and in English. This course culminates in a required Regents Examination.

**ENL EARTH SCIENCE / LAB / SUPPORT**

Prerequisite: ENL Living Environment or teacher/counselor Recommendation Credit: 1 (Science)

Time: Full Year

This course introduces students to many aspects of Earth Science including geology, astronomy and meteorology. These are topics that are not often discussed in detail in other courses thus, providing students with a broader appreciation of the natural sciences. This course has the same “Physical Setting” status as Chemistry and Physics and may be used as part of the major sequence. Satisfactory laboratory work is required. Students are required to take the NYS Physical Setting: Earth Science Regents Examination at the conclusion of the course. The course and support period will also address the linguistic needs of the English Language Learner through the development of discipline-specific vocabulary, grammatical structures and discourse. Students will attend class daily and the lab and support classes on alternating days. This course culminates in a required Regents Examination.

**ENL SCIENCE INVESTIGATIONS**

Prerequisite: Teacher/ Counselor recommendation

Credit: 1 (Science Elective)

Time: Full Year

Instruction will prepare students for Regents level science courses. A hands-on laboratory component is built-into the framework of the course. Topics include measurement, ecology, cells as life’s building blocks, and body function. The linguistic needs of English Language Learners will be addressed through development of discipline-specific vocabulary, grammatical structures and discourse. This course is intended for entering, emerging and transitioning English Language Learners.

**BILINGUAL SCIENCE INVESTIGATIONS**

Prerequisite: Teacher/ Counselor Recommendation

Credit: 1 (Science Elective)

Time: Full Year

Instruction prepares students for Regents level science courses. A hands-on laboratory component is built into the framework. Topics include measurement, ecology, cells as life’s building blocks, and body function. Linguistic needs of English Language Learners are addressed by developing discipline-specific vocabulary, grammatical structures and discourse in English and Spanish, the students’ native language. This course is for entering and emerging English Language Learners in the Bilingual Program.

**ENL ENVIRONMENTAL STUDIES (Recommended grades: 11,12) (NCAA Approval Pending)**

Prerequisite: Living Environment

Credit: 1

Time: Full Year

This course is designed to bring about ecological awareness and the need for reform. Students will become acquainted with vocational and recreational opportunities as a result of the study of ecological problems. It is hoped that a spirit of inquiry and independent thinking and a sound understanding of the relationship between humans and their environment is fostered.

**Health:****BILINGUAL HEALTH**

Prerequisite: None

Credit: ½

Time: Full Year (Alt. Day)

The purpose of this course is to present content in several areas that continues to have an increasing impact on our modern society. Topics addressed include AIDS, mental health, tobacco, alcohol, drugs and sexuality. Health maintenance and disease prevention, through an enhanced concern for an individual’s physical, mental and social well-being, are stressed. All students will receive instruction in hands-on CPR as per New York State Education Law.



## **ENL HEALTH**

Prerequisite: None

Credit: ½

Time: Full Year (Alt. Day)

The purpose of this course is to present content in several areas that continue to have an increasing impact on our modern society. Topics addressed include AIDS, mental health, tobacco, alcohol, drugs and sexuality. Health maintenance and disease prevention, through an enhanced concern for an individual's physical, mental and social well-being, are stressed. All students will receive instruction in hands-on CPR as per New York State Education Law.

### ***BE and ENL Social Studies:***

## **ENL GLOBAL HISTORY AND GEOGRAPHY I**



Prerequisite: Recommendation of course level by teacher and counselor

Credit: 1 (Social Studies)

Time: Full Year

This course is the first of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems capitalizing on the student's native language to clarify social studies concepts as the students develop competency in English – their new language. Students will examine the interaction of cultural groups and the movement of customs and beliefs from region to region. The course addresses the linguistic needs of the entering and emerging English Language Learner through development of discipline-specific vocabulary, grammatical structures and discourse.

## **BILINGUAL GLOBAL HISTORY AND GEOGRAPHY I**



Prerequisite: Recommendation of course level by teacher and counselor

Credit: 1 (Social Studies)

Time: Full Year

First of a 2-year chronological study of world history, the course examines the development of civilization to the 1700's, focusing on the growth of technology and evolution of political, social, economic and belief systems. It capitalizes on the students' native language to clarify social studies concepts as students develop competency in English –the second language. Students examine the interaction of cultural groups and movement of customs and beliefs between regions. The linguistic needs of entering English Language Learners through development of discipline-specific vocabulary, grammatical structures and discourse are addressed.

## **ENL GLOBAL HISTORY AND GEOGRAPHY II**



Prerequisite: ENL Global History I & Recommendation by teacher and counselor

Credit: 1 (Social Studies)

Time: Full Year

This course is a chronological continuation of ENL Global History I. It begins with 1750 and continues to the present. Reading for information and interpretation is emphasized, as is the development of interpretive skills. The classes are discussion based and students are encouraged to participate. The major political, social, economic and cultural systems of the nations of the world are studied. The course also addresses the linguistic needs of the English Language Learner through development of vocabulary, grammatical structures, oral reading, writing, and study skills. This course culminates in a required Regents examination.

## **BILINGUAL GLOBAL HISTORY AND GEOGRAPHY II**



Prerequisite: Bilingual Global History I & Recommendation by teacher and counselor

Credit: 1 (Social Studies)

Time: Full Year

This course is a chronological continuation of Bilingual Global History I. It begins with 1750 and continues to the present. Reading for information and interpretation is emphasized, as is the development of interpretive skills. The classes are discussion based and students are encouraged to participate. The major political, social, economic and cultural systems of the nations of the world are studied. The course also addresses the linguistic needs of the English Language Learner through development of vocabulary, grammatical structures, oral reading, writing, and study skills in both English and Spanish. This course culminates in a required Regents examination.

## **ENL UNITED STATES HISTORY AND GOVERNMENT**



Prerequisite: ENL or Bilingual Global History II

Credit: 1 (Social Studies)

Time: Full Year

United States History and Government explores the political, economic, social, cultural and religious development of the United States with emphasis on developments since 1865 in a chronological-topical framework. To accomplish these purposes students will explore four major topics: American people, American government, American economy and American foreign policy. The stress on current events will provide students with an update on modern American society and motivate the students to better understand the American past. This course also addresses the linguistic needs of the English Language Learner through development of vocabulary, grammatical structures, oral reading, writing and study skills. The course culminates in a required Regents examination.

## **BILINGUAL UNITED STATES HISTORY AND GOVERNMENT**

Prerequisite: ENL or Bilingual Global History II

Credit: 1 (Social Studies)

Time: Full Year

United States History and Government explores the political, economic, social, cultural and religious development of the United States with emphasis on developments since 1865 in a chronological-topical framework. To accomplish these purposes students will explore four major topics: American people, American government, American economy and American foreign policy. The stress on current events will provide students with an update on modern American society and motivate the students to better understand the American past. This course also addresses the linguistic needs of the English Language Learner through development of vocabulary, grammatical structures, oral reading, writing and study skills in English and Spanish. The course culminates in a required Regents examination.

## **ENL PARTICIPATION IN GOVERNMENT (Grade 12 only)**

Prerequisite: United States History and Government R

Credit: ½

Time: ½ Year

This is essentially a process course where students are expected to investigate and research issues that are of national importance and to determine how the public policy that impacts upon these issues is formulated. Individual work and class participation will be emphasized. Students will be expected to formulate and defend positions. English language development will be structured in the context of the significant issues discussed, with the goal of supporting the development of academic English and ensuring access and participation for English Language Learners at all levels of proficiency.

## **ENL ECONOMICS (Grade 12 only)**

Prerequisite: United States History and Government

Credit: ½

Time: ½ Year

This is a fundamental introductory level course in the study of economics. It includes an introduction to economics and economic systems, the elements of the economy (microeconomics), a study of the way in which elements of the economy are brought together (macroeconomics), aspects of financial literacy including banking and personal finance, and the U.S. and the world economy. English language development will be structured in the context of the significant issues discussed, with the goal of supporting the development of academic English and ensuring access and participation for English Language Learners at all levels of proficiency.

## BUSINESS EDUCATION DEPARTMENT

Chairperson – Dr. Jay Corcoran



The mission of the Business Department at Walt Whitman High School is to provide students with the skills, attitudes, and competencies for lifelong success. Students learn skills and gain knowledge in oral and written communication, finances, accounting, digital literacy, entrepreneurship, management, marketing, and professional skills necessary for all career areas. The instructors are a diversified group of professionals with many years of experience in public and private business, and government agencies, which serves to enhance the depth of student understanding by delivering real-world scenarios through the classroom. Many classes are offered for college credit through partnerships with several universities at a substantially reduced rate. Students are highly encouraged to register for college credit once the course begins.

Recommended Courses for Grade Levels are as follows:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Business Computer App.	Business Computer App.	Business Computer App.	Business Computer App.
Whitman at Work	Whitman at Work	Whitman at Work	Whitman at Work
	*Financial Decision Making	*Financial Decision Making	*Financial Decision Making
	*Entrepreneurship	*Entrepreneurship	*Entrepreneurship
	*Entertainment Sports Mkt.	*Entertainment Sports Mkt.	*Entertainment Sports Mkt.
	*Entertainment & Sports Mngm.	*Entertainment Sports Mngm.	*Entertainment Sports Mngm.
	Hospitality, Tourism, Rec.	Hospitality, Tourism, Rec.	Hospitality, Tourism, Rec.
		*Accounting 1	*Accounting 1
		*Business Law	*Accounting 2
		Wall Street	*Business Law
		Social Media Digital Citizen.	Wall Street
		**Virtual Enterprise 1	Social Media Digital Citizen.
			**Virtual Enterprise 1 or 2

\* Denotes 3 college credit option

\*\* Denotes 6 college credit option

A business sequence throughout high school could culminate with 30+ college credits upon graduation. These credits are typically accepted as transfer credits to most colleges and universities throughout the country, thereby enabling students/parents to save a great deal of money and time. Students are eligible for college-level credits in grade 10 (with a recommendation from the instructor) and above. Students could earn 6 credits in 10th grade, 6-12 credits in grade 11, and another 6-12 credits as a Senior. Ask your counselor how!

### ACCOUNTING I

Prerequisite: Geometry or Teacher Recommendation

Credit: ½

Time: ½ Year

Fundamental accounting concepts and principles are covered through an understanding of the following topics: accounting as an information system; analyzing a transaction; the accounting cycle; accounting for both service enterprises and merchandising businesses; deferrals and accruals; reversing entries; systems design; accounting for cash, receivables, temporary investments and inventory; payroll accounting. Students apply concepts to the preparation of special journals, subsidiary ledgers, worksheets and financial statements. This course is offered for college credit through Farmingdale State College.

## **ACCOUNTING II**

Prerequisite: Accounting I

Credit: ½

Time: ½ Year

Continued development of the principles and concepts introduced in Accounting I. The following topics are included: emphasis on further understanding of generally accepted accounting principles; plant assets; intangible assets; determination of depreciation, depletion and amortization; accounting for partnerships and corporations; long term liabilities; investments in bonds and stock; statement of cash flows; managerial accounting; accounting for manufacturing operations; budgeting and standard costs systems. This course is offered for college credit through Farmingdale State College.

## **ADVANCED COMPUTER APPLICATIONS (Recommended grades: 10, 11, 12)**

Prerequisite: Business Computer Applications

Credit: ½

Time: ½ Year

This real-life business simulation course is designed to expand students' ability to use and integrate a variety of business related software applications. Students complete advanced units of work in desktop publishing, word processing, spreadsheet construction, graphic presentations and website design. Programs explored include Publisher, PowerPoint, Photostory, Movie Maker, Excel, Word, Dreamweaver and Netscape. Students apply computer skills to solving real-world problems and to situations pertinent to the business environment. Advanced exploration and integration of software applications are emphasized.

## **BUSINESS COMPUTER APPLICATIONS**

Prerequisite: None

Credit: ½

Time: Full Year, Alternating Day

Students gain an understanding of computer processing, computer operations and effects of computer applications on business activities. Students learn to become proficient in word processing, desktop publishing, spreadsheets, databases and graphic presentations. This hands-on computer course uses applications from Microsoft Office, Google and the Internet to solve a variety of personal and professional business problems. Students create electronic portfolios of documents that could be applied in the business world. This course enhances students' computer skills for high school, college and future employment.

## **BUSINESS LAW Recommended Grades - 11 & 12**

Prerequisite: None

Credit: ½

Time: ½ Year

This course concentrates on an understanding of legal rights and responsibilities in personal law and business law. Students use application activities to look at their everyday roles as consumers, citizens and workers. The students will gain an understanding of the American legal system, courts/court procedures, criminal justice systems, torts and the civil justice system, oral and written contracts and warranties, consumer protection, employer-employee relations, different types and uses of commercial paper, the banking system, insurance, real and personal property and wills and intestacy. Legal terminology is emphasized. This course is offered for college credit through Farmingdale State College.

## **ENTERTAINMENT AND SPORTS MANAGEMENT (Recommended grades: 10, 11, 12)**

Prerequisite: None

Credit: ½

Time: ½ Year

Envision yourself responsible for running Madison Square Garden, The MTV Music Video Awards, or managing the Super Bowl! This introductory course teaches students basic business management principles within the dynamic sports and entertainment industries. Management principles are used to explore this exciting industry with emphasis on human resources, public and media relations, collective bargaining, contracts, sports and entertainment law, and financing. League, team, event, and player management principles are discussed and applied. Classroom instruction is reinforced through interactive team projects, guest speakers, case studies, and field trip experiences to such places as professional arenas/stadiums, radio/TV stations, and theaters. This course is offered for college credit through Farmingdale State College.

## **ENTERTAINMENT AND SPORTS MARKETING (Recommended grades: 10, 11, 12)**

Prerequisite: None

Credit: ½

Time: ½ Year

This unique and innovative course is designed for students with an interest in either the entertainment or sports marketing industries. Instruction includes an introduction to fundamental marketing concepts associated with sports, music, TV, radio and film. Students examine current domestic and international trends in sports and entertainment as they pertain to merchandising, technology, market demographics and market research. Through extensive participation in interactive group projects and case studies, students experience product development, event marketing, market analysis and executive-level decision making. Classroom instruction is reinforced through outside lectures, case studies and field trip experiences to such places as professional sports stadiums, radio/TV stations, and theaters, enabling students to directly interact with those currently employed in the sports, marketing/media and entertainment industries. The course is offered for college credit through Farmingdale State College.

**ENTREPRENEURSHIP (Business Ownership – Starting Your Own Business) (Recommended grades: 10, 11, 12)**

Prerequisite: None

Credit: ½

Time: ½ Year

This course provides students with the skills needed to effectively organize, develop, create and manage their own businesses. Emphasis is placed upon the functions of marketing: distribution, financing, marketing information management, pricing, product/service management, promotion and selling. Additional topics to be discussed are assessment of personal skills, free enterprise, human relations and interpersonal skills, the importance of business ethics and the roles that quality and service play in business. Students create business plans for a business of their choice. At the end of the course, students ‘pitch’ their business ideas. This course is offered for college credit through Farmingdale State College.

**FINANCIAL DECISION MAKING FOR LIFE (Recommended grades: 10, 11, 12)**

Prerequisite: None

Credit: ½

Time: ½ Year

Students learn how much it costs to live their lives by exploring household finances, bank accounts, checking, savings, credit, credit cards, student loans, car loans, renting apartments, and more. Students learn money management strategies, how to use credit wisely and what type of career path they may need to follow to afford their desired lifestyle. Students are introduced to basic investment principles and retirement options including stocks, bonds, mutual funds, 401k’s, pensions, and social security. The course is offered for college credit through Farmingdale State College.

**HOSPITALITY, TOURISM AND RECREATION (Recommended grades: 10, 11, 12)**

Prerequisite: None

Credit: ½

Time: ½ Year

This course introduces students to the various aspects of the hospitality industry including destination planning, hotel and restaurant management, the sports & entertainment sector, event management and the healthcare industry. This course is designed to provide students with the basic knowledge and skills needed for entry-level employment opportunities in lodging, recreation, travel event planning, and theme park/exhibition occupations.

**VIRTUAL ENTERPRISE 1**

Prerequisites: Grades 11 or 12 &amp; completed two Business courses or Teacher Recommendation Credit: 1 Time: Full Year

Virtual Enterprise (VE) is a student directed competition based business simulation where students create and run every aspect of a business and compete in over 20 regional, national, and global competitions throughout the year culminating in a business plan competition where students are judged by industry experts. Students are involved in human resources, accounting, marketing, product development, production, distribution, marketing and sales, web design, IT and social media. Students engage in trade shows both online and in-person and online with other firms from around the region. The goal is to create a learning environment that integrates school and the workplace to enhance learning. Students attend 2-3 field trips to promote their firm’s Business Plan and participate in trade shows both on Long Island and New York City! Students receive credits through Farmingdale State College, totaling 6 credits (3 each semester).

**VIRTUAL ENTERPRISE 2**

Prerequisite: Grade 12 and the completion of Virtual Enterprise 1 Credit: 1 Time: Full Year

This course is a continuation of Virtual Enterprise 1. Students interview and gain experience in other positions in the proprietary virtual enterprise. Students consult with and assist in the training of students in Virtual Enterprise 1. This course is eligible for an additional 6 college credits through Long Island University.

**SOCIAL MEDIA AND DIGITAL CITIZENSHIP****PENDING BOARD APPROVAL**

Prerequisite: Whitman at Work or Business Computer Apps. or Recommendation Credit: ½ Time: ½ Year

While often used for trivial purposes, the power and potential impact of social media cannot be overstated. In this course students will learn how businesses implement social media strategies to connect and maintain relationships with their current and potential customers. Students will identify, discuss and debate social media topics and postings and their impact on society. Students will take an in-depth look at current trends in branding, various multimedia platforms, and uses of current and future technology in digital marketing. Using the Social Media Strategy Wheel as a framework, students will develop effective social media campaigns designed to engage targeted audiences. This course employs field experiences and virtual connections for students to work collaboratively with several Suffolk County school districts on social media projects affecting society now and in the future.

**WALL STREET INVESTMENT (Recommended grades: 11/12)****PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: : ½ Year

This course will focus on investments, investing strategies, retirement planning, pensions, defined contribution plans, stocks, the stock markets, mutual funds, futures and options, bonds, and other financial opportunities. Students will explore how the markets work and the interconnectivity of economic and geopolitical events with regard to the ups and downs of the markets. Students will participate in an investment simulation where they will create and manage “stock portfolios.” Students will also learn about different financial software tools and resources used by financial experts. This course is highly recommended for anyone interested in investing or money management. Recommended for grades 11 & 12.

**WHITMAN AT WORK (Classroom Experience)** Prerequisite: None Credit: ½ Time: Full Year, Alternate Days

This is a unique course in which students prepare self-evaluations to better understand how they might best prepare themselves for a career pathway. Students participate in workplace protocol lessons designed to prepare them to enter the workplace. Topics include personal career interest inventories, skills evaluations, resume writing, job search skills, job applications, interviewing, workplace etiquette, dressing for success, workplace safety, and employee rights and expectations. Upon successful completion of the classroom-based course students are eligible to receive .5 elective credits to be used towards graduation by completing 150 hours of documented work-based learning per semester for up to 2.0 credits total.

### **WORK-BASED LEARNING EXPERIENCES**

Work-based learning (WBL) is the ‘umbrella’ term used to identify activities which collaboratively engage students, employers and schools in providing structured learning experiences. These experiences typically occur away from school, in a business or community organization and focus on assisting students in developing broad, transferable skills for postsecondary education and the workplace. Work-based learning experiences include volunteer opportunities, job shadowing, internships, school-based enterprise experiences, and employment. Students may learn of these opportunities through participation in the various business education classes, clubs and activities, and through announcements made by our College and Career Ready Coach. All work-based learning experiences may be applied towards the CDOS Commencement Credential and in some instances students may earn credit which can be applied towards their graduation requirements.

Volunteer Opportunities    Employment    Internships    Job Shadow    School Store Operations    Service Learning

**CAREER INTERNSHIP PROGRAM (CIP)** (Recommended grades: 11, 12)

Prerequisite: None

Credit: ½ / 1

Time: 50-99 hours / 100+ hours

In response to the changing nature and demands of work and the structure of the workplace, this internship program is designed to help students in the transition from school to career. It will link school-based learning with work-based learning experiences that emphasize the application of academic knowledge and will expose students to a wide range of careers within a particular field. Students will volunteer at least 4 hours per week for 1 semester. The teacher/coordinator will match students with community sponsors based on the information provided in interest/aptitude questionnaires. Students will keep a daily journal of their experiences on the job for review with teacher/coordinator. Students must arrange for their own transportation.

**COMMUNITY SERVICE PROGRAM (CSP)** (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: ½ / 1

Time: 50-99 hours / 100+ hours

Students will participate in prearranged community service activities for a minimum of 50 hours (combination of activities is acceptable) for a ½ credit and 100 hours for a full credit. The course can only be used as elective credit and the credit is not part of the 22 credits required for graduation. Students can select their activities and submit for prior approval or the coordinator will match students with community sponsors based on the information provided in interest/aptitude questionnaires. Students keep a journal of their activities and write an essay reflecting upon their volunteer experience. **Hours that exceed school credit guidelines can also be recorded and submitted to the Presidential Volunteer Service Awards Service Bureau.**

**WHITMAN AT WORK (Field Experience)**

Prerequisite: Completion of the Whitman at Work Classroom Experience

Credit: up to 2 elective

This program consists of 150-600 hours of school-supervised work experience supported by related classroom instruction and/or counseling, is registered with the State Education Department and is coordinated by a teacher or counselor possessing an extension as a Coordinator of Work-Based Learning Programs for Career Exploration. The program assists students in achieving Career Development & Occupational Studies Standard A (associated with Universal Foundation Skills) and enables them to sharpen skills in preparation for the job market after graduation. It also enhances a student’s technical, interpersonal and decision-making skills. Students may apply earned hours towards the CDOS Commencement Credential as well as their NYSED required elective credits.

**ENGLISH/READING DEPARTMENT**  
Chairperson – Mrs. Joann Hili-Carbone

Students are required to complete four credits of English. All students must complete English 9, 10 and 11 before selecting an elective course. However, students may take English 11 concurrently with an elective.

**ENGLISH 9R**



Prerequisite: English 8

Credit: 1

Time: Full Year

Consistent with the rigor of the New York State Next Generation Learning Standards, this course introduces the four-year sequence of English literature, informational texts and language studies leading to the administration of the English ELA Regents Examination in the student's junior year. Focused on developing literacy skills, this course emphasizes the development of reading comprehension through reading closely for textual details, recognizing literary elements and making evidence-based claims. Writing skills are emphasized through the development of the literary essay, short journal responses, grammar instruction and written analysis of both fiction and informational texts.

**ENGLISH 9H<sup>V</sup>**



Prerequisite: English 8 or English 8VAP (for 9VAP)

Credit: 1

Time: Full Year

Students are selected based on demonstrated performance and interest. Consistent with the rigor of the New York State Next Generation Learning Standards, literary selections balance fictional and informational texts. Students are introduced to the role of literary elements, reading closely for textual details and making evidence-based claims. In addition to addressing literacy through reading comprehension, students are introduced to grammar, text based vocabulary, verbal communication and listening skills. Library research skills are emphasized with focus on information gathering, paraphrasing and technology-based documentation.

**ENGLISH 10R**



Prerequisite: English 9

Credit: 1

Time: Full Year

This course focuses on improving reading comprehension, developing writing skills and increasing literacy skills for both fictional and informational texts through reading closely for textual details and by making evidence-based claims. Students work to develop skills in writing, including greater rigor in diction, argument, organization, audience and supporting textual evidence. Curricular selections include American novels, prose and poetry from the Colonial Period to the present. One outside novel is also a required element of class work. Students shall focus on the argumentative essay in order to maximize a successful outcome on the English Regents examination in January, administered during the student's junior year. Additional literacy skills include note taking, listening, communication and practice in responding to multiple choice questions.

**ENGLISH 10R PLUS**

Prerequisite: English 9

Credit: 1

Time: Full Year

This course focuses on improving reading comprehension, developing writing skills and increasing literacy skills for both fictional and informational texts through reading closely for textual details and by making evidence-based claims. Students work to develop skills in writing, including greater rigor in diction, argument, organization, audience and supporting textual evidence. Curricular selections include American novels, prose and poetry from the Colonial Period to the present. One outside novel is also a required element of class work. Students shall focus on the argumentative essay in order to maximize a successful outcome on the English Regents examination in January, administered during the student's junior year. Additional literacy skills include note taking, listening, communication and practice in responding to multiple choice questions. The purpose of this course is to provide students with additional support through an alternating day lab period, as they prepare to take the required Regents examination in English Language Arts the following year, as 11<sup>th</sup> graders.

**ENGLISH 10H<sup>V</sup>**



Prerequisite: English 9 or English 9VAP (for 10VAP)

Credit: 1

Time: Full Year

Students are selected for this course on the basis of their demonstrated performance and interest. The course of study is designed to broaden student background in American literature and informational texts by reading closely for textual details and by making evidenced-based claims. Emphasis is placed upon the improvement of writing skills, including organization, diction, grammar and usage. In addition, attention is given to increasing the ability to accomplish research work. Students are given guidance to become more capable in evaluating the materials they read, both analytically and aesthetically, and to discuss and express these evaluations, either written or oral, in an engaged and well articulated manner.

## ENGLISH 11R



Prerequisite: English 10

Credit: 1

Time: Full Year

Students in this course will practice the essential skills of literacy for both informational texts addressing reading comprehension and written expression in order to maximize preparation for the English ELA Regents Examination in January. Additional instructional time is devoted to providing support in reading closely for textual details and writing skills, using technology for information gathering and articulating communication skills. Focused on British Literature, students are introduced to a broad survey of textual selections and are encouraged to read independently. Finally, students will complete the college essay unit during which they will develop one personal statement essay selected from the Common Application.

## ENGLISH 11H



Prerequisite: English 10 or 10H

Credit: 1

Time: Full Year

Students in this course are selected on the basis of their performance and interest. Fundamentally focused on British Literature, this course builds upon the rigorous writing and literature programs of the 9H and 10H courses, while simultaneously targeting the English ELA Regents Examination in January. Students will work toward mastery of analytical writing, critical reading, evaluative thinking and synthesizing, while reading a varied canon of novels, plays, poetry and short fiction. Students are expected to complete outside readings and projects, both prior to and after the completion of the Regents examination.

## ENGLISH AIS LAB (Recommended Grade Levels 9, 10, 11, 12)

Time: ½ Year

This course is designed for students who wish to develop and improve the skills and competencies assessed through the English ELA Regents Examination. The focus will be on individualized support, at times in a group setting, in writing and reading comprehension strategies in order to secure successful outcomes on the Regents Examination.

## ENGLISH 12



Prerequisite: English 11

Credit: 1

Time: Full Year

This course of study emphasizes the essential skills of the language arts. The literature studied includes selections from American and British texts, as well as those of World Literature as represented by writers from France, Italy, Austria, Denmark, Greece, Russia, Australia, South Africa, and Uganda. The study of contemporary literature is supplemented with supporting instruction covering basic informational texts, writing skills, oral presentations, and vocabulary enrichment.

## ENGLISH 9E

Prerequisite: ENL Department Recommendation

Credit: 1

Time: Full Year

This course is designed for the English Language Learner at the Expanding and Commanding levels of proficiency as an integrated English Language Arts 9<sup>th</sup> grade course. Emphasis is placed on the identification of literary elements, analysis of literature and crafting of narrative text analysis and argumentative essays and short paragraph responses. Textual selections are targeted to be consistent with the New York State Next Generation Learning Standards balancing fictional and informational texts.

## ADVANCED PLACEMENT (AP) ENGLISH IN LANGUAGE AND COMPOSITION



Prerequisite: English 10 H and departmental permission

Credit: 1

Time: Full Year

Students are selected for this course based on their ability to perform honors work and their interest in the subject. Students will study the various sub-genres of prose, analyzing each work's rhetorical strategies. Students will demonstrate their writing skills through the construction of high-level analytical and argumentative essays. Readings are chosen to broaden the students' exposure to writers' stylistic choices, while also preparing them for the AP Examination in English Language and Composition (May) and the English Regents (January). This course is open to qualified 11<sup>th</sup> graders. Please note that a summer assignment will be posted on the Walt Whitman High School website. College credit is available through Suffolk Community College.

## ADVANCED PLACEMENT (AP) ENGLISH IN LITERATURE AND COMPOSITION



Prerequisite: AP English Language and Composition or English 11H

Credit: 1

Time: Full Year

Students are selected for this course on the basis of their demonstrated ability to perform at the honors level. This comprehensive course of study is designed to broaden the student's background in the humanities and prevailing philosophical and literary movements. Literary selections are incorporated with regard to the AP Examination in English Literature and Composition which emphasizes reading comprehension as manifested by the student's ability to read, to discern and to analyze with an eye to textual meaning, historical impact, literary convention as well as aesthetic judgment. Writing will emphasize the literary essay, focusing on interpretation, persuasion, diction and textual support. Please note that a summer assignment will be provided following the conclusion of the prior school year. All summer assignments will be posted on the Walt Whitman website. College credit is available through Suffolk Community College.



## ADVANCED PLACEMENT (AP) CAPSTONE SEMINAR (Open to Grades 10 & 11)\*



Prerequisites: 9 English Honors, mastery of Algebra Regents and/or departmental approval      Credit: 1      Time: Full Year  
AP Seminar is a full-year course designed to expose students to dedicated research and writing skills as they become better thinkers. A strong emphasis of the reading and research done in the class will be nonfiction (articles, essays, speeches, academic studies, scientific journals, etc...) and engagement with literature is limited. Students are trained to see and assess issues or problems from different perspectives and multiple lenses and transfer these skills to all aspects of their high school, college and post-college career. Projects are designed to have students master skills and present problems with solutions arrived at during collaborative interaction with peers. A collaborative-based project is required which trains students to work with others in a highly rigorous setting to investigate, articulate and evaluate problems and formulate solutions through proposals. Students have flexibility to choose the topics they research and present. Both team and individual oral presentations are essential and mandatory components of the class. Successful completion of the course is a strong indicator to colleges that students are prepared for the rigors of academic success. In order for students to earn the Capstone Degree they will need to commit to two years of study, the first being AP Seminar and the second being AP Research. Failure to complete both courses will make them ineligible for the Capstone designation on their diplomas. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.  
\*See Capstone Program description above, in *Special Programs*.

## ENGLISH ELECTIVES

### COMPOSITION



Prerequisite: English 10      Credit: ½      Time: ½ Year  
This course is designed for students who wish to improve writing skills and prepare for college-level writing execution. Work concentrates on determining the best methods for various forms of written expression. Expository writing is emphasized with specific focus on term paper writing. Additional units of study include practical and business writing and personal statements.

### CREATIVE WRITING



Prerequisite: English 10      Credit: ½      Time: ½ Year  
This course gives students the opportunity to develop writing skills by means of self-expression. Emphasis will be placed upon original short story and poetry writing; students will be encouraged to enter their work in contests and provide work for the school literary magazine. The literature studied will serve as models for students' original work. The course will be conducted in a workshop format and will require, in addition to shorter assignments, a midterm (to be read aloud) and a final project.

### DRAMATICS

Prerequisite: None      Credit: ½      Time: ½ Year  
The purpose of this course is to help students develop poise and acting skill while performing before a group, to inspire interest in theatre for future community activities, to develop knowledge of the historical and cultural traditions of the theater and finally, to explore the technical aspects of the theatre. Students are required to perform a final acting scene in order to receive credit for this course. Note: This course may not be combined with Public Speaking to meet the senior English requirement as per NCAA regulations; nor can it be used to satisfy a student's English graduation requirement.

### THE HEROIC IMAGE



Prerequisite: English 11      Credit: ½      Time: ½ Year  
This course presents students with the various roles of the hero in our society. The literature and films selected deal with the image of heroes, their influences and effects, and the basic need for such heroes in our lives. The course uses short stories, screenplays, full-length plays and films to develop student awareness of the importance of the heroic image. Again, emphasis is directed toward the improvement and strengthening of basic English skills such as composition, language, reading, listening and speaking through carefully structured class and individual activities.

### JOURNALISM



Prerequisite: English 10      Credit: ½      Time: ½ Year  
This course is designed as an introduction to the art of journalism. Students will become familiar with the jargon used in the field, be exposed to and read a number of different types of writing, and will be able to hone their personal writing style. The philosophy behind this course is that learning to write well is a skill that can be applied to any area of interest. While the focus of the class is on writing newspaper-like articles, many of the skills acquired can easily be transferred to other writing purposes. Good writing in any application is clear, concise, correct and often current – the four “C’s” of scholastic journalism. In addition to acquiring writing skills, students will assemble a portfolio of their own work which will contain two self-evaluations and reflections.

**MEDIA AND US** Prerequisite: English 11 Credit: ½ Time: ½ Year  
This course will utilize both literature and films to develop students' awareness of the power and influence of various forms of mass media. The forms that will be investigated encompass literature, newspapers, periodicals, television, social media and film. The course will place emphasis on the role of mass media as it affects our lives. In addition, a complete examination and classification of the diverse methods of propaganda, particularly in advertising, will be included to both strengthen and improve skills in composition, language, reading and speaking/listening through carefully structured class and individual activities.

### **NATURE OF LANGUAGE**



Pre- or Co-requisite: English 11 Credit: ½ Time: ½ Year  
Students in this course study the development, use and power of language. This course requires honors-level readings, written analyses and active discussion. During the semester, students will study the language acquisition process, the manipulations and influences of language, various non-verbal forms of language and the influence of technology on language.

### **PUBLIC SPEAKING**



Prerequisite: English 10 Credit: ½ Time: ½ Year  
This course provides students an opportunity to speak before others and gain confidence in doing so. The work introduces students to the many types of speeches that a person might make, and provides practice in writing and delivering each type. The instructor critically evaluates the progress of each student, also given an opportunity to evaluate their own progress in light of each experience. This course cannot be combined with Dramatics to meet the senior English requirement as per NCAA regulations.

### **THE TRAGIC AND COMIC EXPERIENCE**



**NOT OFFERED 2023-2024**

Prerequisite: English 11 Credit: ½ Time: ½ Year  
This course, utilizing both literature and film, presents two views of mankind: The Tragic and the Comic. The tragic experience deals with men in conflict and considers how this conflict threatens and shapes character. The comic experience shows how men survive tragic experiences through laughter and humor. In addition, this course provides the opportunity to strengthen and improve skills in composition, language, reading and speaking/listening through carefully structured class and individual activities.

### **TV AND MEDIA ANALYSIS**

Prerequisite: English 11 Credit: ½ Time: ½ Year  
This course is designed for students interested in analyzing the creative and social aspects of the various media, with emphasis on television. Students will explore the social impact and the techniques involved in the creation of notable television programs, newspapers, films and computer generated materials. Students will also look at historical media moments and television advertising. Class discussions will focus on critical analysis of media and will examine the works' cultural implications. Students are required to write critical essays at the conclusion of each unit. This course includes honors-level readings, written analyses and active discussion. In addition, students must also complete a final project.

### **WORLD LITERATURE H**



Prerequisite: English 11 Credit: 1 Time: Full Year  
World Literature is designed to introduce students to selected major writers and works of global literature. With the exception of Shakespeare, emphasis is placed upon writers of the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. By means of a thematic approach, basic ideas concerning man and his relationship to others are studied. Both literary and social aspects of the works are analyzed. In addition to class discussion and testing, the student is required to submit written papers on specified topics. Among the authors studied are Shakespeare, Kafka, Ibsen, Fugard, Hesse, Remarque, Morrison, Hemingway, and various poets and short story writers. College credit is available through St. John's University.

### **YOUTH AND IDENTITY**

**NOT OFFERED 2023-2024**

Prerequisite: English 11 Credit: ½ Time: ½ Year  
This course addresses various views concerning problems, attitudes, and experiences of growing up. The literature and films selected deal with youth and relationships with friends, family and society. The course stresses the acceptance of responsibility and awareness of individual identity. Emphasis is directed toward the improvement and strengthening of basic English skills (i.e., composition, language, reading and listening/speaking) through carefully structured class and individual activities.

### **WOMEN WARRIORS**



Prerequisite: English 10 Credit: ½ Time: ½ Year  
This course is designed to examine classic and historic works written by women who have paved the way for contemporary female writers. Their point of view and discussion about female roles and oppression are powerful. These earlier works will give students a background about the feminist/female movement leading the second quarter. In the second part of the course, students will read works written more recently allowing for comparison and discussion. This course will end with a research paper.

## **DANGEROUS TOMORROW: DYSTOPIAN TRUTHS**



Prerequisite: English 10

Credit: ½

Time: ½ Year

This course is designed to examine classic dystopian works that focus on political and ethical issues from the early 1900s to the present. Works such as *1984*, “Harrison Bergeron”, *Do Androids Dream of Electric Sheep?* and others address ethics of their times while projecting future societies within these environments. These works are paired with informational texts and other fictional works addressing these issues for analysis and discussion. This course ends with a research paper.

## **COMPARATIVE MYTHOLOGY: POETRY, MYTH & METAPHOR**



Prerequisite: English 11

Credit: ½

Time: ½ Year

This is a comparative mythology course that explores myths representing diverse global cultures. The course introduces various scholarly theories and methods of interpreting myths while comparing and contrasting mythical themes, structures and motifs across disparate societies. Additionally, the course investigates the functions and origins of common mythological themes while tracing myth’s relationship to philosophy, psychology, anthropology and the arts. Drawing from Carl Jung’s theory of archetypes and Joseph Campbell’s hero’s journey, students will learn how to read and interpret mythic symbols, metaphors and analogies while gaining an in-depth understanding of both the Western and Eastern mythologies that have shaped the societies in which they live. In addition to the core mythology texts, the course will consist of a series of related readings and will culminate with a final guided research paper/project. After studying and surveying a diverse array of the world’s most prominent myths, students will have the opportunity to further their own understanding of, and pursue their own interest in, a specific mythological tradition of their own choosing. It is important to note that the study of comparative mythology through literature (both fiction and non-fiction) will not be used to proselytize or indoctrinate students into any particular mythology, religion or tradition. As such, the critical analysis of all archetypes, allegories, fables, legends and myths will be studied not to advance “spirituality” of any sort but rather to gain a scholarly and comprehensive understanding of customs, practices and inherent wisdom conveyed by various myths.

## **BOB DYLAN: AMERICAN POET**



Prerequisite: English 9

Credit: ½

Time: ½ Year

This course focuses primarily on the poetry and poetics of Bob Dylan’s work. Although music and listening will be an integral part of the journey, language will be the primary focus. Textual analysis will lead to understanding of syntax, imagery, narrative tactics, and other poetic elements. Students will gain familiarity with the range of Dylan’s poetic genres. As with any literature course, students will examine how meaning is produced through words and sound. Dylan’s musical and literary sources, and his influence in our culture, will also be explored. This course will look at influences on Bob Dylan such as Woody Guthrie, Allen Ginsberg, Jack Kerouac, William Shakespeare, Walt Whitman, Arthur Rimbaud, William Blake, and others.

## **FINDING ANSWERS: AN INTERDISCIPLINARY INTRODUCTION TO COLLEGE AND CAREER WRITING**



Prerequisite: English 9

Credit: ½

Time: ½ Year

This course is highly recommended to all college-bound students as it provides the necessary research skills to be prepared for college and careers beyond the classroom. The course invites students to explore practical writing in a hands-on format by participating in research and presentation to encourage them to ask great questions and find smart answers. The curriculum is interdisciplinary, reaching into each student’s area of interest, from business to technology to history to environmental science, to review the MLA style sheet, become familiar with the APA style sheet and utilize online citation tools. Students will design thoughtful research questions and explore a variety of primary and secondary research sources, including databases, document images, articles and journals, while also evaluating and understanding online source evaluation techniques. Students will learn to navigate the writing tools in both Microsoft Word and Google Docs in preparation for college and career writing expectations. The course culminates in a written research paper accompanied by an electronic presentation to be delivered to the class and evaluated.

## **SPORTS LITERATURE & CULTURE: A DEEP DIVE INTO SPORTS THROUGH LITERATURE & HISTORY**

**PENDING BOARD APPROVAL**

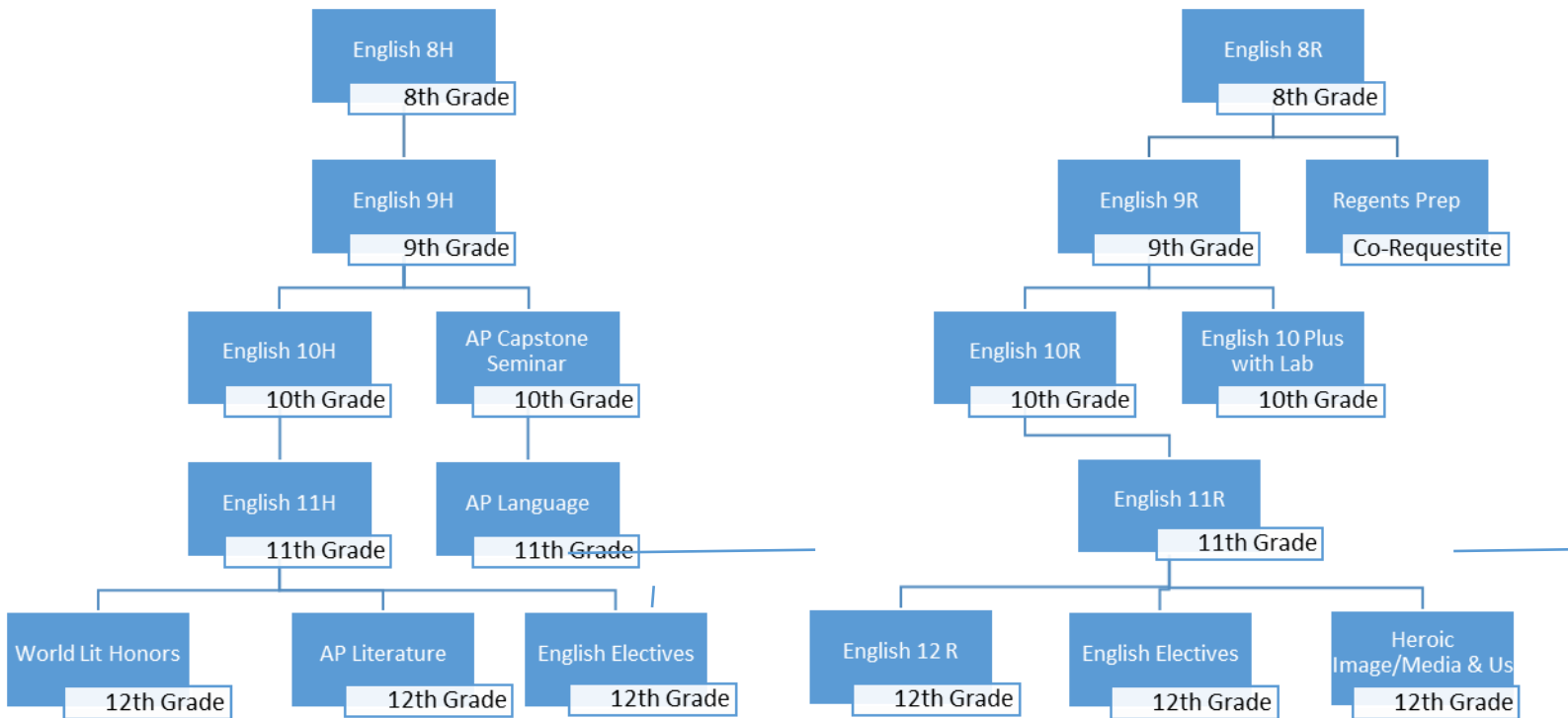
Prerequisite: English 9

Credit: ½

Time: Full Year, Alternating Day

The course is designed to be an interdisciplinary examination of the impact sports plays in society as well as the impact society plays on sports. The course provides students with high interest, historical, and contemporary sports-related documents, literature and other forms of media. Students will explore topics such as aggression and violence, race and ethnicity, corruption in sports, social justice, women in sports and sports during war periods. The English portion will focus on these topics through interaction with literature presented by authors from various genres such as poetry, essays, excerpts from autobiographies, and novels. The *Natural* by Bernard Malamud, widely regarded as a top sports novel, will be used to help examine sports themes such as ambition, failure, stardom, and heroism. The course will culminate in an argument essay, which entails researching controversial topics using credible sources. **This course must be taken in conjunction with its Social Studies counterpart for a full elective credit.**

# English Department Flowchart



## Half-Year Electives

- Creative Writing
- Journalism
- Nature of Language
- Public Speaking
- TV & Media Analysis
- Dangerous Tomorrow: Dystopian Truths
- Comparative Mythology
- Bob Dylan: American Poet
- Composition
- Finding Answers
- Dramatics
- Women Warriors
- Sports Literature and Culture

## FAMILY AND CONSUMER SCIENCES

Chairperson – Mr. David Barth

### **ADOLESCENCE: TEENS IN THE REAL WORLD** (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is devoted to the problems, issues and needs of today's teenager. Contemporary teen issues (e.g., STD's, date rape, dating violence, alcohol/drugs, eating disorders, etc.) are identified and examined. Stress management and communication techniques are practiced to help students deal with problems and improve their family, peer and dating relationships. Students also learn how to fill out job applications, go on winning job interviews and avoid credit card traps.

### **CHILD DEVELOPMENT I** (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course focuses on the responsibilities of parenthood and the pros and cons of being a parent at any age. It also addresses prenatal development, the birth experience, and basic child development principles with an emphasis on the first years of life. Through classroom lessons and a take-home baby simulator, the course provides important insights into caring for an infant and is valuable for anyone who thinks he or she may become a parent one day. A highlight of the course is the interaction with the Little Wildcats playgroup, which meets one day a week for a ten-week session. Students organize and supervise age-appropriate activities for preschoolers, while learning how to effectively interact with the youngsters.

### **CHILD DEVELOPMENT II** (Recommended grades: 10, 11, 12)

Prerequisite: Child Development I

Credit: ½

Time: ½ Year

This course will help students understand more about themselves while learning about children. Students gain insight into their own behavior as they study how children are motivated and influenced by different styles of parenting and approaches to discipline. Various parenting skills needed to be an effective parent are examined. The course promotes in-depth study of development of the toddler, preschooler and school-age child. Interaction with the Little Wildcats playgroup occurs during a ten-week session. This course also includes a live teaching experience in 2<sup>nd</sup> grade at the Oakwood and Countrywood schools. Those high school students considering any type of career involving children will find this course to be an excellent foundation.

### **FUTURE TEACHERS**

**PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: ½ Year

Students will learn what it takes to be an elementary, middle, or high school teacher. Students will be exposed to the general teaching methodology, classroom management, and how teachers measure students' progress. Students will work in small groups to learn about the development and structure of the American education system and consider the skills needed to be an effective teacher in the 21st century. Students will be expected to observe teachers, prepare lessons and teach a class. In this course, students will visit primary and secondary schools to observe, design, and deliver lessons to diverse learners. The course will review the steps for becoming a teacher and the New York State Certification requirements.

### **NUTRITION AND WELLNESS**

**PENDING BOARD APPROVAL**

Prerequisite: None

Credit ½

Time: ½ Year

Nutrition and Wellness is designed to provide students with an overview of good nutrition principles necessary for physical and mental wellness and a long, healthy life. Course content will include discussions of digestion, basic nutrients, lifetime sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to evaluate all available sources of nutrition information and make informed decisions. In addition, students will prepare healthy snacks. Students will learn to make food without an oven by learning proper techniques for cutting vegetables, making salads, using beans, making homemade granola - and much more! We will also visit local restaurants and culinary schools to learn more about food prep from professionals.

## FINE AND PERFORMING ARTS DEPARTMENT

Chairperson – Dr. Joseph Centamore

### Art:

Note: Studio in Art and Studio in Creative Crafts are the only visual arts courses that satisfy New York State's one credit graduation requirement.

#### **STUDIO IN ART** (Open to all grades)

Prerequisite: None

Credit: 1

Time: Full Year

This foundation course satisfies New York State's one-credit, Art/Music graduation requirement. Students will have the opportunity to work with a variety of materials including pencil, pen and ink, charcoal, crayon, watercolor and tempera. Students learn the basic concepts of drawing and design and its application to still life, landscape and the figure. An introduction to art historical movements will be woven throughout, so that students will develop familiarity with diverse styles and techniques.

#### **STUDIO IN CREATIVE CRAFTS** (Open to all grades)

Prerequisite: None

Credit: 1

Time: Full Year

This foundation course satisfies New York State's one-credit, Art/Music graduation requirement. This is a beginner level art course designed to offer the student a wide variety of mixed media art experiences. The course introduces students to the world of contemporary crafts. Students will learn to work with a variety of materials such as paper, wire, found objects and miscellaneous materials to create functional and non-functional objects with an emphasis on design. Students will develop an understanding of three-dimensional design through hands-on projects. Within each unit, students will be exposed to artists who work in the materials that are being explored. Students will understand the integral role that crafts play in everyday life. Quality craftsmanship will be emphasized as a goal for each project.

#### **DIGITAL PHOTOGRAPHY I** (Recommended grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course introduces the fundamentals of photography including use of the digital camera, the history of the camera, exposure and lighting, composition, camera functions, depth of field, shutter speed and aperture. Photo editing will be explored using Adobe Photoshop to enhance and create photographic work. The contributions of famous photographers are explored to provide inspiration and experimentation with the medium. Emphasis is on photography as a visual means of communication and an art form. Exploration is fostered to encourage the development of students' abilities. A digital camera (DSLR or Point and Shoot) is strongly recommended. No camera phones or Go-Pro's.

#### **DIGITAL PHOTOGRAPHY II** (Recommended grades: 10, 11, 12)

Prerequisite: Photography I

Credit: ½

Time: ½ Year

This course is a continuation of Photography I, using more advanced photographic procedures. Students explore advanced camera handling, studio lighting, portrait photography, macro (close-up) photography, and advanced computer technology using Adobe Photoshop, and will develop skills for the presentation of their work. Emphasis is placed on technical skills in photography and the aesthetic values of student work and photography as an art form. Historic and contemporary achievements in all forms of photography are examined to enrich student appreciation of each medium. A digital camera (DSLR or Point and Shoot) is strongly recommended. No camera phones or Go-Pro's. This course is offered for college credit through Farmingdale State College.

#### **DIGITAL PHOTOGRAPHY III AND IV** (Recommended grades: 10, 11, 12)

Prerequisite: Photography I and II

Credit: ½

Time: ½ Year (each)

Photography III and IV are portfolio classes for students to amass a body of work for a college portfolio or equip themselves with the necessary skills to embark on a career in photography. Also for the interested student wanting to improve overall photographic and computer enhancement skills, students study the rudiments of studio photography, working with flashes and studio lights and learn techniques for dealing with hand coloring of prints, infrared photography, solarization, saber tine prints and photomontage through computerized methods (Adobe Photoshop). Higher levels of computer graphic and web page technology incorporating photography will be studied. Emphasis is placed upon technical aspects of photographic work and components of innovative and creative composition. Students study the purpose of photography as an art medium and communication vehicle in the 20<sup>th</sup> and 21<sup>st</sup> centuries. A digital camera (DSLR or Point and Shoot) is strongly recommended. No camera phones or Go-Pro's.

#### **STUDIO IN COMPUTER GRAPHICS** (Recommended Grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is designed to teach students the fundamentals of creating computer-generated images. Students learn to use Adobe Photoshop and Adobe Illustrator to create graphics, logos and enhance digital photographs.

**STUDIO IN ANIMATION AND VIDEO** (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Computer Graphics

Credit: ½

Time: ½ Year

This basic-level course is designed to teach students the fundamental skills needed to create animations and videos using the Macromedia Suite CS6 by exploring the history of animation and video. This course introduces the basic elements and features of Flash Professional CS6 so that students can begin creating Flash applications for delivery on the Web. Students will create frame-by-frame animations, motion tween, and movie clip animations. Students will also learn how to publish a Flash file.

**VIDEO PRODUCTION (Grades 10,11,12)**

Prerequisite: None

Credit ½

Time: ½ Year

Students utilize We Video and other production software to create and edit professional looking videos. The process includes shooting video, importing and editing footage, and adding transitions, sound effects, background music, color correction and stabilization. Students gain a strong understanding of how and when to use various shots and the psychological effect behind their implementation. This class will produce, tape, edit and implement the school's morning video announcements!

**ADVANCED COMPUTER GRAPHICS** (Recommended grades: 11, 12)

Prerequisite: Studio in Computer Graphics, Studio in Animation &amp; Video and teacher recommendation

Credit: ½ Time: ½ Year

Students utilize Adobe Illustrator and Photoshop software to create professional looking graphic packages. Computer graphics and digital photography skills help prepare students for similar pursuits at the college level or entry into the communications industry.

**ADVERTISING DESIGN** (Recommended grades: 10, 11, 12)**NOT OFFERED 2023-2024**

Prerequisite: Studio in Art or Studio in Creative Crafts

Credit: 1

Time: Full Year

This course introduces commercial art and the creative design approach in preparation for careers in graphic design, advertising and illustration. Basic principles, elements/history of graphic design, form/symbol development, typography and color theory are introduced. Classwork is geared toward typical art experiences in layout design and simple techniques of execution for newspaper, magazine, display, posters, direct mail, publication, and advertising agency situations. Design/construction of 3D forms such as packaging, exhibits and displays are explored. Students conceptualize and develop preliminary construction plans and build mock-ups of 3D communication design projects using a variety of materials and techniques. The study of storytelling theories and techniques of art for graphic novels, children's books and storyboards for animation/film are introduced.

**ART PORTFOLIO** (Recommended grades: 11, 12)

Prerequisite: Studio in Art or Studio in Creative Crafts; Drawing and Painting

Credit: 1

Time: Full Year

This course offers students the opportunity to develop long-range projects in greater depths and is also recommended for those who wish to pursue art after graduation and need to complete a portfolio. Students will be instructed on how to evaluate, create and present a well-rounded body of work that includes advanced steps in advertising, drawing and mixed media.

**CARTOONING** (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art or Studio in Creative Crafts

Credit: ½

Time: ½ Year

This course will introduce students to the fundamentals of cartooning and animation. Among the ideas included in course content will be idea development and character construction, satire and humor; action and movement, scene timing, backgrounds and overlays. Drawing the human figure, anatomy, and perspective will be emphasized. The history of cartooning and animation will be linked to the use of line, color and composition so as to help students use these popular media creatively and for self-expression.

**CERAMICS** (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art or Studio in Creative Crafts

Credit: 1

Time: Full Year

This course offers experience in the design and construction of ceramic objects. Techniques include the preparation/shaping of clay in a functional and sculptural manner, glazing, working on the pottery wheel, ceramic sculpture, and kiln preparation/firing. Skills learned provide a foundation for a possible vocation or fulfilling avocation. The role of ceramics in history will be explored.

**DRAWING AND PAINTING I / II / III** (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art or Studio in Creative Crafts (I is prerequisite for II; II for III)

Credit: 1

Time: Full Year

These courses offer advanced experiences in artistic skills and the use of various drawing and painting media (pencil, charcoal, ink, chalk, pastel, watercolor, tempera paint, acrylic, and collage). Students draw from life such as landscape, still life, figure drawing, and portraiture. Individual attention is provided to encourage personal artistic development as well as portfolio development. Through lectures, films, slides and museum visits, a survey of art history is included as it relates to project work.

**FASHION DESIGN & ILLUSTRATION** (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Art or Studio in Creative Crafts

Credit: ½

Time: ½ Year

This course introduces principles and skills involved in fashion illustration design concepts, visual merchandising and textile design. The design and illustration of clothing is emphasized, as well as, working from live models to learn drawing skills, fundamental anatomy and the dynamics of movement. Both fashion and human proportion are stressed. A variety of media is used such as charcoal, pencil, marker, colored pencil, inks and pastel. A basic introduction to pattern-making and sewing skills is included. A survey of fashions from archaic to contemporary periods will be utilized to familiarize students with basic shapes, colors, symbols, patterns and texture in ethnic costume and serves as inspiration in developing sketches for contemporary fashions.

**ADVANCED FASHION 2 & 3**

Prerequisite: Fashion 1

Credit: 1/2

Time: ½ Year

This course continues a sequence in fashion design and illustration begun in the introductory course (Fashion 1). Students will build upon their knowledge of and experiences in fashion, working on advanced projects in design and illustration. Emphasis is placed upon preparing a true portfolio which could be used to pursue fashion design at the college level.

**MUSEUM STUDIES IN FINE ARTS****PENDING BOARD APPROVAL**

Pre- or Co-requisite: Studio in Art or Studio in Creative Crafts Credit: ½

Time: ½ Year

This course is an overview of the theory and practice that goes into curating professional work in museums. Students work hands-on as they organize and curate our very own Walt Whitman Art Gallery. The course (an introduction to museum studies) is a study of local museums experienced not only within the classroom but out in the field. As students visit art museums, they gain insight into museum practices worldwide, including the concept of teamwork, essential to museum work. Students will improve the presentation of their own artwork by learning to wire, mat, frame, photograph and advertise in a professional way.

**ART ADVANCED PLACEMENT / ADVANCED STUDY COURSES****ADVANCED PLACEMENT (AP) STUDIO ART: DRAWING** (Recommended grades: 11, 12)

Prerequisite: Studio in Art or Studio in Creative Crafts and departmental permission

Co-requisite: Art Portfolio

Credit: 1

Time: Full Year

AP Art Portfolio Seminar (AP Studio Art: Drawing with Art Portfolio) is an advanced drawing and painting studio course for college-bound and art career-oriented students. Emphasis is placed on advanced drawing and painting skills in order to compile a portfolio that can fulfill College Board requirements. Students work on projects inside and outside of the classroom, should attend a museum exhibit each semester (outside of class museum visits) and are encouraged to attend a college portfolio review. Completed portfolios are reviewed at the beginning of the school year to determine if students should enter an AP Drawing or 2-D Portfolio track. Potential students must fulfill prerequisites or obtain departmental permission through a portfolio review. A summer assignment is provided at the conclusion of the prior school year and is posted on the school website.

**ADVANCED PLACEMENT (AP) STUDIO ART: 3D DESIGN** (Recommended grades: 11, 12)

Prerequisites: Studio in Art or Studio in Creative Crafts, Ceramics, Drawing &amp; Painting or Sculpture and departmental permission

Credit: 1

Time: Full Year

The philosophy of this course is one of art as an intellectual process. Visual thinking, creativity, skill development and critical analysis are stressed, as will design, problem-solving, persistence, personal expression and the use of sketches as a basis for project ideas. Composition, color, observation, design, conceptual thinking and craftsmanship will be emphasized. Learning to take informed risks and being inventive in making images and objects are central to the program. The critique process is used to clarify conceptual issues and celebrate the uniqueness of personal vision. Historical and cultural traditions are essential in expanding students' visual awareness. Possible projects include: artist-inspired sculptures, clay figure/head, 3D paintings, plaster castings, organic forms, geometric forms, outdoor installations, found object sculptures, surrealistic sculptures, wire figures or animal forms, kinetic sculptures, and life-size figures. Museum/gallery/studio visits will be required, as will research on pertinent artists.

**AP 2D DESIGN PHOTOGRAPHY****PENDING BOARD APPROVAL**

Prerequisite: Photo 1 &amp; 2

Credit: 1

Time: Full Year

Artists and photographers generate an original and powerful body of work based upon their own personal experiences. Artists produce works through practice, experimentation and revision using selected components. In the process, they develop skills in connecting materials, processes and ideas within their work. Students consider how these elements/ideas are used to make work that exists on a flat surface and can work with a variety of materials and ideas in graphic design, digital imaging and photography.

**ADVANCED STUDY IN ART** (Recommended grades: 11, 12)

Prerequisite: Previous course in specific area, teacher rec. / dept. approval

Credit: 1

Time: Full Year

Contingent upon student interest and staff availability, advanced study in specific art disciplines / media areas may be offered.



## Music:

### **CONCERT BAND** (Recommended grade: 9-12)

Prerequisite: Successful completion of previous year's band course or Departmental approval Credit: 1 Time: Full Year  
Students in this course will become acquainted with Concert Band literature of the standard repertoire and acquire the skills, habits, and techniques necessary for effective musical expression. Attendance at SGI by all students is mandatory. Public performance, including winter and spring concerts, NYSSMA Major Organization Festival (if applicable), and Graduation ceremony is required.

### **WIND ENSEMBLE**

Prerequisite: Audition and recommendation of instructor Credit: 1 Time: Full Year  
Students will experience the most challenging wind repertoire from the Renaissance through the modern era, focusing on works specifically written for the Wind Ensemble. Mastery techniques will be stressed in a study of advanced music literacy. Attendance at SGI by all students is mandatory. Public performance, including winter and spring concerts, NYSSMA Major Organization Festival (if applicable), and Graduation ceremony is required. **This course is weighted as an honors-level course.**

### **CONCERT CHOIR** (Recommended grades: 9-12)

Prerequisite: Successful completion of previous year's chorus or departmental approval Credit: 1 Time: Full Year  
Students in this course will become acquainted with choral literature of the standard repertoire and acquire the skills, habits, and techniques necessary for effective musical expression. The goal for all students is the achievement of music literacy within the daily rehearsal setting and weekly music laboratory class (small group instruction). Attendance at SGI by all students is mandatory. Public performance, including winter and spring concerts, is a requirement for the course.

### **VOICES OF WALT WHITMAN** (Recommended grades: 10, 11, 12)

Prerequisite: Successful completion of Concert Choir, audition and recommendation of instructor Credit: 1 Time: Full Year  
Students in grades 10-12 will experience the art of choral music through the study and performance of historically significant choral literature. Continued growth in advanced music literacy will be achieved through analysis of the elements of music during daily rehearsal and weekly music laboratory classes (small group instruction). Attendance at SGI by all students is mandatory. Public performance, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), is required. **This course is weighted as an honors-level course.**

### **CONCERT ORCHESTRA** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Successful completion of previous year's Orchestra course or Departmental approval Credit: 1 Time: Full Year  
This course will help students acquire skill, habits, and techniques necessary for effective musical expression; to participate in ensemble playing and to gain insights into principles of artistic playing. Attendance at SGI by all students is mandatory. Public performance, including winter and spring concerts, NYSSMA Major Organization Festival (if applicable), and Graduation ceremony is required.

### **SYMPHONY ORCHESTRA** (Recommended grades: 9, 10, 11, 12)

Prerequisite: Audition and recommendation of instructor Credit: 1 Time: Full Year  
Students develop the techniques of advanced musicianship through the study of representative orchestral literature from major musical periods. Advanced string techniques are addressed at mandatory small group instruction. Attendance at SGI by all students is mandatory. Public performance, including winter and spring concerts, NYSSMA Major Organization Festival (if applicable), and Graduation ceremony is required. **This course is weighted as an honors-level course.**

### **MUSIC PRODUCTION**

### **PENDING BOARD APPROVAL**

Prerequisite: None Credit: 1/2 Time: ½ Year  
This course will take advantage of the new Mac Lab (room 219) as well as the Whitman Recording Studio (room 634) as students follow the process of music production from start (writing), through technical production, to finish (performance). Students will consider the ideas and components involved with producing written music and will learn to use GarageBand software to create, produce and publish their own original music projects. Students will also learn how to record via MIDI keyboards, guitars, and live microphones.

### **MUSIC THEORY 1**

Prerequisite: None Credit: 1/2 Time: ½ Year  
The course of study and preparation includes notation skills, scales, chords, inversions, cadences, four-part choral writing, and harmonization based on figured bass. Introductory keyboard harmony, melody writing, ear training, and rhythmic dictation are also studied, as is the history of music. Students who successfully complete Music Theory I and achieve an 85 or better cumulative grade point average may enter Music Theory 2.

## **MUSIC THEORY 2**

Prerequisite: Music Theory 1

Credit: ½

Time: ½ Year

The curricular offering will be parallel to content areas of the Advanced Placement Exam in Music Theory. Content includes musical terminology, notation, compositional skills, score analysis and aural skills (sight singing, melodic & rhythmic dictation). Students who successfully complete Music Theory II and achieve an 85 or better (average) may enter AP Music Theory (future offering).

## **ADVANCED PLACEMENT (AP) MUSIC THEORY** (Recommended grades: 11, 12)

**NOT OFFERED 2023-2024**

Prerequisite: Music Theory II

Credit: 1

Time: Full Year

Course of study and preparation includes original compositions, advanced sight singing and dictation skills. This course will be invaluable for students majoring in Music and preparing for University Placement Exams. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

### **Dance:**

#### **STUDIO IN DANCE I** (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: 1

Time: Full Year

This foundation course is designed for students seeking to learn to dance, for the advanced dancer who intends to pursue dance in college, and for any student seeking to improve their athleticism, agility, strength and flexibility. Students train in ballet and modern dance techniques daily, study the history of both through discussion and video analysis, and perform in the annual Dance Concert (spring). Students attend professional performances and small group instruction (SGI) is required. *This course satisfies the Art/Music requirement for a Regents Diploma.*

#### **STUDIO IN DANCE II / III** (Recommended grades: 10, 11, 12)

Prerequisite: Studio in Dance I

Credit: 1

Time: Full Year

This course furthers the learning acquired in Studio in Dance I. Students will train in modern dance and ballet daily, and deepen their historical exploration of dance. All students will attend professional performances and perform in the annual Dance Concert (spring). Small group instruction (SGI) is required.

#### **MODERN DANCE I** (Recommended grades: 9, 10, 11, 12)

Prerequisite: None

Credit: 1

Time: Full Year

This beginner course is ideal for students who want to learn to dance or improve their athleticism, agility, strength and flexibility. Students train daily in modern dance technique, study the history of modern dance in America through discussion and video analysis, and perform in the annual Dance Concert (spring). Students attend professional performances and small group instruction (SGI) is required. *This course satisfies the Art/Music requirement for a Regents Diploma.*

#### **MODERN DANCE II / III** (Recommended grades: 10, 11, 12)

Prerequisite: Modern Dance I or Studio in Dance II

Credit: 1

Time: Full Year

Students will train daily in advanced modern dance techniques, partnering in composition. Athleticism and artistry are emphasized. Students will perform throughout the community and in the annual Dance Concert (spring). Students will attend professional performances and small group instruction (SGI) is required.

#### **EVERYONE CAN DANCE**

**PENDING BOARD APPROVAL**

Prerequisite: None


Credit: ½

Time: Full Year/Alternating Day

This course could satisfy a student's State-required Physical Education credit. The course engages students in creative movement activities that enable them to develop their fine motor skills and a deeper understanding of a wide range of movement concepts. Students will learn to express their ideas and feelings through movement as they collaborate with their peers, gain a greater understanding of their bodies and the body-mind connection, and enhance their personal fitness, well-being and learn to foster a healthy lifestyle.

**MATHEMATICS DEPARTMENT**  
Chairperson - Dr. Matthew Murphy

Students are required to complete three credits of Mathematics, although four credits are recommended.

**ALGEBRA IA** (Recommended grade: 9) (Approved by NCAA for .5 credit) 

Prerequisite: None Credit: 1 Time: Full Year

This course is the first year of a two-year program following the NYS Common Core Curriculum for ninth grade mathematics. Areas of study include relationships between quantities and reasoning with equations, linear and exponential relationships and descriptive statistics. Focus is on problem solving, drawing conclusions and real-world applications of mathematics expressed orally and in written form. Students are required to take a comprehensive final examination upon completion of this course and will enroll in Algebra I Regents Plus (or Algebra I with a teacher recommendation) the following school year.

**ALGEBRA I** (Recommended grade: 9) 

Prerequisite: None Credit: 1 Time: Full Year

This course follows the NYS Common Core Curriculum for 9th grade mathematics, exploring five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations and quadratic functions with modeling applications. All students are required to take the Algebra 1 Regents Examination upon completion of course.

**ALGEBRA I REGENTS PLUS** (Recommended grade: 9)

Prerequisite: None Credit: 1 Time: Alternating day lab (attached to Algebra 1 section w/same teacher)

This course follows the NYS Common Core Curriculum for Algebra I. Topics include relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations and quadratic functions with modeling applications. The course is intended for students requiring an alternating day lab as an additional support. The lab section will occur before or after the Algebra 1 class period (consecutive period), with the student's same teacher. Upon completion of this course, students are required to take the Algebra I Regents examination.

**ACCELERATED ALGEBRA HONORS** 

Prerequisite: Math 8 and teacher recommendation Credit: 1 Time: Full Year

This course is intended for students not enrolled in Algebra in grade 8 but now looking to accelerate their learning of mathematics. This will be the first course in a series of three that will compact four years of coursework (Algebra I, Geometry, Algebra II, and Pre-calculus) into three years. Accelerated Algebra Honors will cover all the topics of Common Core Algebra with additional topics typically found in Algebra II and Pre-calculus. Students will then be able to enroll in Accelerated Geometry Honors (pending approval) in grade 10 followed by Accelerated Algebra II Honors (pending approval) in grade 11. Following this path will afford students the opportunity to enroll in Calculus during their senior year.

**ALGEBRA AIS LAB**

Co-requisite: Algebra I Time: Full Year (alternating days)

The purpose of this lab is to aid students in developing mathematical abilities while preparing for the Algebra 1 Regents examination. Students are given a diagnostic test to assess strengths and weaknesses as individual and small group instruction will be utilized. The course includes a comprehensive review of operations with fractions/decimals, ratio and proportions, percent, elementary algebra and principles of geometry with algebraic applications. Problem solving techniques and test taking strategies are emphasized throughout.

**GEOMETRY R** (Recommended grade: 10) 

Prerequisite: Algebra 1 Credit: 1 Time: Full Year

This course follows the NYS Common Core Curriculum for 10th grade mathematics. The syllabus focuses on six major units of instruction: congruence, proof and constructions, similarity, proof and trigonometry, extending to three dimensions, connecting algebra and geometry through coordinates, circles with and without coordinates and applications of probability. Upon completion of this course, students are required to take the Geometry Regents examination.

**GEOMETRY PLUS LAB** (Recommended grade: 10)

Prerequisite: Algebra 1 Co-requisite: Geometry R Credit: none Time: Alt. day lab (attached to Geometry section w/same teacher)

This course follows the NYS Common Core Curriculum for Geometry. Topics include congruence, proof and constructions, similarity, proof and trigonometry, extending to three dimensions, connecting algebra and geometry through coordinates, circles with and without coordinates and applications of probability. The course is intended for students requiring an alternating day lab as an additional support. The lab section will occur before or after the Geometry class period (consecutive period), with the student's same teacher. Upon completion of this course, students are required to take the Geometry Regents examination.

**GEOMETRY H** (Recommended grade: 9)

Prerequisite: Math 8H and teacher recommendation

Credit: 1

Time: Full Year

This course follows the NYS Common Core Curriculum and is designed for mathematically talented students. The syllabus focuses on six major units of instruction: congruence, proof and constructions, similarity, proof and trigonometry, extending to three dimensions, connecting algebra and geometry through coordinates, circles with and without coordinates and applications of probability. Emphasis is placed on reasoning skills and divergent-thinking skills along with advanced problems related to these topics. Upon completion of this course, students are required to take the Geometry Regents examination.

**ACCELERATED GEOMETRY HONORS**

Prerequisite: Accelerated Algebra Honors or Algebra with teacher recommendation

Credit: 1

Time: Full Year

This course is intended for students who began accelerating their learning in grade 9. This is the second course in a series of three that compacts four years of coursework (Algebra I, Geometry, Algebra II, and Pre-calculus) into three years. Accelerated Geometry Honors covers all topics in Common Core Geometry with additional topics typically found in Algebra II and Pre-calculus. Pending Board approval, students will be able to enroll in Accelerated Algebra II Honors the following school year. Following this path will afford students the opportunity to enroll in Calculus during their senior year.

**ALGEBRA II REGENTS PLUS** (Recommended grade: 11)

Prerequisite: Geometry

Credit: 1

Time: Full Year + alternating day lab

This course follows the NYS Common Core Curriculum for Algebra II. Areas of study include relations and functions, complex numbers, applications of exponential and logarithmic functions, trigonometric functions and their graphs, polynomial functions, systems of equations, inverses, irrationals, rationals, transformational geometry, probability, statistics, regression analysis and sequences and series. Many of these topics are enhanced by the use of the TI-84 graphing calculator. This course is intended for students requiring an alternating day lab as an additional support. Upon completion of this course, students are required to take the Algebra II Regents examination.

**ALGEBRA II R** (Recommended grade: 11)

Prerequisite: Geometry

Credit: 1

Time: Full Year

This course follows the NYS Core Curriculum for Algebra II. Areas of study include relations and functions, complex numbers, applications of exponential and logarithmic functions, trigonometric functions and their graphs, polynomial functions, systems of equations, inverses, irrationals, rationals, transformational geometry, probability, statistics, regression analysis and sequences and series. Many of these topics are enhanced by the use of the TI-84 graphing calculator. Upon completion of this course, students are required to take the Algebra II Regents examination.

**ALGEBRA II H** (Recommended grade: 10)

Prerequisite: Geometry H and teacher recommendation

Credit: 1

Time: Full Year

This course follows the NYS Core Curriculum for Algebra II. Topics include complex numbers, geometry of the circle, applications of trigonometric, logarithmic and exponential functions, rational expressions, equations and inequalities, polynomial functions, systems of equations, inverses, irrationals, rationals, transformational geometry, probability, statistics, sequences and series. In addition, the course includes advanced work on functions and their graphs and a more in-depth treatment of conic sections. Upon completion of this course, students are required to take the Algebra II Regents examination.

**ACCELERATED ALGEBRA II HONORS**

Prerequisite: Accelerated Geometry Honors or Geometry with teacher recommendation

Credit: 1

Time: Full Year

This is the 3<sup>rd</sup> course in a series of 3, compacting 4 years of coursework (Algebra I, Geometry, Algebra II, and parts of Precalculus) into 3 years. Accelerated Algebra II Honors will cover all the topics of Algebra II as well as some additional topics in Precalculus. Students who successfully complete this course will have the opportunity to enroll in a calculus course the following school year.

**COLLEGE ALGEBRA AND TRIGONOMETRY**

Prerequisites: Algebra I, Geometry and Algebra II

Credit: ½ (3 College Credits)

Time: ½ Year (Fall)

This college-level course is intended for students who need an enhanced foundation in Algebra and Trigonometry. The topics include algebraic and trigonometric functions and their graphs. Also covered are exponential and logarithmic functions and their graphs, systems of equations/inequalities, statistics and probability.

## COLLEGE BUSINESS STATISTICS



Prerequisites: Algebra I, Geometry and Algebra II

Credit: ½ (3 College Credits)

Time: ½ Year (Spring)

This college-level course, offered in conjunction with Molloy College, pairs with the College Algebra and Trigonometry course offered in the Fall. Topics include basic elements of descriptive and inferential statistics as they relate to business, measures of central tendency, measures of dispersion, correlation, probability, normal distribution and the normal curve, testing hypotheses, and the chi-square test. Technology support using the graphing calculator and software such as Excel and SPSS are integrated throughout the course.

## ADVANCED ALGEBRA (Recommended grades: 11, 12)



\*\*\* (NCAA approved only if student takes Algebra II)\*\*\*

Prerequisite: Geometry

Credit: 1

Time: Full Year

The course introduces students to many of the same topics covered in Algebra II. Areas of study include relations and functions, complex numbers, applications of exponential and logarithmic functions, graphing trigonometric functions, fractional equations, and transformational geometry. Students are required to take a comprehensive final examination upon completion.

## TOPICS IN PRECALCULUS (Recommended grade: 12)



Prerequisite: Algebra II

Credit: 1

Time: Full Year

The main objective of this course is to prepare students for a college level pre-calculus course or an introductory college calculus course. Course of study includes probability, analytic geometry, sequences and series, sequence, solving polynomial equations, graphing polynomial functions, applications of exponential functions, and matrices and determinants.

## PRECALCULUS R (Recommended grades: 11, 12)



Prerequisite: Algebra II or Algebra IIIH Credit: 1 Time: Full Year

The topics presented in this course include algebraic and transcendental functions, graphing on the Cartesian and Argand planes, complex numbers, analytic geometry, series, sequence, limits, differential and elementary integral calculus, probability, determinants and matrices. The graphing calculator is introduced through numerous applications.

## PRECALCULUS H (Recommended grade: 11)



Prerequisite: Algebra II and teacher recommendation

Credit: 1

Time: Full Year

The topics studied in this course include analytic geometry, polynomial functions, rational functions, exponential functions, logarithmic functions, trigonometric functions, series and sequences, conics, limits, and derivative techniques applied to curve sketching and velocity and acceleration. This course requires extensive use of the graphing calculator to study functions, limits, and derivatives. Precalculus Honors emphasizes theoretical development and provides intensive treatment of each topic. One of the primary objectives of this course is to prepare students for Advanced Placement Calculus AB and BC.

## CALCULUS (Recommended grade: 12)



Prerequisite: Pre-calculus or Pre-calculus H (recommended minimum grade of 80) Credit: 1

Time: Full Year

This course covers many topics that are traditionally taught in the first year of college calculus. Concepts addressed include properties of functions, properties of graphs, finite limits, nonexistent limits, the derivative, applications of the derivative, anti-derivatives, applications of anti-derivatives, the definite integral and its properties, approximation to the definite integral (Riemann sums, trapezoidal rule), fundamental theorems, applications of the definite integral, area, average value and volume. Many of the topics will require the use of a graphing calculator. This course is offered for college credit through Farmingdale State College.

## ACCELERATED CALCULUS



Prerequisite: Accelerated Algebra II

Credit: 1

Time: Full Year

This is the fourth course in a series of courses in which students learned four years of curriculum (Algebra I, Geometry, Algebra II, and parts of Precalculus) in three years. Accelerated Calculus will cover the remaining topics of Precalculus and will culminate with topics in calculus including properties of functions, properties of graphs, finite limits, nonexistent limits, the derivative, and applications of the derivative. This course is offered for college credit through Farmingdale State College.

## ADVANCED PLACEMENT (AP) CALCULUS AB (Recommended grade: 12)



Prerequisite: Pre-Calc H or R (recommended minimum grade of 85) and Departmental permission Credit: 1 Time: Full Year

This course covers elementary functions (algebraic, trigonometric, exponential and logarithmic), differential calculus and its applications, integral calculus and its applications, transcendental functions and their application to differential and analytic geometry. Use of a graphing calculator will be included. Students are expected to take the AP Examination for Calculus AB, which will give the student either one semester of college credit in Calculus or possible college course placement. A summer assignment will be provided following the conclusion of the prior school year and will be posted on the Walt Whitman website.

### **ADVANCED PLACEMENT (AP) CALCULUS BC** (Recommended grade: 12)



Prerequisite: Pre-Calculus H (recommended minimum grade of 95) and Departmental permission Credit: 1 Time: Full Year  
Calculus BC is considerably more extensive than Calculus AB. In addition to the topics covered in Calculus AB, Calculus BC covers more intricate integration methods, sequences and series, elementary differential equations, area in polar coordinates, indeterminate forms and velocity and acceleration vectors. Use of the graphing calculator will be included. Students are expected to take the AP Examination for Calculus BC, which will give the student up to two semesters of college credit in Calculus or possible college course placement. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

### **ADVANCED PLACEMENT (AP) STATISTICS** (Recommended grades: 11, 12)



Co-requisite: Algebra II (R or H) Credit: 1 Time: Full Year  
The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Observing patterns and departures from patterns, 2. Planning a Study: Deciding what and how to measure, 3. Anticipating Patterns: Producing models using probability theory and simulation, and 4. Statistical Inference: Confirming models. Students who successfully complete the course and score a 3 or higher on the AP examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

### **MATH FOUNDATIONS** (Recommended grade: 12)

Prerequisite: Algebra I and one additional Math Course Credit: 1 Time: Full Year  
Math Foundations will reinforce the most essential skills students need to prepare themselves for college-level mathematics. Topics will include Algebraic Operations, Solutions of Equations and Inequalities, Coordinate Geometry, Applications, Functions, Trigonometry, Problem Solving and Real World Applications.

## **COMPUTER SCIENCE ELECTIVES**

### **COMPUTER SCIENCE IN JAVASCRIPT**



Prerequisite: Algebra I Credit: 1 Time: Full Year  
This course is an introduction to the practice of writing computer programs and understanding how computer language works. Students will learn the syntax and commands used for creating computer programs and software. Java Script is the programming language used in this course and topics include objects, classes and data structures.

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**



Prerequisite: Algebra I Credit: 1 Time: Full Year  
This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course prepares students for college and career. Students are expected to take the AP Computer Science Principles examination. Students who successfully complete the course and score a 3 or higher on the AP examination may receive credit, advanced placement, or both, for a one-semester introductory college statistics course.

### **ADVANCED PLACEMENT COMPUTER SCIENCE A** (Recommended grades: 11,12)



Prerequisite: Intro to Computer Science (Javascript thereafter) Credit: 1 Time: Full Year  
This is an introductory college level course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course involves the development of computer programs or parts of programs. The course emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. Students learn how to design and implement computer-based solutions to problems, use and implement commonly-used and appropriate algorithms and data structures, develop and select appropriate algorithms and data structures, and code fluently in an object-orientated paradigm using the Java programming language. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

**CYBERSECURITY** (NCAA Approval Pending) Prerequisite: None Credit: 1 Time: Full Year  
As our world becomes increasingly dependent upon technology, cybersecurity is a topic of growing importance. This course prepares students with crucial skills to be responsible citizens in a digital future and introduces foundational cybersecurity topics including networking fundamentals, software security, and basics of cryptography, all through the CodeHS web-based platform.

**MOBILE APPS****PENDING BOARD APPROVAL**

Prerequisite: Java Script or Departmental approval

Credit: 1/2

Time: ½ Year

Mobile applications are becoming increasingly important to our consumption of media, news, social interaction, and learning. In this course, students learn how to create mobile apps using React Native, build applications to run on their own smartphones, and create an app to solve a specific problem!

**VIDEO GAME DESIGN IN JAVA SCRIPT****PENDING BOARD APPROVAL**

Prerequisite: Java Script or Departmental approval

Credit: 1/2

Time: ½ Year

The CodeHS video game design curriculum teaches the foundations of creating video games in JavaScript. While this course is introductory, it is an advanced-level course. Its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.

**INTRODUCTION TO ARTIFICIAL INTELLIGENCE****PENDING BOARD APPROVAL**

Prerequisite: Java Script or Departmental approval

Credit: ½

Time: ½ Year

The Introduction to Artificial Intelligence course teaches students important programming concepts that enable the use of Artificial Intelligence in computer science and society at large. Students will learn how to incorporate basic Artificial Intelligence algorithms in their own work, and consider the social and ethical implications of how Artificial Intelligence is used, and how it plans to be used. Students will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

**WEB DESIGN****PENDING BOARD APPROVAL**

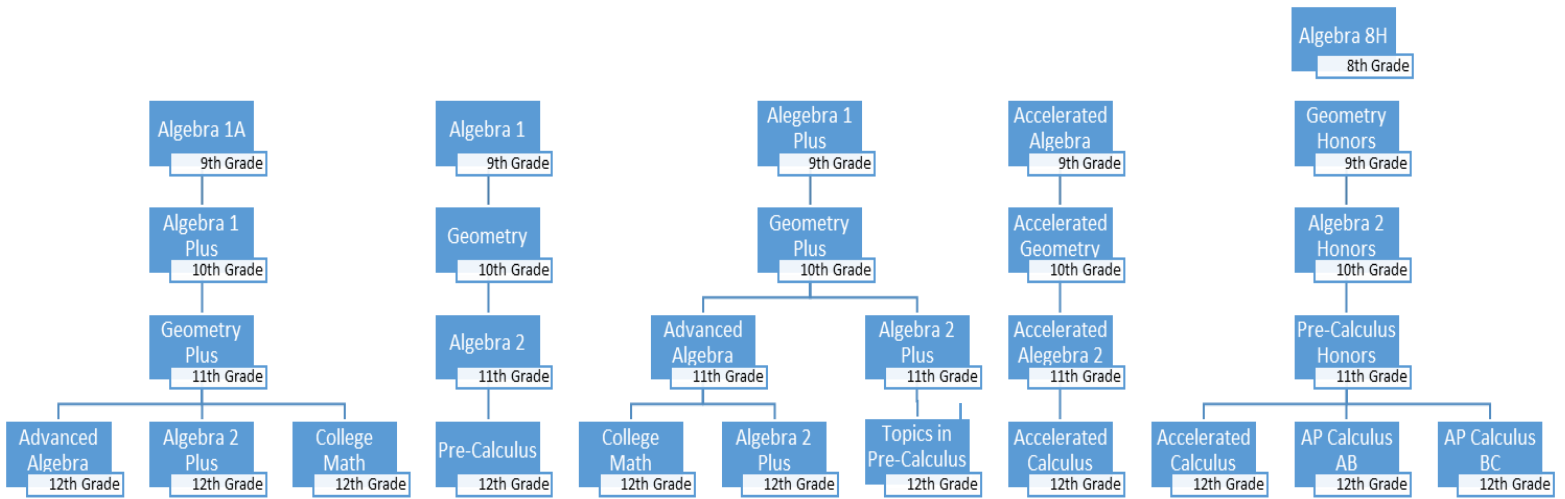
Prerequisite: None

Credit: 1

Time: Full Year

Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

# Mathematics Department Flowchart



Computer Science Electives	Electives
Cybersecurity JavaScript AP Computer Science Principles AP Computer Science A (Pre-Req: JavaScript) Mobile Apps Video Game Design in Java Script Intro to Artificial Intelligence Web Design	AP Statistics (Co-Req: Algebra 2)



## PHYSICAL EDUCATION / HEALTH DEPARTMENT

Chairperson – Mr. David Barth

### PHYSICAL EDUCATION (Required grades: 9, 10, 11, 12)

Prerequisite: See individual offerings below

Credit: ½ credit for each year

Time: Full Year, alternate days

The physical education program, as required by education law, includes instruction in the following types of activities in sufficient variety so as to meet individual capacities, interests and needs. All Physical Education classes offer a unit in the fitness center focusing on proper fitness training and weight training techniques.

#### PERSONAL FITNESS (Grades 9-12)

Students seeking to engage in personal fitness-based activities are exposed to individual and limited dual sports such as badminton. The course is geared towards the student who does not have an interest in team sports, but would like to explore fitness activities and receive training in how to maintain a healthy level of physical fitness. Students are expected to follow rules of good sportsmanship and safety and maintain a high level of participation. Activities may include but are not limited to:

- |            |                                 |                            |                              |
|------------|---------------------------------|----------------------------|------------------------------|
| a. Yoga    | c. Badminton                    | e. Weight/Fitness Training | g. Outdoor Fitness Training  |
| b. Pilates | d. CrossFit or Circuit Training | f. Cooperative Games       | h. Fitness Walking or Tennis |

#### TEAM SPORTS I (Grades 9-12)

This curriculum offers students wishing to engage in team sports with an focus on a strong foundation of entry-level sports skills, strategy, and teamwork, with a moderate level of play. Students are expected to follow the rules of good sportsmanship and safety, and fair play with a high level of participation. Activities may include but are not limited to:

- |               |                     |                      |                            |
|---------------|---------------------|----------------------|----------------------------|
| a. Volleyball | c. Soccer           | e. Floor Hockey      | g. Fitness/Weight Training |
| b. Badminton  | d. Ultimate Frisbee | f. Kickball/Softball | h. Football                |

#### TEAM SPORTS II (Grades 10-12)

This curriculum offers students a highly competitive and physically demanding team sports class. In this class, advanced sports skill training, rules, and complex strategies will be taught and emphasized. Students are expected to follow the rules of good sportsmanship and safety, and fair play with a high level of participation. Activities may include but are not limited to:

- |               |               |                 |                                     |
|---------------|---------------|-----------------|-------------------------------------|
| a. Football   | c. Basketball | e. Softball     | g. Team Handball                    |
| b. Volleyball | d. Soccer     | f. Floor Hockey | h. Weight Training/Fitness Training |

#### LIFETIME FITNESS (Grades 11 & 12)

This curriculum offers students unique physical education opportunities not offered in any other area, such as Archery and Circus Arts. These activities, ranging from individual, dual, and team sports are geared towards encouraging lifetime participation. Students are expected to follow rules of good sportsmanship, safety, and fair play. Activities may include but are not limited to:

- |                     |                            |               |                |                                   |
|---------------------|----------------------------|---------------|----------------|-----------------------------------|
| a. Archery          | b. Badminton               | c. Volleyball | d. Circus Arts | e. Recreational/Cooperative Games |
| f. Ultimate Frisbee | g. Weight/Fitness Training | h. Tennis     |                |                                   |

#### MINDFULNESS AND YOGA (Grades 10, 11, 12)

This curriculum allows students to develop their physical fitness, health and social-emotional wellness. Students learn basic and advanced yoga practices including mindfulness techniques, physical postures, relaxation methods, breathing techniques, meditation, and positive thinking. Benefits include improved flexibility, increased strength, and enhanced balance and coordination. This course also develops emotional aspects like reduction of stress and anxiety, healthy coping mechanisms, improved concentration, and better sleep quality.

#### ALL TOGETHER LEARNING AS ONE (ALTO) PHYSICAL EDUCATION: (Grades: 10, 11, 12)

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, this course empowers students to help create a more inclusive and accepting school environment for all. Students will gain an appreciation and understanding of each other's abilities in a physical activity setting to promote class participation, team building, acceptance of diversity and sportsmanship. Warm-up activities consisting of stretches and cardiovascular endurance (walking/jogging) exercises are part of the daily routine. The curriculum is modified to meet the skill sets of all students and will consist of various partner and team activities aimed at improving personal fitness and skill. Students without disabilities work alongside students with disabilities acting as mentors and class leaders. These experiences provide skills and techniques for working with different populations and help develop leadership skills. In addition, students not achieving minimum standards on the bi-annual National American Association for Health, Physical Education and Recreation Physical Fitness Test (those formerly in adaptive and remedial classes) will also be scheduled into this course and will participate in activities to assist in increasing and maintaining a fitness level necessary for healthful living.

**ADVANCED STRENGTH AND CONDITIONING** (Recommended grades: 10-12)      **PENDING BOARD APPROVAL**  
Prerequisite: None      Credit: ½      Time: Full Year, Alternating Day

This course is designed for students who want to dive deeper into the anatomy and physiology behind strength training and more advanced techniques to build muscle for a healthy lifestyle. Students will learn to design their individual strength and conditioning programs, and implement their program throughout the year through active participation. Course content will include instruction in fitness center safety, development of individual fitness plans, fitness log entry, anatomy and physiology of muscle building, nutrition for fitness and more.

**PHYSICAL EDUCATION ELECTIVES**

**INTRODUCTION TO SPORTS MEDICINE** (Recommended grades: 11, 12)  
Prerequisite: None      Credit: ½      Time: Full Year Alternating Day

The purpose of this course is to present basic concepts and fundamental skills required for practitioners in the field. Course content will include instruction in structure and function of skin, muscle and bone; injury prevention, recognition, treatment and rehabilitation; basic concepts in nutrition and weight training; preventative taping skills and career education. **This is an elective course that does not fulfill physical education requirements.**

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**HEALTH / HEALTH (A)** (Recommended Grades: 11, 12)  
Prerequisite: None      Credit: ½      Time: ½ Year / Full Year Alternating Day

The purpose of this course is to present content in several areas that continue to have an increasing impact on our modern society. Topics addressed include AIDS, mental health, tobacco, alcohol, drugs, and sexuality. Health maintenance and disease prevention, through an enhanced concern for an individual's physical, mental and social well-being, are stressed. All students will receive instruction in hands-on CPR as per New York State Education Law. **This course is required for graduation.**

**GLOBAL HEALTH** (Recommended grades: 11, 12)  
Prerequisite: None      Credit: ½      Time: Full Year Alternating Day

In this course, students discuss and explore variation in health between and within countries. Students will be provided with an overview of the most important health challenges facing the world today and will gain insight into how challenges have changed over time, discuss the likely determinants of such changes, and examine future projections. The course will specifically address sexual reproductive health and rights, major infectious disease (malaria, TB, HIV, pneumonia), non-communicable disease, mental health, disasters, injuries, health systems and financing, and health policy. This course will explore health professions in the field of epidemiology, medicine, economy and behavioral sciences. **This is an elective course that does not fulfill the health education requirement.**

**MENTAL HEALTH**  
Prerequisite: None      Credit: ½      Time: Full Year Alternating Day

This course exposes students to basic principles, theories, and techniques to effectively manage mental and emotional health. Students will gain a greater understanding of the mind-body connection, learn techniques to reduce personal stress, adopt effective cognitive practices to regulate emotions and to cope with difficulties and trauma, provide aid to others, and improve lifelong health. Resiliency, health choices, and lifestyle factors affecting overall health and well-being along with identification, intervention, and community resources will be examined. **This is an elective course that does not fulfill the health education requirement.**

**SCIENCE DEPARTMENT**  
Chairperson – Dr. Matthew Murphy

Students are required to complete three credits of Science (at least one physical and one living), although four are recommended.

**SCIENCE LABORATORY REQUIREMENTS**

Each of the four Regents science courses (Earth Science, Living Environment, Chemistry, and Physics) has a State mandated requirement regarding laboratory work. Students must participate in at least 1200 minutes as evidenced by the satisfactory completion of written laboratory reports. Students must complete a minimum of 70% of all laboratory activities performed during a marking period, to pass a science course. Once the 70% requirement is met, labs will count as 20% of a student's grade. Those unable to meet the laboratory requirements for a particular course by May 15 will not be permitted to take the Regents examination. Labs from previous quarters can be submitted for lab time only toward the New York State Regents Requirement, but not for grades. In addition to the above requirement, students in Regents Science will also be expected to demonstrate proficiency in laboratory skills. Satisfactory completion of these skills is required prior to admittance to the Regents examination. Note: Dissections have been a tradition in Biology (Living Environment) classes on the high school level. Alternatives to actual animal dissections will be made available to any student who may object to participate based on religious or moral grounds.

**LIVING ENVIRONMENT H** (Recommended grades: 9, 10)



Prerequisite: Science 8H and teacher/guidance recommendation.

Credit: 1

Time: Full Year

The honors living environment course is intended for the above average student who is not willing to accept minimums. Honors groups will consider, in depth, the chemistry of the cell with emphasis on the mechanisms of metabolic reactions; an integrated study of plants and animals with regard to anatomy and physiology, environmental interrelationships; and asexual and sexual reproduction of all living things. The laboratory is intended to relate the biochemical, anatomical, and physiological concepts presented during lecture. Students will also be required to complete term research projects appropriate to the coursework. Satisfactory written reports of laboratory work are required. Students are required to take the NYS Living Environment Regents Examination. Class meets seven to eight periods per week.

**LIVING ENVIRONMENT R** (Recommended grade: 9, 10)



Prerequisite: Science 8 or Earth Science

Credit: 1

Time: Full Year

This is the standard Regents course. It is designed to provide a broad understanding of the fundamental principles of biology. The basic core includes the study of life, maintenance in animals and plants, reproduction and development, transmission of traits between generations, evolution and diversity, and plants & animals in their environment. Laboratory work is an important aspect of the course. Satisfactory written reports of laboratory work are required. Students are required to take the NYS Living Environment Regents Examination. This class meets seven to eight periods per week.

**LIVING ENVIRONMENT AIS LAB**

Prerequisite: Living Environment

Time: ½ Year

This course is designed for students who have met the New York State laboratory requirement and were unsuccessful in meeting the minimal standards on the Living Environment Regents. This course provides reinforcement of content, skills and standards covered in the New York State Living Environment core. Students will be required to retake the Living Environment Regents examination upon completion of the course.

**ADVANCED PLACEMENT (AP) BIOLOGY** (Recommended grades 11, 12)



Prerequisite: Living Environment R or H, Chemistry and departmental permission

Credit: 1

Time: Full Year

This course meets the objectives of a general biology course at the college level and provides challenging and stimulating work for individual progress and accomplishment. Topics covered include characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; homeostasis as a basic biological phenomenon; the nature of science as an ongoing, human enterprise; experimental design and the collection, statistical analysis and interpretation of data; the application of biological concepts to new situations including those involving humans and society. Students will be required to complete projects appropriate to the coursework and participate in the AP Examination in May. The class meets seven to eight periods per week. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website. Textbooks are available for pick-up from June through August.

**EARTH SCIENCE H** (Recommended grades: 9, 10)



Prerequisite: 8H LE or 9 LE R (high level of ability & achievement demonstrated)

Credit: 1

Time: Full Year

This course introduces students to aspects of geology, astronomy, and meteorology, topics not often discussed in detail in other courses thus, providing students with a broader appreciation of the natural sciences. The course has the same 'Physical Setting' status as chemistry and physics, and may be used as part of the major sequence. Satisfactory lab work is required and students take the NYS Physical Setting: Earth Science Regents Examination. The class will meet seven to eight periods per week.

**EARTH SCIENCE R** (Recommended grades: 9, 10)

Prerequisite: Science 8 or Living Environment R

Credit: 1

Time: Full Year

This course introduces students to many aspects of geology, astronomy, and meteorology. These are topics that are not often discussed in detail in other courses, thus providing students with a broader appreciation of the natural sciences. This course has the same “Physical Setting” status as chemistry and physics, and may be used as part of the major sequence. Earth science is considered suitable for pupils of average and above-average ability. Satisfactory laboratory work is required. Students are required to take the NYS Physical Setting: Earth Science Regents Examination. Class meets seven to eight periods per week.

**EARTH SCIENCE AIS LAB**

Prerequisite: Earth Science

Time: ½ Year

The course is designed for students who have met the New York State laboratory requirement and were unsuccessful in meeting the minimal standards on the Physical Setting/Earth Science Regents. This course will provide reinforcement of content, skills and standards covered in the New York State Physical Setting/Earth Science Core. Students will be required to retake the Physical Setting/Earth Science Regents at the completion of this course.

**CHEMISTRY H** (Recommended grades: 10, 11)

Prerequisite: Living Environment H or R (high level of ability &amp; achievement demonstrated)

Credit: 1

Time: Full Year

The honors chemistry course is intended for the above-average student who is not willing to accept minimums. This is a course of enrichment and depth applied to the modern principles of chemistry. Emphasis is placed upon a more quantitative aspect of the course of study. Students will also be required to complete term research projects appropriate to the coursework. The laboratory exercises are designed to illustrate the principles discussed. Satisfactory written reports of laboratory work are required. Students are required to take the NYS Physical Setting: Chemistry Regents Examination. Class meets seven to eight periods per week.

**CHEMISTRY R** (Recommended grades: 10, 11)

Prerequisite: Living Environment, Algebra I

Credit: 1

Time: Full Year

This course is designed to emphasize the essential and fundamental principles of chemistry, to aid in the understanding and development of science, to make clear the current knowledge concerning forms of matter and chemical change and to help students apply chemistry to benefit civilization. Topics addressed begin with the physical make-up of the atom. Emphasis is then placed on the Periodic Table, bonding and energies of reactions, the mole concept, equilibrium and stoichiometry of the reacting species, acid-base theories, basic redox reactions and organic chemistry. Satisfactory written reports of laboratory work are required. Students are required to take the Physical Setting: Chemistry Regents Examination. Class meets seven to eight periods a week.

**ADVANCED PLACEMENT (AP) CHEMISTRY** (Recommended grades: 11, 12)

Prerequisite: Living Environment R or H, Chemistry and departmental permission

Credit: 1

Time: Full Year

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. Students develop abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The laboratory component of this course is equivalent to that of a typical college course. Topics addressed include: the structure of matter, stoichiometry, chemical equilibrium, chemical kinetics, thermodynamics and acid-base reactions. Students participate in the AP Examination in May. The class meets seven to eight periods a week. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

**PHYSICS H** (Recommended grades: 11, 12, [10<sup>th</sup> graders can take course with departmental permission])

Prerequisite: Chemistry R or H, Geometry (high level of ability and achievement demonstrated)

Co-requisite: Enrolled in Algebra 2

Credit: 1

Time: Full Year

This course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. It is assumed that the student is familiar with algebra and trigonometry; some theoretical developments may apply basic concepts of calculus. Students are required to complete term research projects appropriate to the coursework. Students are required to take the NYS Physical Setting: Physics Regents Examination. The class meets seven to eight periods a week.

**PHYSICS R** (Recommended grades: 11, 12, [10<sup>th</sup> graders can take course with departmental permission])

Prerequisite: Chemistry, Geometry

Co-requisite: Enrolled in Algebra 2

Credit: 1

Time: Full Year

Content in this course is centered upon the study of energy and its medium, matter, through which energy manifests itself. The principles of mechanics, electricity, waves, and nuclear energy are stressed. Laboratory work is required. Students are required to take the NYS Physical Setting: Physics Regents Examination. Class meets seven to eight periods per week.

**ADVANCED PLACEMENT (AP) PHYSICS 1:** (Recommended grades: 11, 12)



Prerequisites: Living Environment H, Chemistry H\* or Physics, Algebra 2 (high level of ability and achievement) and Departmental permission  
Credit: 1 Time: Full Year

AP Physics 1: Algebra-Based, is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. College department chairs and faculty across the United States have reviewed each element of the new AP Physics courses and exams. These experts identified the key concepts and skills that students should learn, and confirmed that the new courses can offer students a solid foundation for further science coursework in college. The students must be familiar with algebra and trigonometry in order to understand theoretical developments. The laboratory experience is an important part of AP physics and is vital in helping students understand the majority of topics. Students will also be required to complete term research projects appropriate to the coursework. Students will participate in the AP 1 Examination in May. These students may also participate in the Physical Setting Physics Regents in June. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

**ADVANCED PLACEMENT (AP) PHYSICS 2:** (Recommended grade: 12)



Prerequisites: AP Physics 1 or Physics H, Algebra 2 (high level of ability and achievement demonstrated) and/or enrolled in Pre-Calculus  
Credit: 1 Time: Full Year

AP Physics 2: Algebra-based, is the equivalent of a second-semester college course in algebra-based physics, but it is designed to be taught over a full academic year, enabling AP students to develop a deep understanding of the content and focus on applying their knowledge through inquiry labs. The year also allows time for inclusion of physics content specified by State standards. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. College faculty across the U.S. has reviewed each element of the new AP Physics courses and exams. These experts identified key concepts and skills that students should learn, and confirmed that the new courses can offer students a solid foundation for further science coursework in college. Students must be familiar with algebra and trigonometry to understand theoretical developments. Laboratory experience is an important part of the course and is vital in helping students understand the majority of topics. Students are required to complete term research projects appropriate to the coursework and will participate in the AP2 Exam in May.

**ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE** (Recommended grades: 11, 12)



Prerequisite: Living Environment R or H, Chemistry and departmental permission  
Credit: 1 Time: Full Year

This course provides students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human-generated environmental problems, to evaluate the risks associated with these problems, and to examine alternative solutions for resolution or prevention. This interdisciplinary course embraces a variety of topics from different areas of study. Several major unifying constructs/themes cut across these topics. The class meets seven to eight periods per week and students participate in the AP Examination in May. A summer assignment is provided at the conclusion of the prior school year. All assignments are posted on Walt Whitman's website.

**SCIENCE ELECTIVES**

**ANATOMY AND PHYSIOLOGY**



Prerequisite: Living Environment and Chemistry  
Credit: 1 Time: Full Year

This course explores the human body's inner workings and focuses on anatomical and medical terminology. This course is the perfect foundation for students wanting to expand their vocabularies and learn about the body and its levels of organization and the cooperation required between those levels. Students will explore the human body and organ systems using the Anatomage Table - the most technologically advanced 3D anatomy visualization and virtual dissection system for anatomy and physiology education. During virtual dissections, students will observe structures that we learn about in primary units of study: histology, blood, the cardiovascular system, the skeletal system, the muscular system, the digestive system, and the reproductive system. Organ systems also studied include endocrine, respiratory, nervous, integumentary, lymphatic, excretory and the impacts of diseases on each system. Students will dissect, observe, and have hands-on experience seeing what these systems look like in an actual 3-D specimen. Students can earn college credit from Long Island University.

**ASTRONOMY** (Recommended grades: 10, 11, 12)



Prerequisite: Earth Science  
Credit: ½ Time: Full Year, Alternating Day

This course studies the fascinating series of processes that deal with the scientific realm of the heavenly bodies and their motions. Theories of the origin of the solar system, related scientific laws and the structure and dynamics of the universe are studied.

## ELECTRICAL EXPLORATIONS

Prerequisite: None

Credit: ½

Time: ½ Year

This basic electronics course allows students to study the fundamental concepts required to understand basic electronics and apply them to projects involving Raspberry Pi and/or Arduinos. The course covers the basics of charges, voltage, currents, and circuit elements (e.g., resistors, capacitors, diodes, and transistors). Students learn about more complex circuits and how they are applied to modern pieces of technology such as phones and complete project-based assessments applying what they've learned. Students will use Raspberry Pi and/or Arduinos to interface with various sensors in order to measure distance, motion, light, and sound.

## ENVIRONMENTAL STUDIES (Recommended grades: 11, 12)



Prerequisite: Earth Science, Living Environment

Credit: 1

Time: Full Year

This course is designed to bring about ecological awareness and the need for reform. Students will become acquainted with vocational and recreational opportunities as a result of the study of ecological problems. It is hoped that a spirit of inquiry and independent thinking, plus a sound understanding of the relationship between humans and their environment, is fostered.

## FORENSIC SCIENCE I (Recommended grades: 10,11,12)



Prerequisite or Co-Requirement: Chemistry

Credit: ½

Time: ½ Year/Fall

This course applies physical, chemical and biological scientific principles to the study of crime scene investigation and analyses, or criminalistics. Topics studied include: an operational overview of a crime lab, constitutional considerations for criminal investigations, crime scene processing, fingerprinting, hair/fiber microscopy and case study discussions. The course begins with a study of the history of forensic science and progresses through current techniques. Designed to enable students to develop a deeper understanding of the application of science to law, students will use laboratory work, hands-on projects, advanced computer forensic programs (possible), and group discussions of actual crime-scene photographs. Due to the potentially graphic nature of some of this course's content and its adult subject matter, parents should approve of their child's enrollment in this course.

## FORENSIC SCIENCE II (Recommended grades: 10,11,12)



Prerequisite: Chemistry

Credit: ½

Time: ½ Year/Spring

Students study techniques related to criminalistics analyses, with topics such as Anthropology, DNA and blood spatter analysis, firearms, mortuary science, organic analysis and toxicology covered. The course centers on aspects of crime scene analysis by using new and historical techniques. Designed to enable students to develop a deeper understanding of the diverse problems faced by forensic investigators, students experience guest lecturers, mock crime scene investigations, laboratory work and hands-on projects. Due to the potentially graphic nature of some course content and its adult subject matter, parents should approve of their child's enrollment in this course.

## MARINE BIOLOGY AND OCEANOGRAPHY (Recommended grades: 11, 12)



Prerequisite: Earth Science, Living Environment, Algebra 1

Credit: 1

Time: Full Year

The course is designed for the serious-minded student, interested in aspects of the Marine Environment. Students receive an introduction to Physical and Chemical Oceanography. The course focuses on Biological Oceanography (Marine Biology). Students learn about the latest technology used to explore the World's oceans while the positive and negative impact on the World's oceans focusing on the Long Island ecosystem, will be explored. Lectures and labs focus on comparative evolution, morphology, physiology, and ecology of fishes with emphasis on marine and estuarine forms - various dissections of marine organisms will be conducted. This course is offered for college credit through Suffolk Community College.

## METEOROLOGY (Recommended grades: 10, 11, 12)



Prerequisite: Earth Science

Credit: ½

Time: Full Year, Alternating Day

This hands-on course is dedicated to the study of our atmosphere. Using of our weather station (SHEF grant) and the Internet, students have the opportunity to collect and share weather data with other schools throughout the country.

## ROBOTICS AND DESIGN

Prerequisite: None

Credit: ½

Time: Full Year (Alternating Day)

The robotics and design course is an inquiry-based class. During the course of the year, students explore various topics of engineering and design via technology and hands-on projects. Students investigate and engage in various STEM concepts on an individual level or in smaller engineering groups. Students will be exposed to different types of engineering topics that allow for design inquiry such as, but not limited to, robotics, bridge and tower design, flight, types of engineering and engineering failures.

## APPLIED CHEMISTRY (Grades: 11, 12)

Prerequisite: Regents Earth Science, Living Environment, Algebra 1 and Departmental approval

Credit: 1

Time: Full Year

This course provides students with an overview of basic chemical concepts and laboratory practices. Students study the relationship between matter and energy and the applications to the physical world. Demonstrations, hands-on and laboratory activities are integral components of the course. Eleventh grade students enrolled in this course are strongly encouraged to take regents chemistry in 12<sup>th</sup> grade.

### SCIENCE RESEARCH I (Recommended grades: 9, 10, 11)



Pre- or Co-requisite: Earth Science H or Living Environment R/H and Algebra 1      Credit: 1      Time: Full Year

This full year science elective allows students to explore and conduct independent research projects in science and/or social science disciplines. The course provides students with the necessary techniques and methodologies to properly conduct, develop and present a research project. Students learn proper experimental design, statistical analysis, library and computer research, how to read and write a scientific paper, cooperative learning and lastly, modern presentation styles for competition. Students are expected to enter local, state and national science competitions. Examples of project areas include, but are not limited to: Biology, Microbiology, Engineering, Chemistry, Energy, Behavioral Science and Technology.

### SCIENCE RESEARCH II (Recommended grades: 10, 11, 12)



Prerequisite: Science Research I or Permission of the Instructor      Credit: 1      Time: Full Year

Students enrolled in Research II will experience all aspects of professional research in science, math and/or technology. Emphasis is placed upon the student selection of an independent study of their choice and the development of a thorough background understanding of the chosen topic. Students learn research methodology by accessing scientific databases using online bibliographic search techniques, conducting literature reviews, making presentations demonstrating progress and contacting doctoral-level research scholars. With the guidance the instructor and/or a searched-out mentor, a research plan for a research study will be developed for approval. Completed independent projects will be evaluated for placement into local competitions.

### SCIENCE RESEARCH III (Recommended grades: 11, 12)



Prerequisite: Science Research II or Permission of the Instructor      Credit: 1      Time: Full Year

Students enrolled in Research III will experience all aspects of professional research in science, math and/or technology. Emphasis is placed upon student selection of an independent study of their choice and the development of a thorough background understanding of the chosen topic. With the guidance of the instructor and/or a searched-out mentor, a plan for a research study will be developed for approval. Completed independent projects are evaluated for placement into local competitions. Our school will apply for the Syracuse University sponsored Science Research program. Students in this class can apply for college credit in their Junior and Senior years, through the Syracuse University SUPA program. Our involvement with the Program and the cost per credit are pending approval.

### SCIENCE RESEARCH IV (Recommended grade: 12)



Prerequisite: Science Research III or Permission of the Instructor      Credit: 1      Time: Full Year

Students enrolled in Research IV will experience all aspects of professional research in science, math and/or technology. Emphasis is placed upon student selection of an independent study of their choice and the development of a thorough background understanding of the chosen topic. With the guidance of the instructor and/or a sought-out mentor, a plan for a research study will be developed for approval. Completed independent projects are evaluated for placement into local competitions. Our school will apply for the Syracuse University sponsored Science Research program. Students in this class can apply for college credit in their Senior year, through the Syracuse University SUPA program. Our involvement with the Program and the cost per credit are pending approval.

### PRINCIPLES OF ENGINEERING (Grades 11,12)



Prerequisite: Algebra 2 and Physics or enrolled in a Physics course      Credit: 1      Time: Full Year

Through a combination of class activities and team projects, student engineers will apply science, math and technology concepts to design creative solutions to everyday problems. Who knows what you will invent? This course is being offered in collaboration with the Fred DeMatteis School of Engineering and Applied Science at Hofstra University. Students interested in obtaining credit through Hofstra must submit an application and meet the minimum requirements for the program. This class is equivalent to Hofstra's ENGG 10 course, which all engineering students are required to take during their freshman year.

### THE HISTORY OF THE EARTH

### PENDING BOARD APPROVAL

Prerequisite: Earth Science      Credit: ½      Time: ½ Year

The history of the earth from its formation 4.5 billion years ago to the present from the perspective of New York. Major issues to be addressed include the formation and early history of the earth; evolution of land masses, plate tectonics; origin of life; earth materials and rock-forming processes; surface processes and their bearing on human activities; crustal deformation and global tectonics; the earth's interior; and the geological features, and compositions. Hands on field study trip to witness firsthand the evidence left over from 4.5 billion years of Earth action.

**ORGANIC CHEMISTRY****PENDING BOARD APPROVAL**

Prerequisite: Chemistry and Living Environment

Credit: ½

Time: ½ Year

This course is designed to provide a fundamental overview of organic chemistry to students interested in pursuing a career in the sciences. Upon successfully completing this class, students will understand the relationship between the structure and function of molecules, the major classes of reactions, reaction energetics and mechanisms, the synthesis of organic compounds, and how to determine structure via various spectroscopic techniques. Several themes are prevalent in each unit of study: nomenclature, chemical and physical properties, structures, mechanisms, common molecules, and the diversity of organic molecules in plants, bacteria, and animals. This course will extensively focus on laboratory experience and applying these concepts. Students will be challenged to consider how these concepts are related to the broader applications of science and think critically about how they could apply these applications in the laboratory setting. Students interested in a career in chemistry, nursing, medicine, dentistry, pharmacy, medical technology, science laboratory work, or related sciences should take this class.

**PATIENT ZERO: INFECTIOUS DISEASES AND PLAGUES****PENDING BOARD APPROVAL**

Prerequisite: Chemistry

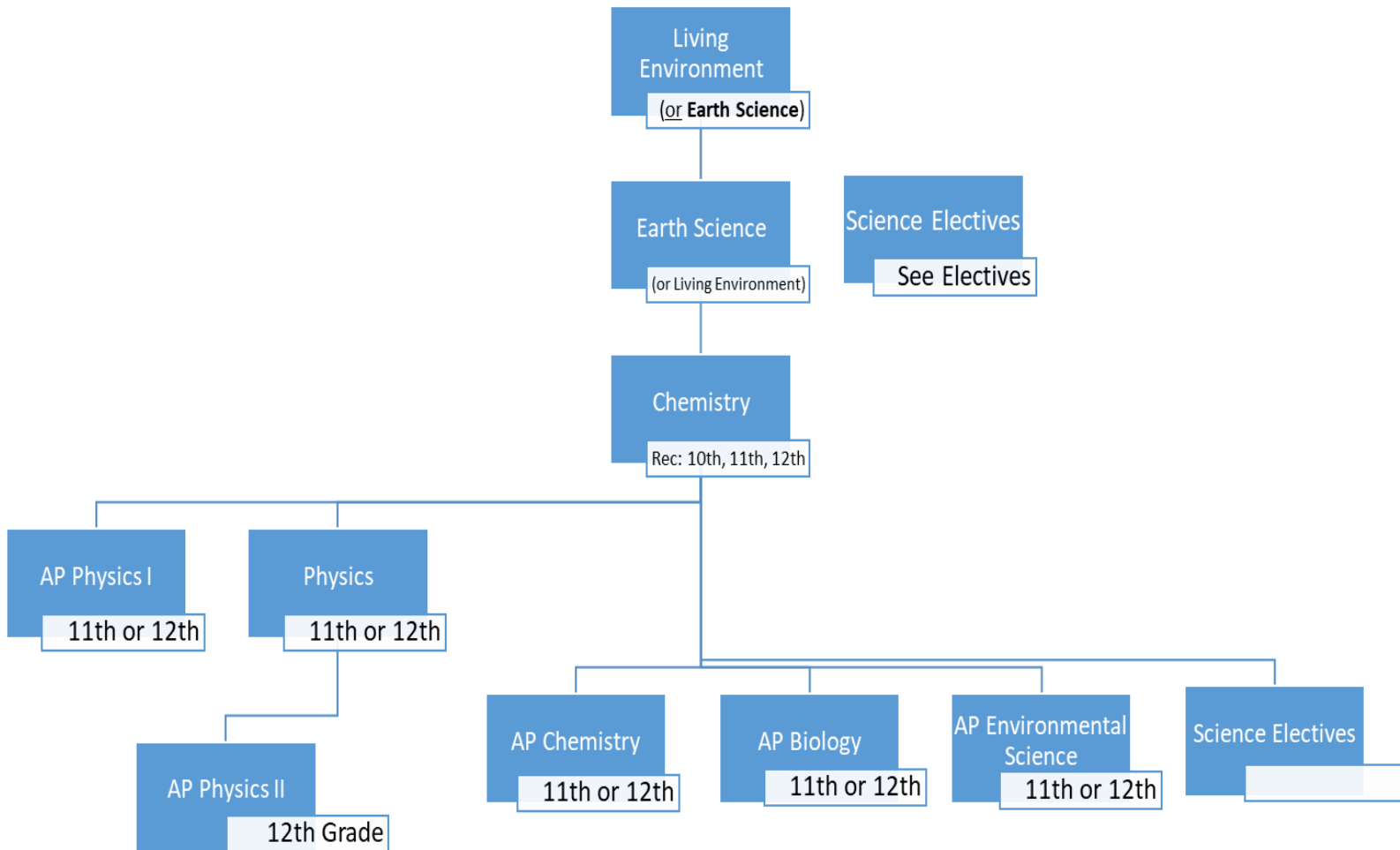
Credit: ½

Time: Full Year/Alternating Day

This course is designed to explore the medical mysteries of the curious stories of the world's worst diseases, such as Smallpox, Bubonic Plague, Polio, AIDS, Ebola, Typhoid, COVID, and many more. Students will explore the world of diseases and understand how these emerging and infectious diseases have permanently shaped our species' history. This course will take an in-depth look at narratives and historical examinations of missteps, milestones, scientific theories, and much more. Over and throughout history, we've largely survived pandemics and will continue to do so. We learn from the past, live in the present, and prepare for the future of what is ahead for mankind in the world of emerging and infectious diseases.



# SCIENCE DEPARTMENT FLOWCHART



## HALF YEAR ELECTIVES

## FULL YEAR ELECTIVES

<p> <b>Anatomy &amp; Physiology</b>  <b>Principles of Engineering</b>  <b>Applied Chemistry</b>  <b>Science Research I, II, III, IV</b>  <b>Astronomy</b>  <b>Meteorology</b>  <b>Marine Biology</b>  <b>Environmental Studies</b>  <b>Robotics &amp; Design</b>  <b>The History of the Earth</b>  <b>Organic Chemistry</b>  <b>Patient Zero</b> </p>	<p> <b>Forensic Science I</b>  <b>Forensic Science II</b>  <b>Electrical Explorations</b> </p>
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**SOCIAL STUDIES DEPARTMENT**  
Chairperson – Dr. James Corcoran

Students are required to complete four credits in Social Studies. Required courses include: Global History and Geography I, Global History and Geography II, United States History and Government, Participation in Government/Economics.

**GLOBAL HISTORY AND GEOGRAPHY I/ ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY** 

Prerequisites: 8<sup>th</sup> grade Honors History and departmental permission      Credit: 1      Time: Full Year  
Students investigate geographical patterns and processes throughout the world while concurrently fulfilling the NY State Global History and Geography curriculum. Students explore how geography shapes history, religion, culture, who we are, and how people actively influence their surroundings. Topics include: utilization of geographical tools, ability to analyze population and migration, evaluation of culture and cultural patterns, organization of countries, study of population, language, race, ethnicity, agriculture, and development of cities and the influence of globalization. This class provides additional context as students continue their study of Global History in 10<sup>th</sup> grade, US History in 11<sup>th</sup> and Economics in 12<sup>th</sup>. Students take the AP Human Geography test (May) and the departmental Global History final (June). A summer assignment, provided at the close of the prior year, is posted on the website.

**GLOBAL HISTORY AND GEOGRAPHY IH<sup>V</sup>** 

Prerequisite: Social Studies 8      Credit: 1      Time: Full Year  
This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems. Emphasis is placed on the interaction of cultural groups and the movement of customs and beliefs from region to region. A number of supplemental readings and primary sources will be used to augment the basic text. Students will have the opportunity to develop their research and analytical skills by completing several projects during the course of the year. This class is ideal preparation for the student contemplating future Advanced Placement coursework, specifically AP World History in the 10<sup>th</sup> grade.

**GLOBAL HISTORY AND GEOGRAPHY IR** 

Prerequisite: Social Studies 8      Credit: 1      Time: Full Year  
This course is the first half of a two-year chronological study of world history. It examines the development of civilization into the 1700's, focusing on the growth of technology and the evolution of political, social, economic and belief systems. Emphasis is placed on the geography, interaction of cultural groups and the movement of customs and beliefs from region to region. Students will have the opportunity to develop their research and analytical skills by completing a research project. There will be additional emphasis placed on analytical materials including charts, graphs and primary sources.

**GLOBAL HISTORY AND GEOGRAPHY IIIH<sup>V</sup>** 

Prerequisite: Global History I (H)      Credit: 1      Time: Full Year  
This course is a continuation of Global History and Geography I H and is likewise a chronological approach to the study of world history which stresses the role geography plays within and among nations. The course begins with 1750 and continues to the present. The major political, social, economic, and cultural systems of the nations of the world are studied. Critical reading and analysis skills are emphasized as well as expository writing. The work discussed is largely interpretive and much of the assimilation of factual information is left to the individual student. This course culminates in a Regents examination.

**GLOBAL HISTORY AND GEOGRAPHY IIR** 

Prerequisite: Global History I      Credit: 1      Time: Full Year  
This course is a chronological continuation of Global History and Geography I R. It begins with 1750 and continues to the present. Reading for information and interpretation is emphasized, as is the development of interpretive skills. The classes are discussion-based and students are encouraged to participate. The major political, social, economic and cultural systems of the nations of the world are studied. This course culminates in a required Regents examination.

**ADVANCED PLACEMENT (AP) WORLD HISTORY** (Recommended grade: 10) 

Prerequisite: Global History and Geography IH      Credit: 1      Time: Full Year  
This course develops greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks, their causes and consequences, as well as, comparisons among major societies. Study includes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence and builds on an understanding of cultural, institutional and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity. Specific themes provide further organization, with consistent attention to contacts among societies that form the core of world history as a field of study. Students are prepared for the AP World History Exam and after a thorough review of Global History, the New York State Global History & Geography Regents Examination. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

### **ADVANCED PLACEMENT (AP) EUROPEAN HISTORY<sup>V</sup>** (Recommended grade: 10)



Prerequisite: Global History IH or Global History IR and departmental permission      Credit: 1      Time: Full Year

A study of European civilization from the crisis of the Latter Middle Ages to the present, all of the main historical themes during this time period will be covered including major historical events, cultural and artistic movements and their impact, the major economic systems and thinkers, and intellectual movements. Students will become adept at reading and analyzing primary sources pertaining to each time period. A variety of approaches are used including debates, interactive writing, simulations, role-plays, virtual lessons, and field trips. This course is intended for serious, self-motivated students, passionate about the study of history and culture. Students prepare for the AP European History Exam and, after a thorough review of Global History, the New York State Global History and Geography Regents Examination. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

### **UNITED STATES HISTORY AND GOVERNMENT**



Prerequisite: Global History II      Credit: 1      Time: Full Year

This course explores the geographic, political, economic, social, cultural and religious development of the United States with emphasis on developments in a chronological-topical framework. Emphasis is placed upon social studies skills such as distinguishing fact from opinion, reading for comprehension, and thinking critically. Current events are used to connect the past to the present. Extensive use is made of visual aids, documents, film clips and experiential activities. This course culminates in a required Regents examination.

### **ADVANCED PLACEMENT (AP) UNITED STATES HISTORY<sup>V</sup>** (Grades 11, 12)



Prerequisite: AP World History or Honors Global History & Geography and departmental permission      Credit: 1      Time: Full Year

This course follows a topical/chronological approach to American History and Culture from the Colonial Period to the present. Emphasis is placed upon critical reading, interpretive writing, and class discussion. Individual study and a research project, which counts for the student's final grade, are required. All students are expected to take the College Board AP exam which, if passed successfully, may enable a student to gain credit upon college admission. Final selection of student enrollees is made by the Social Studies Department. The course prepares students for the AP United States History Exam and, after a thorough review of United States History, the New York State United States History and Government Regents Examination. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

### **UNITED STATES / GLOBAL HISTORY AIS LAB**

Prerequisite: None      Time: ½ Year

Social Studies Lab aids students in developing the necessary skills and abilities needed to succeed in Global History & Geography or U.S. History & Government. Emphasis is placed on basic skills such as reading comprehension, written expression, and interpretation and analysis of historical materials, including charts, graphs, maps and primary source documents. The course provides reinforcement of content, skills and standards covered in each respective Regents Examination.

### **ECONOMICS H** (Grade 12 only)



Prerequisite: United States History and Government      Credit: ½      Time: ½ Year

This is an introductory level course in economics that includes a study of economic systems, the elements of the economy (microeconomics), a study of the way in which the economic system is brought together (macroeconomics), aspects of financial literacy including banking and personal finance, and current international economic issues that affect the U.S. It utilizes an analytical and problem-solving approach. Careful discrimination is made between the body of theory developed and the application of the theory to solving problems.

### **ECONOMICS R** (Grade 12 only)



Prerequisite: United States History and Government      Credit: ½      Time: ½ Year

This is a fundamental introductory level course in the study of economics. It includes an introduction to economics and economic systems, the elements of the economy (microeconomics), a study of the way in which elements of the economy are brought together (macroeconomics), aspects of financial literacy including banking and personal finance, and the U.S. and the world economy.

### **ADVANCED PLACEMENT (AP) MACROECONOMICS** (Grade 12)



Prerequisite: AP U.S. History or U.S. History and Gov't H and dept. permission      Credit: ½      Time: Full Year, alternate days

The course gives students a thorough understanding of the principles of economics and meets the goals of a solid college-level macroeconomics curriculum. This is a theory course; no math is required for the AP test. Topics include the dynamics of supply and demand in a market economy, how economists measure economic performance, Gross Domestic Product, inflation, unemployment, fiscal policy (taxing/spending), monetary policy (tools used to regulate the supply of money), and how fiscal and monetary policies impact the growth of a nation's economy. Also studied is the effect of macroeconomic policy on international economics. Students will develop an excellent grasp of how the world works through economics. An important course for any college bound senior who may study political science, law, business, communications or economics, a summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

**PARTICIPATION IN GOVERNMENT H** (Grade 12 only) 

Prerequisite: United States History &amp; Government

Credit: ½

Time: ½ Year

As in the Regents-level government course, this advanced program is as current as the student's early morning news broadcast. Up to date, incisive and dynamic, it involves students in the mind-stretching exercises of learning opposing views on controversial issues. They define their own opinions on issues of free speech, separation of church and state, reproductive rights, affirmative action, national health insurance, etc. Local political leaders will find themselves being asked questions by their young constituents. *(This class is also offered in conjunction with AP Comparative Government as a full credit/full year course. See description appearing below).*

**PARTICIPATION IN GOVERNMENT R** (Grade 12 only) 

Prerequisite: United States History and Government R

Credit: ½

Time: ½ Year

This is essentially a process course where students are expected to investigate and research issues that are of national importance and to determine how the public policy that impacts upon these issues is formulated. Individual work and class participation will be emphasized. Students will be expected to formulate and defend positions.

**ADVANCED PLACEMENT (AP) UNITED STATES GOVERNMENT AND POLITICS** (Grade 12) 

Prerequisite: AP U.S. History or U.S. History and Gov't H and dept. permission

Credit: ½

Time: Full Year, alternate days

This course gives students a critical perspective on government and politics in the United States through the study of general concepts used to interpret American politics and analysis of specific case studies. It requires familiarity with various institutions, groups, beliefs, and ideas that make up American political reality. The course focuses on the way government works; its systems and the use of power and influence to get things done. The study of power, policy and politics is the study of how to get things done in Washington and in life. A summer assignment is provided at the end of the prior school year and is posted on our website.

**ADVANCED PLACEMENT (AP) CAPSTONE RESEARCH** (Grades 10, 11, 12) 

Prerequisites: AP Capstone Seminar

Credit: 1

Time: Full Year

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Students further the skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skills development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Successful completion of both AP Capstone Seminar and AP Capstone Research will lead to an AP Capstone Diploma or Certificate. Either of these prestigious credentials are a powerful signal to colleges that the student has completed high level academic work.

**SOCIAL STUDIES ELECTIVES****ADVANCED PLACEMENT (AP) ART HISTORY** (Open to Grades 10,11, 12)

Prerequisites: Honors level Social Studies course and departmental approval

Credit: 1

Time: Full Year

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigations of diverse artistic traditions from prehistory to the present, the course fosters an in-depth and holistic understanding of the history of art from a global perspective. Students learn how to apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms and construct an understanding of individual works. They also study interconnections with art making processes and products throughout history. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

**ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS** (Open to Grades 10, 11, 12) 

Prerequisite: Global History IH and departmental permission

Credit: ½

Time: Full Year, Alternate days

This course is designed to provide students with conceptual tools necessary to develop an understanding of major trends in the world's diverse political structures and policies. Major changes such as globalization, democratization, and economic liberalization, as well as comparative study of democratic, authoritarian, and transitional regimes are a focus of this course. Six nations form the core of our study: Great Britain, Mexico, Nigeria, Iran, Russia and China. These nations are examined to model a typology of different political systems that is observed in our world. Emphasis is placed on analytical reading of diverse sources, and an ongoing effort to compare, contrast, and interpret the political relationships and institutions of our core nations of study. This course culminates with the AP Comparative Government and Politics Examination. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

**ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS combined with PARTICIPATION IN GOVERNMENT HONORS (Open to Grade 12)** **PENDING BOARD APPROVAL**

Prerequisite: Global History IH and departmental permission                      Credit: 1                      Time: Full Year  
This course provides interested students with an option to take AP Comparative Government (an elective) in conjunction with Participation in Government (a NY State graduation requirement). At the end of the course the students will sit for the AP Comparative Government exam as well as fulfill the requirements of Participation in Government. A summer assignment is provided at the conclusion of the prior school year and is posted on the Walt Whitman website.

**ADVANCED PLACEMENT (AP) PSYCHOLOGY (Recommended grade: 10, 11, 12)**



Prerequisite: Global History I H and departmental permission                      Credit: 1                      Time: Full Year  
The AP Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with major sub fields within psychology and the methods psychologists use in their science and practice. Major content areas include history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognitive motivation and emotion, personality, individual differences and testing, abnormal personality, treatment and social psychology. This course culminates with the AP examination in Psychology. A summer assignment is provided at the conclusion of the prior school year. All assignments are posted on the Walt Whitman website.

**THE AFRICAN-AMERICAN EXPERIENCE)**



Prerequisite: None                      Credit: ½                      Time: Full Year, Alternate Days  
Through readings, videos and speakers this course examines aspects of race in American History. Combining history with sociology, the course enhances the study of American History in 11<sup>th</sup> grade and Participation in Government or AP Government in 12<sup>th</sup> grade as it details the role and contributions of African-Americans in politics, art, music, science, the military, sports and education. This is a serious examination of the 10% of our population whose participation in/contributions to our culture and society have too often gone unnoticed. Special focus is on the social revolution of the 1950's and 60's -the Civil Rights Revolution.

**CRIME AND DELINQUENCY (Grades: 11, 12)**



Prerequisite: None                      Credit: ½                      Time: ½ Year / Full Year, Alternate Days  
This course is an introduction to various aspects of the criminal justice system. The first weeks are spent learning about the training and responsibilities of a police officer. Other basic units include classification of crimes against persons and property, and public crimes. Special emphasis is placed on juvenile delinquency and the causes of underage criminal behavior. Also included are the procedures and rights of the accused, from the time of arrest to conviction, and the various methods of corrections and rehabilitation. Other issues include driving while intoxicated, child abuse, crime scene analysis, forensics, and eyewitness identification. Field trips aid in acquainting students with the various agencies, public and private, which make up law enforcement. A written project is required. This course is offered for college credit through Farmingdale State College.

**GENOCIDE: THE HOLOCAUST AND BEYOND (Grades: 10, 11, 12)**



Prerequisite: Global History and Geography I                      Credit: ½                      Time: ½ Year  
This course is designed to help students understand the causes of prejudice and hate and their implications for the 21<sup>st</sup> Century. Students study the Holocaust in its historical context and discuss its lessons, then examine incidents of genocide since the Holocaust. The course will demonstrate that indifference, apathy and acquiescence on the part of the majority can act as a cause of totalitarian rule and genocide. This course is offered for college credit through Farmingdale State College.

**ANTHROPOLOGY (Grades: 10, 11, 12)**



Prerequisite: None                      Credit: ½                      Time: ½ Year / Full Year, Alternate days  
Who are we? Where did we originate? How did we come to look as we do? Are we related to other primates? Why do we do similar things so differently in many parts of the world (family, education, religion, diet, etc.)? Do differences in our looks tell us anything about intelligence, whatever that is? These are part of the study of humans in Anthropology, including physical anthropology (evolution & variation), primatology (similarities/differences with other primates), archaeology (how artifacts tell us about our past), cultural anthropology (patterns of behavior) and race and intelligence (how we look/learn). Students gain a better understanding of our own species, Homo sapiens of today. Expeditions to a zoo, a museum, and a dig site reinforce our studies.

**PHILOSOPHY** (Grades: 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course is an apprenticeship in habits of philosophical thought. It is also an introduction to fundamental problems in philosophy such as the nature of knowledge, reason, truth and reality; the relationship of the individual to society and state; an exploration of the concepts of power, freedom, rights and equality; and the nature of good and evil. The thinking of key Western philosophers, augmented by aspects of Eastern philosophies, as well as major global, ideological schools of thought, will be used to elucidate these problems and to suggest conclusions. The insights and methods of this course are intended to help students develop personal philosophies of life and to help better understand the ideas that shape our nation and world.

**PSYCHOLOGY** (Grades: 10, 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course will offer the student an introduction to the field of psychology. Adolescents reach a period in life when they wish to better understand their own behavior. Psychology will help promote such understanding and help students relate their behavior to that of others. Transactional Analysis serves as an integrating factor in the course.

**SOCIOLOGY** (Grades: 11, 12)

Prerequisite: None

Credit: ½

Time: ½ Year

This course studies human behavior and institutions so that students are able to better understand their own behavior and the behavior of others. The course investigates the methods of sociology and the tools available to the sociologist and compares the roles of the individual, the group and social institutions in American society and culture. The latter portion of the course addresses current social problems such as minority groups in America and mental health in relation to tobacco, alcohol and drugs.

**STUDENT COURT / STUDENT COURT (A)**

Prerequisite: None

Credit: ½

Time: ½ Year / Full Year, Alternate days

This course is designed for motivated students who may be considering the pursuit of a profession in the field of law or who are interested in investigating the role of law in American society. The course applies a conceptual approach to law as a social institution using the inquiry method to consider several important aspects of law: What is the nature of law? What are its limits? How does the law work? How do courts work? Students will engage in mock trials that allow them to act as judge, lawyer, witness and juror. The course includes a visit to a district court and presentations by a number of guest speakers.

**STUDENT LEADERSHIP 1** (Grades: 9<sup>th</sup> grade elected class officers only, 10, 11, 12)\*

Prerequisite: None, yet strongly recommended for students currently in positions of student leadership. Credit: ½ Time: Full Year

This course aids in the development of student leadership potential and provides a structured opportunity to impart leadership skills to students in a school setting. Students are taught leadership skills and techniques, and gain "hands on" leadership opportunities within the school and community. The course gives students a chance to learn not only from adults but also from their peers, and provides an important growth dimension to complement the student's academic growth. This course meets during lunch periods.

**STUDENT LEADERSHIP 2** (Grades: 10, 11 12)\*

Prerequisite: Student Leadership 1

Credit: ½

Time: Full Year

This course continues to develop student leaders through a hands on, experiential approach to problem solving. Students further their studies in leadership including gaining additional skills and techniques in negotiation, conflict resolution, and effective communication under difficult circumstances. Leadership 2 will also feature guest speakers and personal development. This course meets during lunch periods.

**ADVANCED STUDENT LEADERSHIP** (Grades: 11, 12)\*

Prerequisite: Student Leadership 1 and 2 and Departmental recommendation

Credit: ½

Time: Full Year

This advanced-level course is available to students who successfully completed at least one year of Student Leadership and have established that they can perform academically at an honors level. Students further develop leadership and positive social interaction skills needed in current situations and future collegiate and professional settings. Students build upon their leadership foundation and increase social and emotional intelligence in order to positively impact the school culture and navigate a complex world. Topics/skills include: group dynamics, decision making, character development, establishing a growth mindset, and others. This course meets during lunch periods.

*\*All elected officers (9-12<sup>th</sup>) must be enrolled in either Leadership 1, 2 or Advanced.*

**HISTORY AT THE MOVIES (Grades 10,11,12)****PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: ½ Year

History at the movies will focus on history (both world history and US History). The course highlights a time periods and offer a movie about the events that shaped the time. After discussing the history and viewing the movie the class will discern the facts, the fiction, and the subsequent events that developed. This is a fun class for history lovers and movie lovers, and the movies/events highlighted will be the "big events" that appear on the NYS Regents and AP tests (European History, World History, US History).

**HISTORY THROUGH MUSIC (Grades 10,11,12)****PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: ½ Year

Music has shaped history just as much as history has shaped music. From the rousing songs of revolutionary movements, to musicians like Jimi Hendrix, Bob Dylan, Nirvana and Twenty-One Pilots, music has the ability to capture an idea, stir emotions, and change lives. This fun, interactive and exciting course will focus on a variety of music and musicians and show how music can create change, and change history.

**THINKING AND LEARNING STRATEGIES****PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: ½ Year

Thinking and Learning Strategies will help all students think better and maximize their learning. Do you admire Leonardo DaVinci, Einstein, Steve Jobs, and Elon Musk? Do you want to learn to think like a genius, or just make better decisions? Students will explore learning strategies, different learning styles, and cognitive fallacies. At the end of this course, students will have a valuable tool kit designed to help them be better thinkers. It will also help students who seek a career in education develop the skills to help their future students.

**SPORTS LITERATURE & CULTURE: A DEEP DIVE INTO SPORTS THROUGH LITERATURE & HISTORY****PENDING BOARD APPROVAL**

Prerequisite: English 9

Credit: ½

Time: Full Year, Alternating Day

The course is designed to be an interdisciplinary examination of the impact sports play in society as well as the impact society plays on sports. This course will provide students with a high interest in historical, and contemporary sports-related documents, literature, and other forms of media. This course will allow students the opportunity to interact with a variety of historical documents and resources that will combine the worlds of sports and culture together. The course will culminate with an enduring issues essay in which students will apply the skills and knowledge gathered in the class to these key historical concepts. **This course must be taken in conjunction with its English counterpart for a full elective credit.**

**ETHICS AND PHILOSOPHY OF EDUCATION (Grades 11, 12)****PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: ½ Year

This course is designed for those who may seek a career in education. It will explore the different philosophies of teaching and learning, the main educational theorists of today, and the different theories of teaching and learning. Additionally, this course will examine the ethics of a solid course of study and the responsibilities of the educator and student in the learning process. This class is perfect for anyone considering a career in education. It will be an interactive course which will include field trips and field experiences throughout the district and will take you behind the scenes of a teacher's job and responsibilities at all levels.

**INTERNATIONAL RELATIONS (Grades 11, 12)****PENDING BOARD APPROVAL**

Prerequisite: None

Credit: ½

Time: ½ Year

International relations is a dynamic course designed for those students who aspire to tackle the difficult issues that challenge the world. The world today is shaped by global dynamics, negotiation and diplomatic partnerships. Governmental, non-government organizations (NGOs), the UN and other diplomatic actors will be studied. Philosophies of international diplomacy will be discussed, as will the big issues of the day; war, peace, the environment, trade, resource allocation, and global partnerships. Hands-on examples and role playing are an important part of this course. Finally, students will explore jobs related to foreign service and international relations.

**LONG ISLAND HISTORY (Grades 10,11,12)**

Prerequisite: None

Credit: ½

Time: ½ Year

Long Island History explores the development of our island from the early days of colonial history to today. Topics will include colonial times, our maritime history, the importance of Long Island during the Revolution and Long Island as a center for science, literature and intrigue. Additionally, this class will explore our island through multiple field trips and other dynamic, hands-on experiences. This is a big island with big history. Impress your friends and family with all you learn about in Long Island History!

**SENIOR EXPERIENCE (Grade 12)****PENDING BOARD APPROVAL**

Prerequisite: None

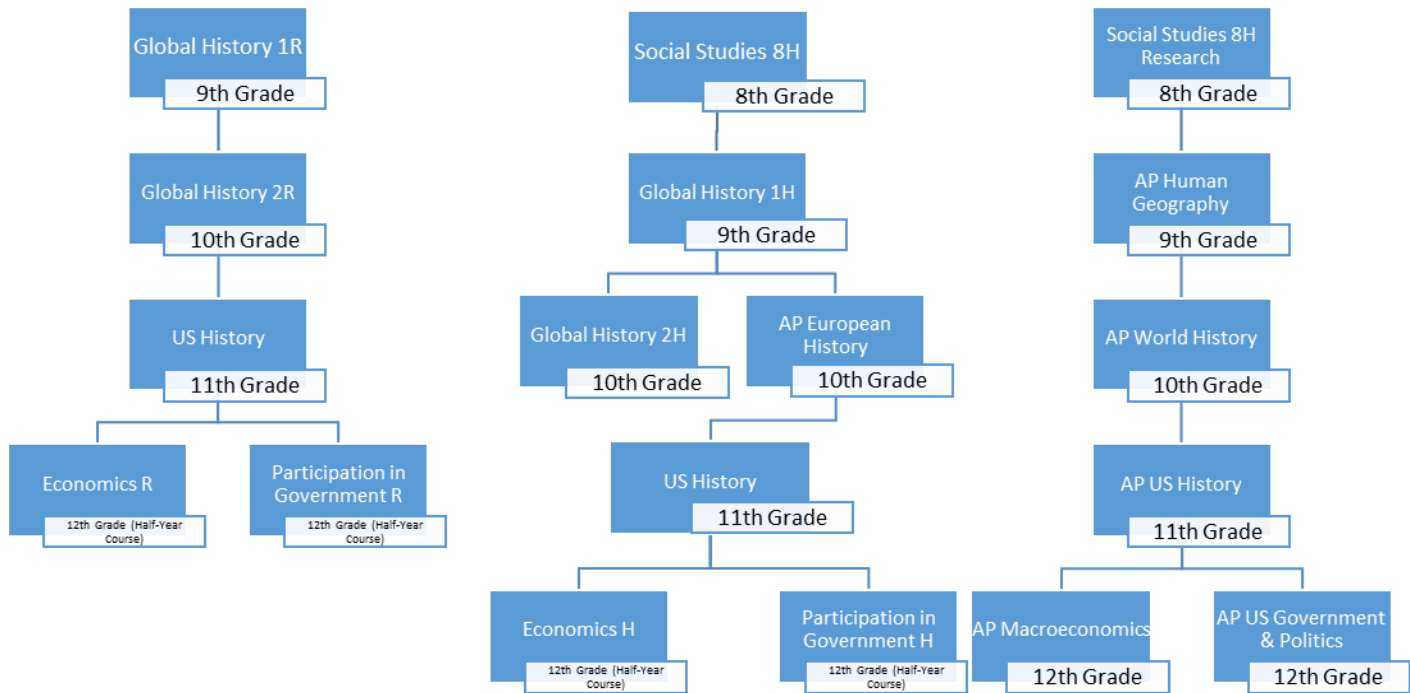
Credit: 1 / 1.5\*

Time: Full Year

The Senior Experience Course provides an opportunity for seniors to work with a school and site mentor in an area of interest. This experience is embedded in themed versions of Participation in Government and Economics. Study of public policy decision-making, the political process, and basic concepts and principles of economics will be studied. Students choose the senior option at the end of their junior year for an internship type of experience which will begin in the second semester of the senior year; the coordination and placement process will take place during the first semester. The internship itself is an experience which may be directed toward a career; provide a social service, or enrichment of the student's education. Interns may not be paid for their work; hence present places of employment are not acceptable. Nor may the intern be supervised by a family member. A full credit of Social Studies, fulfilling the Participation of Government and Economics requirement, will be awarded. The work is done above and beyond the minimum course requirements for students. Each participant is expected to complete a project as part of the program. If there are attendance issues during the course of study from September through June, it is the right of the district to remove students from the internship portion of the class. \*Students who complete the 54 internship hours, will receive 1.5 credits.



# SOCIAL STUDIES DEPARTMENT FLOWCHART



## FULL YEAR ELECTIVES

## HALF-YEAR ELECTIVES

<ul style="list-style-type: none"> <li><b>African-American Experience</b></li> <li><b>Student Court</b></li> <li><b>Student Leadership 1, 2</b></li> <li><b>Advanced Leadership</b></li> <li><b>AP Comparative Government</b></li> <li><b>AP Psychology</b></li> <li><b>AP Capstone Research</b></li> <li><b>Senior Experience</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Crime &amp; Delinquency</b></li> <li><b>Genocide: The Holocaust and Beyond</b></li> <li><b>Anthropology</b></li> <li><b>Philosophy</b></li> <li><b>Psychology</b></li> <li><b>Sociology</b></li> <li><b>History at the Movies</b></li> <li><b>History Through Music</b></li> <li><b>Thinking and Learning Strategies</b></li> <li><b>Sports Literature and Culture</b></li> <li><b>Ethics and Philosophy of Education</b></li> <li><b>International Relations</b></li> <li><b>Long Island History</b></li> </ul>
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## SPECIAL EDUCATION DEPARTMENT

Chairperson – Mr. Daniel Lombardo

**RESOURCE ROOM PROGRAM** (Grades 9-12) Prerequisite: Recommendation of District CSE Time: 1 – 4 Years  
This program provides assistance and skills development for special education students who have demonstrated difficulties in reading, writing, math, organizational and/or study skills. Resource Room enables these students to remain in their general education classes by providing back-up instruction during the school day. Emphasis is on language arts and mathematics however, the program encompasses other academic subjects as determined by the needs of the students. Instructional methods and materials are based on each student's learning style.

### **INTEGRATED CO-TEACHING PROGRAM** (Grades 9-11)

Students take courses in the mainstream setting with a general education teacher and a special education teacher. In grades 9 and 10, English, Math, Science and Social Studies are available Integrated Co-Teaching classes. In grades 11, English, Social Studies, Geometry Plus, and Algebra II Plus are available Integrated Co-Teaching classes.

### **SPECIAL CLASS PROGRAM**

Prerequisite: Recommendation of District Committee on Special Education (CSE) Time: 1 – 6 Years  
The Special Class Program provides educational settings within the school for students identified as having specific learning disabilities and/or other academic/social needs. In addition to being mainstreamed into general education classes, the students may be scheduled into one or more of the following credit-bearing subjects offered within the program: English 9, English 10, English 11, English 12, Global History I, Global History II, American History and Government, Participation in Government, Economics, Math 9, Math 10, Math 11, Science 9, Science 10 and Science 11. When appropriate, the curriculum follows the developmental sequence of the general education curriculum. The learning styles of the students determine the instructional methods and materials. Students may work towards Regents diplomas and local diplomas where applicable. In these classes, students may also work towards the CDOS or Skills and Achievement Commencement Credential.

The following are explanations of the different types of classes within the Special Class Program:

Self-contained Class (12:1:3 Life Skills Vocational Program) is for students who are taking English, Math, Science and Social Studies as LSVP credit bearing courses. Material is based on students' needs and levels. A Vocational Program is provided either in-house or at an out-of-district placement. Courses are listed below.

<u>LSVP 12:1:3 Courses</u>	<u>Time</u>	<u>Credit</u>
English LSVP	Full period	LSVP credit bearing
Math LSVP	Full period	LSVP credit bearing
Social Studies LSVP	Full period ½ year	LSVP credit bearing
Science LSVP	Full period ½ year	LSVP credit bearing
Reading Skills LSVP	Alternating days	LSVP credit bearing
Vocational Education	Two or Three full periods	LSVP credit bearing

Special Class (15:1:1) provides a departmentalized program for students who move independently from teacher to teacher for special education as well as mainstream classes. **The list of these special classes follows:**

### **ENGLISH 9**



Prerequisite: Committee recommendation Credit: 1 Time: Full Year  
This course is designed to develop basic skills in the language area in order to help students communicate both orally and in writing. The emphasis is on increasing vocabulary, improving spelling skills, developing ability with regard to written expression, and reading comprehension. The work is geared toward skills that are necessary for the Regents in English. The course also provides materials covered in the regular curriculum, including novels and other literary genres.

### **ENGLISH 10**



Prerequisite: English 9 and Committee recommendation Credit: 1 Time: Full Year  
This course is designed for students who need reinforcement in basic verbal and written skills with focus on improving skills emphasized in English 9. Sufficient time is also provided for the study and appreciation of a variety of reading materials that are required for the Regents exam in English, Grade 11. Intensive reading comprehension skills will be addressed through various genres of literature. In addition, writing skills will be further developed in preparation for the Regents examination.

### **\*ENGLISH 11**



Prerequisite: English 10 and Committee recommendation Credit: 1 Time: Full Year  
Building upon skills reinforced in English 9 and 10, the student continues to receive intensive instruction designed to improve basic skills in reading and writing. Emphasis will be placed upon essential skills required for the English Regents (Common Core). In addition, students are taught the writing process as it applies to all academic areas. The course also directs students toward an appreciation of literature consistent with the regular English curriculum and an acquisition of a wider and more useful vocabulary.

## COLLEGE LITERACY

Prerequisite: English 11

Credit ½

Time: ½ Year

This course, designed for the seniors in the Special Class setting, emphasizes the essential skills of the language arts through the study of literature. The course builds upon the language and literacy skills developed in English 11, addressing reading comprehension and written expression in the context of informational and literary text selections. Emphasis is placed on the development of writing skills necessary for success in college and the workplace.

## PUBLIC SPEAKING (NCAA Approval Pending)

Prerequisite: English 10, English 11

Credit ½

Time: ½ Year

This course provides a multi-faceted approach for students to engage in the art of public discourse. Students enrolled in this course will have the opportunity to improve face to face communication in relation to simple and complex conversations, interviews, debate and general public speaking. This course provides experience in writing and delivering the many moving parts of interpersonal communications. The instructor will evaluate students based on preparedness and their ability to initiate and maintain communication. Students will also have the opportunity to learn and use self-reflection and peer evaluation. Finally, this course serves as a vital piece of the transitional planning for all Special Education students.

## GLOBAL HISTORY AND GEOGRAPHY I

Prerequisite: Social Studies 8 and staff recommendation

Credit: 1

Time: Full Year

This course provides a program of study associated with the development of civilization into the 1700's. Focus is on the growth of technology and evolution of political, social, economic, and belief systems. Students examine the interaction of cultural groups and movement of customs and beliefs from region to region. Emphasis is on written expression and the interpretation of maps and other graphic sources of information. Materials and topics are presented in a manner well-suited to the needs of individual students.

## GLOBAL HISTORY AND GEOGRAPHY II



Prerequisite: Global History I and Committee recommendation

Credit: 1

Time: Full Year

This course is a continuation of Global History I. It is an area approach to the study of world cultures, emphasizing Eurasian areas (nations of Western Europe and the countries which make up the former Soviet Union). Influences on the development of history and the cultures of peoples in these areas are studied. Students are exposed to history and geography through readings, film, video and other forms of multimedia to promote success in this course. Students will take the Global History Regents exam at year-end.

## UNITED STATES HISTORY AND GOVERNMENT



Prerequisite: Global History II and Committee recommendation

Credit: 1

Time: Full Year

This course explores the political, economic, social and cultural developments of the United States and is designed to give students an appreciation and understanding of America's past and its influence on the present. Students will take the United States History and Government Regents examination.

## ECONOMICS 12



Prerequisite: United States History and Government and Committee recommendation

Credit: ½

Time: ½ Year

This course provides a fundamental study of the economic institutions and laws that function within our society. Emphasis is placed on consumer information with some attention to theoretical economics. Students will develop an understanding of the economic forces within our society.

## PARTICIPATION IN GOVERNMENT 12



Prerequisite: United States History and Government and Committee recommendation

Credit: ½

Time: ½ Year

This course involves students in the governmental decision-making process. Through the study and examination of timely public policy issues, students will gain an understanding of how these policy decisions are made on local, state and national levels.

## ALGEBRA IA (Approved by NCAA for .5 credit)



Prerequisite: Math 8 and Committee recommendation

Credit: 1

Time: Full Year

This course is the 1<sup>st</sup> year of a 2-year program following the NYS Core Curriculum for 9th grade mathematics. Study includes relationships between quantities and reasoning with equations, linear and exponential relationships and descriptive statistics. Focus is on problem solving, drawing conclusions and real-world applications of mathematics expressed orally and in written form.

## ALGEBRA I (Approved by NCAA for .5 credit)



Prerequisite: Algebra IA

Credit: 1

Time: Full Year

This course is the second year of a two-year program following the NYS Core Curriculum for ninth grade mathematics. Topics covered include expressions and equations, quadratic functions with modeling and descriptive statistics. This course continues to focus on problem solving, drawing conclusions and using algebra to solve real world problems both orally and in written form. All students are required to take the Algebra 1 Regents (Common Core) examination upon completion of the course.

**TOPICS IN GEOMETRY** (Recommended grade: 11)

Prerequisites: Algebra 1A and 1

Credit: 1

Time: Full Year

This course will be intended for students who have successfully completed Algebra 1A and 1, and who have also earned a passing grade on the Algebra 1 Regents examination. Topics addressed will include basic postulates and theorems of Euclidean geometry, coordinate geometry, applications of coordinate geometry, circles, quadratic-linear systems, and applications of perimeter, area and volume as they relate to consumer math. Students will be required to take a comprehensive final examination upon completion of this course. The class will provide an opportunity for students to earn the 3<sup>rd</sup> required Math credit.

**SCIENCE INVESTIGATIONS**

Prerequisite: Science 8

Credit: 1

Time: Full Year

Instruction will prepare students for Regents level science courses. A hands-on laboratory component is built-into the framework of the course. Topics include measurement, scientific method, graphing skills, and genetics. The individual needs of students will be addressed through development of specific vocabulary and problem solving skills. Learning styles of individual students determine the instructional methods, materials, and the pacing of the lessons.

**LIVING ENVIRONMENT / LIVING ENVIRONMENT LAB**

Prerequisite: Science Investigations

Credit: 1

Time: Full Year (1 ½ periods - Includes Lab period)

Small group instruction will allow students to benefit from a curriculum which addresses life functions, systems of the human body, continuation of life, green plants, classification, evolution, and ecology. Application of topics studied to everyday life is incorporated as a practical approach. Satisfactory laboratory work is required. Students meet daily with laboratory period on alternate days. Students will prepare for the Living Environment Regents examination.

**ENVIRONMENTAL STUDIES** (Recommended grades: 11, 12)

Prerequisites: Living Environment and Earth Science

Credit: 1

Time: Full Year

This course will be designed to bring about ecological awareness and the need for reform. Students will become acquainted with vocational and recreational opportunities as a result of the study of ecological problems. It is hoped that a spirit of inquiry and independent thinking, plus a sound understanding of the relationship between humans and their environment, will be fostered. The curriculum content will be aligned with that associated with the mainstream course of the same title.

**TECHNOLOGY DEPARTMENT**  
Chairperson – Dr. Matthew Murphy

**BASIC AUTO CARE (Grades 10, 11, 12)**

Prerequisite: None

Credit: ½

**PENDING BOARD APPROVAL**

Time: Half Year

This course is designed for students who wish to know how to maintain their car properly. An automobile is a large investment. In order to get the most from your car and insure its reliability, everyone should understand how to best care for their car. Basic, everyday maintenance and upkeep of a car's interior and exterior will be stressed. Some of the areas touched upon will be how to buy and sell a used car, the pitfalls of buying a used car and what New York State requires for insurance and liability. Other focus areas will be: winterizing, cooling, ignition and brake systems, lubrication of the engine and other parts, fixing a flat tire, washing, waxing and compounding.

**DESIGN AND DRAWING FOR PRODUCTION**

Prerequisite: None

Credit: 1

**PENDING BOARD APPROVAL**

Time: Full Year

This course is an introduction to a universal graphic language through which students can express their ideas with creativity, clarity and exactness. This class teaches technical drawing through design problem solving and stresses that design is the creative element and technical drawing is the expression of design. Students are encouraged to solve visual problems using a common technical drawing language to describe forms in the man-made environment. This course fulfills the one unit of the Art or Music credit requirement for any student towards a Regents or Local diploma.

**SMALL ENGINE REPAIR 1**

Prerequisite: None

Credit: ½

**PENDING BOARD APPROVAL**

Time: Half Year

Students will be introduced to Transportation Systems, including land, marine and aerospace modes. Course objectives include the following: students will evaluate the condition of a used vehicle, read symbols on maps and waterway charts, identify propulsion systems, prepare an order from a parts list, apply safety procedures, laws and regulations, interpret flight instruments, obtain career information, maintain a small gas engine, calculate fuel consumption and determine horsepower.

**WORLD LANGUAGES DEPARTMENT**  
Chairperson – Mr. Yader Castillo

**ACCELERATED FRENCH 2**



Prerequisite: French 8H and teacher recommendation                      Credit: 1                      Time: Full Year  
Students continue to build on the skill areas of speaking, listening, reading and writing. They will also broaden their vocabulary base in all vocabulary topics and continue to explore the target culture at the Checkpoint B level of proficiency. Students enrolled in this course will take a final examination in June.

**ACCELERATED FRENCH 3**



Prerequisite: French 9H and teacher recommendation                      Credit: 1                      Time: Full Year  
Students meet their world language graduation requirement for the Regents Diploma with Advanced Designation upon successful completion of this course as well as the Checkpoint B examination in June. Students prepare for the Checkpoint B examination by further developing proficiency in all skill areas and vocabulary and cultural topics.

**FRENCH 4**



**NOT OFFERED 2023-2024**

Prerequisite: French 10H                      Credit: 1                      Time: Full Year  
A checkpoint C-level course for students who complete the checkpoint B program at the mastery level, the course will promote continued development of the primary language (communication) skills – listening, reading, writing and speaking. It will also include a cultural component, thus both NYS LOTE Standards will be addressed. The course will be offered during alternating years, opposite Advanced Placement French. The curriculum will also help to prepare those students who wish to engage in the Advanced Placement course of study during the following year. This course is offered for college credit through St. John’s University College Advantage Program and through Suffolk Community College Beacon Program.

**ADVANCED PLACEMENT (AP) FRENCH LANGUAGE AND CULTURE**



Prerequisite: Accelerated French 3 and departmental permission                      Credit: 1                      Time: Full Year  
This course focuses on advanced French grammar and composition in order to prepare students for the AP examination in French. The course will also provide extensive drilling of oral-aural skills in order to increase the sophistication of students’ command of the spoken language. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

**CONVERSATIONAL FRENCH MEDIA**



Prerequisite: Accelerated French 3, French 3                      Credit: ½                      Time: ½ Year  
Using assorted audio-visual materials (movies, television, video, music) as points of departure, students will increase their understanding of the language as it is used in natural situations. Discussions will follow, serving to increase student fluency and command of the French language. References will be made to cinematography and to the cultural content of certain sources. On occasion, students will read short texts relevant to the discussions. Students will also be required to complete written reflections and make oral presentations related to contemporary topics.

**ITALIAN 1**



Prerequisite: Italian 8                      Credit: 1                      Time: Full Year  
Students will build upon their basic speaking, listening, reading and writing skills at the Checkpoint B level and expand their knowledge of vocabulary and cultural topics. Students will take a final exam in June.

**ACCELERATED ITALIAN 2**



Prerequisite: Italian 8H                      Credit: 1                      Time: Full Year  
Students will continue to build on their skill areas of speaking, listening, reading and writing. They will also broaden their vocabulary base in all of the vocabulary topics and continue to explore the target culture at the Checkpoint B level of proficiency. Students will take a final examination in June.

**ITALIAN 2**



Prerequisite: Italian 9                      Credit: 1                      Time: Full Year  
This course continues to build upon the foundation developed in Italian 9. All four language skills - listening, speaking, reading, and writing - are greatly expanded in the context of the Italian culture. Students will take a final examination in June.

### ACCELERATED ITALIAN 3



Prerequisite: Italian 9H and teacher recommendation

Credit: 1

Time: Full Year

Students meet their graduation requirement for the Regents Diploma with Advanced Designation upon successful completion of this course as well as the Checkpoint B examination in June. This course is designed to prepare the students for the Checkpoint B examination while at the same time introduce advanced Italian grammar, composition, and cultural topics for the Italian Advanced Placement Exam the following year.

### ITALIAN 3



Prerequisite: Italian 10

Credit: 1

Time: Full Year

Students meet their graduation requirement for the Regents Diploma with advanced designation upon successful completion of this course as well as the Checkpoint B examination in June. Students will complete Checkpoint B and further develop their proficiencies in all of the skill areas, vocabulary and cultural topics.

### CONVERSATIONAL ITALIAN MEDIA



Prerequisite: Accelerated Italian 3, Italian 3

Credit: ½

Time: ½ Year

Using assorted audio-visual materials (movies, television, video, music) as points of departure, students will increase their understanding of the language as it is used in natural situations. Discussions will follow, serving to increase student fluency and command of the Italian language. References will be made to cinematography and to the cultural content of certain sources. On occasion, students will read short texts relevant to the discussions. Students will also be required to complete written reflections and make oral presentations related to contemporary topics.

### ITALIAN 4



Prerequisite: Honors Italian or Italian 11 and departmental permission

Credit: 1

Time: Full Year

This course will further develop students' four language proficiencies – listening, speaking, reading and writing – with emphasis on reading cultural and literary selections. The activities, projects and assessments are based on the ACTFL Proficiency Guidelines and Standards. These consist of the five C's – communication, culture, connections, comparisons and communities. Students can potentially earn 3-6 college language credits. This course is offered for college credit through St. John's University and the Suffolk Community College Beacon program. This is a prerequisite for the AP Italian course.

### ADVANCED PLACEMENT (AP) ITALIAN LANGUAGE AND CULTURE



Prerequisite: Italian IV and departmental permission

Credit: 1

Time: Full Year

This course will further develop students' four language proficiencies – listening, speaking, reading and writing – with emphasis on reading cultural and literary selections. In order to master the target language this course will also focus on advanced Italian grammar, composition and the oral-aural skills. The activities, projects and assessments are based on the ACTFL Proficiency Guidelines and Standards. These consist of the five C's – communication, culture, connections, comparisons and communities. Students can potentially earn 3-6 college language credits based upon the grade earned on the AP exam.

### FOCUS ON ITALY



Prerequisite: Accelerated Italian 3 or Italian 3

Credit: ½

**NOT OFFERED 2023-2024**

Time: ½ Year

Through the study of art, music, history and literature, students will expand upon their knowledge of Italian culture. Much emphasis will be placed on reading and writing skills previously acquired.

### ITALIAN MEDIA

Prerequisite: Accelerated Italian 3 or Italian 3

Credit: ½

**NOT OFFERED 2023-2024**

Time: ½ Year

In this course, students will explore various forms of communications media used in Italy and in the U.S. Italian community. This will provide a greater understanding of Italian language and culture.

### INTRODUCTION TO SPANISH

Admission based on need to fulfill the minimum graduation requirement for language study.

Credit: 1

Time: Full Year

Students complete the New York State LOTE curriculum and develop skills in speaking, listening, reading and writing related to vocabulary and cultural topics. Students will take a final exam or present a portfolio in June.

## SPANISH 1



Prerequisite: Spanish 8

Credit: 1

Time: Full Year

Students will build upon their basic speaking, listening, reading and writing skills at the Checkpoint B level and expand their knowledge of vocabulary and cultural topics. Students will take a final exam in June. If a student failed the Checkpoint A in Spanish 8 but passed the course, he or she will take this exam again at the end of grade 9. If a passing grade is received, 1 high school credit will be given for Spanish 1.

## SPANISH 2



Prerequisite: Spanish 1

Credit: 1

Time: Full Year

This course continues to build upon the foundation developed in Spanish 1. All four language skills - listening, speaking, reading, and writing - are greatly expanded in the context of Hispanic culture. Students will take a final examination in June.

## ACCELERATED SPANISH 2



Prerequisite: Spanish 8H

Credit: 1

Time: Full Year

Students will continue to build on their skill areas of speaking, listening, reading and writing. They will also broaden their vocabulary base in all of the vocabulary topics and continue to explore the target culture at the Checkpoint B level of proficiency. Students will take a final examination in June.

## SPANISH 3



Prerequisite: Spanish 2

Credit: 1

Time: Full Year

Students meet their graduation requirement for the Regents Diploma with Advanced Designation upon successful completion of this course as well as the Checkpoint B examination in June. Students will complete Checkpoint B and further develop their proficiencies in all of the skill areas, vocabulary and cultural topics.

## ACCELERATED SPANISH 3



Prerequisite: Accel. Spanish 2 and/or departmental permission

Credit: 1

Time: Full Year

Students meet their graduation requirement for the Regents Diploma with Advanced Designation upon successful completion of this course and the Checkpoint B Exam in June. This course will focus on advanced Spanish grammar and composition in order to prepare students for the Advanced Placement Examination or Spanish 4 – college, at the end of the following year.

## SPANISH 4



Prerequisite: Accelerated Spanish 3, Spanish 3 or Spanish Experience 3, Departmental permission and passing grade on Checkpoint B exam.

Credit: 1

Time: Full Year

This course further develops students' four language proficiencies –listening, speaking, reading and writing –with emphasis on reading cultural and literary selections. Activities, projects and assessments are based on the ACTFL Proficiency Guidelines and Standards consisting of the five C's –communication, culture, connections, comparisons and communities. The course is offered for college credit through St. John's University College Advantage Program and the Suffolk Community College Beacon Program.

## ADVANCED PLACEMENT (AP) SPANISH LANGUAGE



Prerequisite: Accelerated Spanish 3, Spanish Experience 3 or Departmental permission Credit: 1 Time: Full Year

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also, provides them with access to perspectives and knowledge, only available through the language and culture. Advanced language learning offers social, cultural, academic and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical and communication skills that carry over into many other areas of academic study. The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* are foundational to this course. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.

## ADVANCED PLACEMENT (AP) SPANISH LITERATURE



**NOT OFFERED 2023-2024**

Prerequisite: Accelerated Spanish 3, Spanish Experience 3 or Departmental permission Credit: 1 Time: Full Year

This course is designed to be comparable to a third year college level Introduction to Hispanic Literature course. The course covers all of the major Hispanic literary movements from the Middle Ages to present. Students are required to read authentic literary works in Spanish. The students will develop their analytical skills and continue to improve their reading and writing skills in Spanish. Please note that a summer assignment will be provided following the conclusion of the prior school year. All assignments will be posted on the Walt Whitman website.



## **SPANISH EXPERIENCE 2**



Prerequisite: Demonstrated fluency in both oral and written Spanish      Credit: 1      Time: Full Year  
This course is designed for native or dual language students. Students will continue to develop all skill areas (listening, speaking, reading, and writing) through authentic readings in Spanish. The focus of the class will include classroom discussions and compositions based on literary, cultural, and current events topics.

## **SPANISH EXPERIENCE 3**



Prerequisite: Spanish Experience 2      Credit: 1      Time: Full Year  
Students meet their graduation requirement for the Regents Diploma with Advanced Designation upon successful completion of this course as well as the Checkpoint B examination in June. In this course, native speakers and Dual Language students will continue to develop primary Spanish language skills (speaking, listening, reading, and writing), as well as cultural knowledge associated with Spain and Latin America. Authentic resources, materials and assessments will be infused throughout the course as students prepare for the Advanced Placement Spanish or Level IV courses.

## **CONVERSATIONAL SPANISH MEDIA**

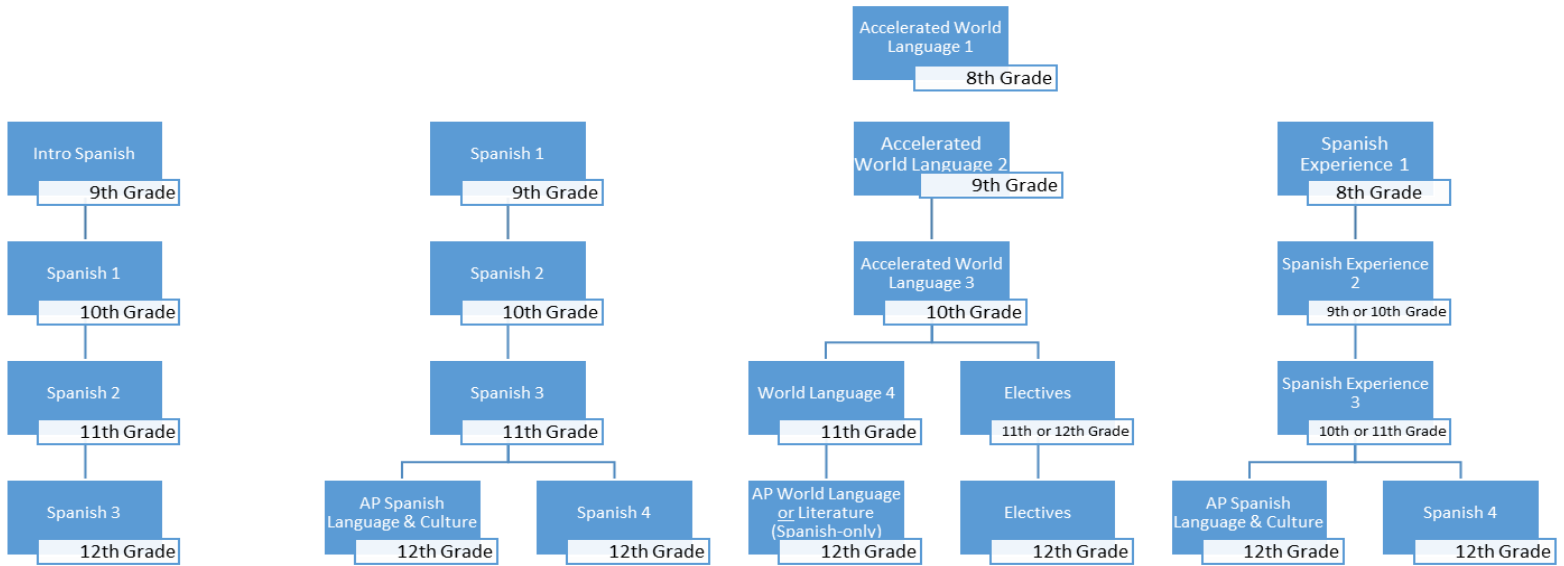
Prerequisite: Accelerated Spanish 3, Spanish 3, Spanish Experience 3      Credit: ½      Time: ½ Year  
Using assorted audio-visual materials (movies, television, video, music) as points of departure, students will increase their understanding of the language as it is used in natural situations. Discussions will follow, serving to increase student fluency and command of the Spanish language. References will be made to cinematography and to the cultural content of certain sources. On occasion, students will read short texts relevant to the discussions. Students will also be required to complete written reflections and make oral presentations related to contemporary topics.

## **AMERICAN SIGN LANGUAGE I**



Prerequisite: None      Credit: 1      Time: Full Year  
This course introduces the fundamentals of American Sign Language. Finger spelling and basic vocabulary are stressed. NYS Language Standards for checkpoint A will be met. Receptive and Expressive skills are practiced through dialogues, games, role-playing, drills, visual readiness activities, and short stories. Since ASL serves as the principal identifying characteristic of members of the Deaf community and embodies the values and experiences of its users, students will gain insight into Deaf Culture through study and interaction with native ASL users.

# WORLD LANGUAGE DEPARTMENT FLOWCHART



Half-Year Electives	Full-Year
<b>Conversational Spanish Media</b> <b>Conversational Italian Media</b> <b>Conversational French Media</b>	<b>Introduction to Spanish</b> is offered on admission only to students who need to complete graduation requirement of World Language Study. <b>American Sign Language 1</b>