

SAYVILLE HIGH SCHOOL

PROGRAM OF STUDIES

2024-25



*"Education is not the filling of a
pail, but the lighting of a fire."*

- W.B. Yeats

Sayville High School

20 Brook Street
West Sayville, NY 11796
631-244-6600

Board of Education

Thomas Cooley
President

Kelly Sack
Vice President

BOE Trustees

Dr. James Bertsch, Jr.

Maureen Dolan

Carl Cangelosi

Christine Sarni

Central Office Administration

Marc Ferris, Ed.D.
Superintendent of Schools

Peter Branscombe, Ed.D.
Assistant Superintendent for Human Resources

Amy DiMeola
Assistant Superintendent
Curriculum and Instruction

Jillian Makris
Assistant Superintendent
Pupil Personnel Services

Rhonda Meserole, CPA
Assistant Superintendent for Business

Stacie Gigante
Director of Special Education

Ryan Cox, Ed.D., CAA
Director of Physical Education, Health,
and Interscholastic Athletics

Sabine Loriston
Coordinator for Special Education

Building Administration

Ronald Hoffer, Principal
Stephanie Bricker, Assistant Principal
Jonathan Hart, Assistant Principal

Department Chairs

Jennifer Byrnes, Science	Ari Kramer, Music	Kimberly Sznitken, Special Education
Bryan Coon, Business & Technology	Christine Richter, World Languages	Amy Thomas, English
Robert Hoss, Social Studies	Laurie Skahill, Math	Debra Urso, Art

Guidance Counselors

Mr. Dillon Ms. Flynn Ms. Restrepo Ms. Stevens

Table of Contents

Welcome Message	3
Graduation and Diploma Requirements	4
Guidance and Counseling Department	8

Course Descriptions

English Department	10
Social Studies Department	15
Mathematics Department	20
Science Department	26
Research in Science and Engineering (RISE)	32
World Languages Department	33
Art Department	38
Music Department	42
Business Department	46
Technology Department	49
Physical Education and Health	53
Special Education	55
Eastern Long Island Academy of Applied Technology (formally BOCES)	57

Please note: All course information contained in this Program of Studies is subject to change. Courses will only be offered if sufficient enrollment is maintained.





Sayville High School

Proud of yesterday, seizing today, improving tomorrow

C O R E
Connection Ownership Resilience Exploration

Dear Sayville Families,

Our faculty and staff would like to thank you for your continued support and partnership. This Program of Studies has been prepared to assist you and your child in making informed decisions about our academic offerings.

The process of selecting courses of study should be one in which there is consultation and collaboration among the school, the student, and the parents. As you explore these courses, you will see the comprehensive array of opportunities we are proud and fortunate to offer to members of our school community. Please know that our Guidance Counselors are available to assist you and your child with their course selections. They can be contacted at 631-244-6610.

Once again thank you for your continued support of our academic program. We look forward to working with your children as we plan together for a productive 2024-25 school year.

Sincerely,

Sayville High School's Leadership Team

Mr. Hoffer, Principal

Ms. Bricker, Assistant Principal

Mr. Hart, Assistant Principal



GRADUATION REQUIREMENTS

Eligibility of a student for graduation from Sayville High School will be determined by the principal on the basis of the official high school record. Every student must successfully complete a minimum number of courses to be eligible for graduation from Sayville High School. It is strongly recommended that, where possible, you should exceed these minimum requirements.

Content Area	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
World Languages	1	3
Art/Music	1	1
Health	.5	.5
Physical Education	2	2
Electives	4.5	2.5
Total Credits	23	23

REQUIRED EXAMS

PASSING SCORE OF 65 AND ABOVE

Regents Diploma (5 exams)	Regents Diploma with Advanced Designation (9 exams)
English Language Arts (ELA) Regents	English Language Arts (ELA) Regents
Global History Regents	Global History Regents
U.S. History Regents	U.S. History Regents
One (1) Math Regents Algebra or Geometry or Algebra II	Three (3) Math Regents Algebra, Geometry, and Algebra II
One (1) Science Regents Earth Science or Living Environment (Biology) or Chemistry or Physics	Two (2) Science Regents Living Environment and Earth Science or Chemistry or Physics
	World Languages Comprehensive Exam



NEW YORK STATE DIPLOMA/CREDENTIAL REQUIREMENTS

The following chart outlines the diploma and credential requirements currently in effect.

Diploma Type	Available To	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: 5 required Regents exams with a score of 65 or better as follows: ELA, Global History, US History, 1 Mathematics, 1 Science
Regents with Honors	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: 5 required Regents exams with a computed average score of 90 or better as follows: ELA, Global History, US History, 1 Mathematics, 1 Science
Regents with Advanced Designation	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: 8 required Regents exams with a score of 65 or better as follows: ELA, Global History, US History, 3 Mathematics, 2 Science; and either a locally developed Checkpoint B World Languages exam or a 5 unit sequence in the Arts or in CTE
Regents with Advanced Designation with Honors	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: 8 required Regents exams with a computed average score of 90 or better as follows: ELA, Global History, US History, 3 Mathematics, 2 Science; and either a locally developed Checkpoint B World Languages exam or a 5 unit sequence in the Arts or in CTE
Regents with Advanced Designation with an annotation that denotes Mastery in Mathematics	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: Meets all assessment requirements for the Regents with Advanced Designation (<i>see above</i>) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science



Diploma Type	Available To	Requirements
Local	Students with Disabilities with an IEP or Section 504 Accommodation Plan	<ul style="list-style-type: none"> ● 23 Credits (see graduation requirements chart) ● Assessment: Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: ELA, Global History, US History, 1 Mathematics, 1 Science <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Compensatory Safety Net Option: Scores between 45 – 54 on one or more of the five required Regents exams, other than the ELA or Mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and Mathematics 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.
Local Diploma, Regents Diploma, Regents with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All Student Populations	<ul style="list-style-type: none"> ● 23 Credits (<i>see graduation requirements chart</i>) ● Assessment: Achieves a passing score on state assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved CTE program which the student has completed.



NON-DIPLOMA HIGH SCHOOL EXITING CREDENTIALS

Credential Type	Available To	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	Students with Disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Student meets criteria for a national work readiness credential <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using NYSAA	<ul style="list-style-type: none"> • All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.



GUIDANCE AND COUNSELING DEPARTMENT

As a student at Sayville High School, you will have an assigned counselor who most likely will remain with you throughout your high school career. Your counselor will be as helpful as possible in a variety of ways regarding scheduling, college and career choices, and problem solving just to name a few areas. In order for you to receive this help, here are some questions and answers concerning the Guidance and Counseling Office.

Q: WHAT IS A COUNSELOR?

A: A counselor is an educational professional who is licensed by New York State. A counselor has at least a Masters Degree in Guidance & Counseling and the counselors here at Sayville have done credit work far beyond that. All have had coursework and/or experience in psychology, sociology, mental health, career development, testing, and group dynamics. Some counselors even have specific classroom experience. Your counselor is trained to help you.

Q: CAN A COUNSELOR SOLVE ALL MY PROBLEMS?

A: No one person has all the answers. However, your counselor will always help you find answers and help you to the best of their ability.

Q: DO COUNSELORS HELP ME SELECT COURSES AND COURSE LEVELS?

A: Yes, in consultation with you, your parents, and your teachers. You and your parents have the major responsibility in choosing courses that tie into your interests, your abilities, and your future. Certain courses are required and you have no choice but to take them. Generally speaking, you should attempt to keep all your options open. At Sayville, that means taking the basic academic program and building from there. Placing you in an Honors or Advanced Placement (AP) course is mainly the school's responsibility, but here again, you and your parents will be consulted, as well as your teachers of the preceding and current year.

Q: DOES A COUNSELOR TELL ME WHERE TO GO TO COLLEGE?

A: No, although your counselor may offer suggestions or recommendations. Your counselor is here to help you and your parents to research colleges in terms of your interests, location, selectivity, etc., but the final choice is up to you and your parents.

Q: HOW DO I SEE MY COUNSELOR?

A: The counselors at Sayville High School average over 200 students in their caseload and each and every student is entitled to our services. So, sometimes it is not possible to get immediate attention. However, you can always make an appointment with your counselor or drop in to see if they are free. We do request that you have a pass from a teacher to see your counselor. Also, be sure to keep your appointment when your counselor sends you a pass.



Q: HOW CAN I GET THE MOST AND BEST HELP FROM MY COUNSELOR?

A: Here is the heart of the matter. In order to benefit from your counselor’s experience and training, you must take an active role in your education. Utilize the Guidance Office to ask questions, seek advice, and get direction. Give your counselor the opportunity to get to know you. Your counselor will work just as hard as you do regarding your concerns. Accept responsibility for yourself and your decisions. Learn from your mistakes and how to grow from them. By working together and understanding one another, you will get the most out of this office and your counselor. It is a team effort: You, your parents, and your counselor.

Guidance Office	631.244.6610/11
Mr. Dillon, Lead Counselor	631.244.6616
Ms. Flynn	631.244.6613
Ms. Restrepo	631.244.6614
Ms. Stevens	631.244.6615



ENGLISH DEPARTMENT

In order to qualify for a high school diploma, students are required to pass four years of English as well as the Regents Examination in English which is administered at the end of junior year.

The English Department curriculum is designed to meet and exceed the New York State Education Department's designated Next Generation ELA Standards. As the discipline has evolved, so too has our commitment to offering the most meaningful opportunities to our students.

With a policy of open enrollment for Honors and AP, students will not require prior approval to enroll in these classes. Students who register for Honors and AP English will be joining more rigorous classes. Students enrolled in advanced level courses will have opportunities and responsibilities that require additional reading, writing, and independent work. Students and families should carefully consider current English GPAs and a student's motivation within this discipline. The department recommends consulting your child's current teacher and guidance counselor for additional information when making a placement decision.

REGENTS ENGLISH 9 – 9109

This course intends to develop students' abilities to read, analyze, and write about more complex texts. Emphasis is placed on active reading skills, critical thinking skills, differentiated strategies, and collaboration to reach all learners. A wide range of short stories as well as full-length novels and poetry provide opportunities for students to study and discuss both literary and informational texts. Instruction in grammar and usage is covered in conjunction with student writing and based upon student needs. Overall, the course aims to develop independence and confidence in the students' abilities as readers, writers, speakers, and listeners.

Full Year – 1 credit

HONORS ENGLISH 9 – 9112

This rigorous course is for the motivated student who demonstrates strong reading and writing skills. Reading assignments are challenging and demand perseverance to arrive at understanding and interpretation. The curriculum models that of Regents English 9, while offering critical reading and analytical writing with higher level texts from multiple genres as well as an introduction to rhetoric. The curriculum is taught at an accelerated pace. Writing will include literary based essays and expository and creative composition work as well as research. Students in this course will engage in active learning to promote the development of skills and habits of mind needed to succeed in advanced placement courses.

Full Year – 1 credit

REGENTS ENGLISH 10 – 9121

This course continues the development of reading skills through literary analysis and the study of informational texts. Students will cover a variety of full-length works as well as poetry and research. Vocabulary study, argument writing, and research and oral communication are embedded in the curriculum. Instruction in grammar and usage is covered in conjunction with student writing and based on students' needs. There is a focus on active listening skills and public speaking is required.

Full Year – 1 credit



HONORS ENGLISH 10 – 9124

This course, like Honors English 9, is for the intrinsically motivated student who demonstrates above average achievement, task commitment, and a desire to think critically. The curriculum examines the individual's role in and responsibility to society. This critical lens is used to analyze our literary selections through close reading of the texts. Writing skills are also emphasized as students are taught to write an effective essay using the process of brainstorming, drafting, and revising. Individual writing conferences are required. The course prepares students to become critical thinkers and writers who will be successful on the English Regents and subsequent AP English courses.

Full Year – 1 credit

***AP CAPSTONE SEMINAR – 9125**

AP Seminar is the first of two courses in the AP Capstone™ program. It is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. ©College Board

Full Year – 1 credit

REGENTS ENGLISH 11 – 9133

This course builds on students' reading and writing skills from previous years. There is a concentration on literary analysis, argument, critical thinking, vocabulary development, and writing skills. Students will engage in close reading, refine the writing process, conduct research, and develop presentation strategies. The development of these skills will prepare them for the English Regents exam administered at the end of the course.

Full Year – 1 credit

***AP ENGLISH LANGUAGE – 9140**

This AP course in language and composition is designed for the student interested in continuing in the honors program and who has strong language skills. Students will study various types of writing with an emphasis on non-fiction. They will examine the tools of the effective writer and apply those tools to their own writing. Students will focus on reading closely to not only understand content but the function of such literary devices as point of view, tone, syntax, diction, and specific purposes in relation to the author's purpose. Students should be able to synthesize their analysis into an effective essay. They must also be able to construct an original essay in response to a prompt, showing mastery of the tools of strong writing. The basic purpose of this course is to prepare students for the AP Examination in Language and Composition. Students who do not take the AP exam will take a school final in June.

Full Year – 1 credit



REGENTS ENGLISH 12 – 9148

Regents English 12 is designed to further prepare each student for college-level reading and writing challenges. As perhaps a student's last course with a literary focus, we introduce them to ancient and modern classics in world literature as well as works of nonfiction. Students will apply their research and writing skills to the completion of an MLA college-style research paper. Much of this project will be completed in class, and will be subject to an originality analysis through a web-based plagiarism detection service.

Full Year – 1 credit

NOTE: Students who demonstrate the need to strengthen their reading and writing abilities may be enrolled in Writer's Workshop.

*AP ENGLISH LITERATURE – 9151

The AP Literature and Composition course asks students to closely examine challenging works of fiction, poetry, and drama. The class will analyze how an author creates meaning through the use of literary elements such as structure, symbolism, imagery, and tone. Students will read and discuss the works of writers such as Shakespeare, Hawthorne, Conrad, Chopin, Faulkner, Eliot, Yeats, Hurston, and Nye. Formal writing assignments will ask students to explain and /or evaluate literature. Through informal writing, students will experience and will build understanding of these texts. Students should expect to conference with the instructor beyond class hours and spend time revising their writing. Students will write a researched essay based on an independently read novel of literary merit. All aspects of the research process will be reviewed as the project goes forward. While an obvious purpose of this course is to prepare students for the AP Exam in English Literature and Composition, more importantly it is a course that serves the purpose of a college-level introduction to literature. All students will be prepared to sit for the AP Literature and Composition Exam in May.

Full Year – 1 credit

**The Advanced Placement (AP) Exam - Students enrolled in AP Capstone Seminar, AP English Language, and AP English Literature are expected to take the corresponding AP Exam. Information about these exams, their importance, and benefits can be obtained from the High School Guidance Office, the English Department Chairperson, or The College Board.*

ENGLISH ELECTIVE PROGRAM

AP CAPSTONE RESEARCH – 9126

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and addressing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 – 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Full Year – 1 credit

Prerequisite: *Successful completion of AP Seminar course*



WRITER'S WORKSHOP – 9161 *(New for 2024-25)*

This course aims to alleviate common writing obstacles associated with all levels of writing. Students will practice fundamentals of writing and gain the skills needed to interpret assignments, organize ideas, and gain confidence as a writer. This course will assist students on a variety of assignments across disciplines while incorporating an increased understanding of mechanics and conventions. Students enrolled in this course will have the opportunity for individualized conferencing and support on papers, projects, and research. Students will gain confidence in their writing abilities. Dedicated time to write with teacher assistance for any grade level, any course, any assignment. *This course cannot replace the required four years of English nor be used towards any sequence.*

Half Year – .5 credit

CREATIVE WRITING – 9172

In Creative Writing, we observe, interpret, and write about the world. We try to break out of the confines of the daily school routine and enter a world of creativity and thought exploration. Our writer's notebooks become our safe-haven for dreams, thoughts, feelings and observations as well as our storage bank for writing ideas. If you want a class that is unlike any other, this class is for you! You will explore creative poetry, short stories, and screenplays while learning numerous techniques in order to produce engaging, insightful writing. All abilities welcome.

Half Year – .5 credit

PUBLIC SPEAKING – 9167

This course is designed to help students gain public speaking skills, confidence, and the ability to organize and articulate their thoughts. This class will teach the skills of logic and critical thinking. Part of the course involves public speaking, with students expected to prepare and deliver a variety of speeches. Presentations will allow for improved communication skills.

Half Year – .5 credit

FIRST IN FILM – 9176

Do you love watching movies? Do you have an appreciation for innovative film makers? Yes? Then, First in Film is for you. Study the history of film with a focus on breakthrough technique and technology that has impacted the movies we view today. Become a critical viewer, learning to use finer components of filmmaking to analyze what you see. Films viewed will include classics from the past as well as noteworthy films from the present.

Half Year – .5 credit

SUSPENSE & THE SUPERNATURAL – 9181

How does human nature shape our questions and develop our fears? What makes us look into the unknown and search for the truth? Why are we drawn to what frightens us? This class will examine these ideas and more through the study of short stories, novellas, graphic novels, and film. Join us as we explore the excitement of the unknown and solve a few mysteries as we move through the semester. Authors to be studied include: H.P. Lovecraft, Edgar Allan Poe, Neil Gaiman, Stephen King, and Ray Bradbury.

Half Year – .5 credit



CHILDREN'S LITERATURE – 9177

This course will survey a variety of children's literature books from several different genres. Emphasis will be on studying themes that include: SEL topics, picture books that teach, children and war, loss and remembrance, and non-traditional families. The course will include in-depth author studies, focus on writing techniques, and the writing process for creating a children's book. As a culminating activity, students will illustrate and write their own children's books.

Half Year – .5 credit

SAT PREP: READING AND WRITING/LANGUAGE – 9190 (Grades 11 and 12)

Learn vital test strategies for the SAT and ACT without paying for an expensive prep course or private tutor. Today, getting into college is more competitive than ever! Maximize your test scores by learning valuable test-taking strategies and practicing with sample tests. SAT and ACT practice tests will be provided, free of charge. Additionally, students will work on their college activity sheets and learn about both Naviance and the Common Application, necessary tools for applying to college.

Half Year – .5 credit

Students will earn .25 credit in both English and Mathematics.



SOCIAL STUDIES DEPARTMENT

In order to qualify for a high school diploma, students are required to pass four years of social studies and:

- the Regents Examination in Global History and Geography which covers the tenth grade curriculum
- the Regents Examination in U.S. History and Government which covers the eleventh grade curriculum

SOCIAL STUDIES HONORS/AP PROGRAM

These courses require the most advanced work and original thinking. Readings and writing of considerable difficulty will be expected of the student. The Social Studies Honors/AP program attempts to develop the student's ability to:

1. Evaluate the authenticity and credibility of primary and secondary sources
2. Analyze factual information and draw relevant conclusions
3. Integrate concepts from a variety of disciplines
4. Evaluate the theories of others and formulate original hypotheses
5. Analyze issues logically and thoroughly
6. Design and carry out a research project with a clearly designed objective using correct methodology and research techniques

Initially, students are selected for the program on the basis of:

1. academic performance in social studies
2. strong critical thinking/writing skills and work ethic
3. teacher recommendation

REGENTS GLOBAL HISTORY AND GEOGRAPHY 9 – 9209

The curriculum for the Global History and Geography course follows a chronological approach and emphasizes how the past impacts today's world and how people throughout time in Europe, Asia, Africa, and Latin America have faced similar issues and situations. This course is designed to develop a global perspective and provide students with knowledge, skills, and attitudes needed to function effectively in a diverse world that is becoming increasingly interdependent. The curriculum covers ancient civilizations through the 18th century.

Full Year – 1 credit

HONORS GLOBAL HISTORY AND GEOGRAPHY 9 – 9212

This course is coordinated with the Regents Global History and Geography course, however it is more intensive and designed for students who have demonstrated reading and writing abilities well above grade level and who are self-motivated. Supplementary primary source material is infused into the curriculums and students are expected to be able to analyze and interpret many diverse sources. Students are selected for this course based on previous academic performance in social studies and teacher recommendation.

Full Year – 1 credit



HONORS WORLD HISTORY – 9215

This rigorous course is designed to prepare 9th-grade students to take the AP World History course in 10th grade. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students are selected for this course based on previous academic performance in social studies and teacher recommendation.

Full Year – 1 credit

REGENTS GLOBAL HISTORY AND GEOGRAPHY 10 – 9221

The 10th grade curriculum covers the mid-18th century to the present. All students will be required to pass the Regents Examination in Global History and Geography. The Regents Examination covers the 10th grade curriculum.

Full Year – 1 credit

HONORS GLOBAL HISTORY AND GEOGRAPHY 10 – 9224

This course is coordinated with the Regents Global History and Geography 10 course, however, it is more intensive and designed for students who have demonstrated reading and writing abilities well above grade level and who are self-motivated. Supplementary primary source material is infused into the curriculum and students are expected to be able to analyze and interpret many diverse sources. Students must pass the Regents Examination in Global History and Geography. Students are selected for this course based on previous academic performance in social studies and teacher recommendation.

Full Year – 1 credit

AP WORLD HISTORY – 9227

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students are selected for this course based on previous academic performance in social studies, successfully completing Honors World History, and teacher recommendation.

Full Year – 1 credit



REGENTS U.S. HISTORY AND GOVERNMENT – 9233

The curriculum for the U.S. History and Government course follows a chronological approach and emphasizes the formation of the Constitution and U.S. history from the colonial era to the present. In addition, the geography of the U.S. is examined. All students must pass the U.S. History and Government Regents Examination which covers the 11th grade curriculum.

Full Year – 1 credit

AP U.S. HISTORY – 9272

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Students are selected for this course based on previous academic performance in social studies and teacher recommendation.

Full Year – 1 credit

REGENTS ECONOMICS – 9251

Economics is a one-semester course required of all students. In this course, theory and practice in modern economic life will be studied. Topics include the operation of the market (microeconomics) and overall economy (macroeconomics). The role of the government will be examined, including fiscal and monetary policies.

Half Year - .5 credit

REGENTS GOVERNMENT – 9242

Participation in Government is a required one semester course designed to inform students about the American political scene and to prepare them to become active and responsible citizens. The curriculum focuses on the importance of participation in the electoral process and of those qualities needed by elected officials for effective leadership. Students also examine various relevant public policy issues and discuss the forces in the nation that influence public policy. This activity-centered course frequently utilizes class discussions and debates, group work, and student surveys. This course uses a portfolio-based assessment in lieu of a final exam.

Half Year - .5 credit



ELECTIVE PROGRAM

AP PSYCHOLOGY – 9293

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

Full Year – 1 credit

AP U.S. GOVERNMENT & POLITICS – 9244

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students are selected for this course based on previous academic performance in social studies and teacher recommendation.

Full Year – 1 credit

AP COMPARATIVE GOVERNMENT & POLITICS – 9246

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

Full Year – 1 credit

AP MACROECONOMICS – 9253

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This course makes demands on students equivalent to those made by full-year introductory college courses and prepares students to take the AP Examination in Macroeconomics. Students are selected for this course based on previous academic performance in social studies and teacher recommendation.

Half Year (Fall Only) - .5 credit



YOU & THE LAW – 9260

This is a course of practical law. Its emphasis is on understanding the basic concepts of the law and applying these concepts to real-life situations. The aim of the course is to acquaint students with the processes of the law and the ways in which it affects them. Topics include the police, the courts, civil law, criminal law, the corrections system and, most importantly, citizens' rights under our legal system. Guest speakers from the police department, corrections department, and district attorney's office are invited to speak to the class. A field trip to the Suffolk County Correctional Facility will be an integral part of the class.

Half Year – .5 credit

SOCIOLOGY – 9284

This is a study of human social behavior-social structure and socialization, deviance and social control, social classes and inequalities, social institutions (family, education, religion, sport), and social change (population, urbanization, collective behavior). This course will enable students to see a connection between the social forces around them and their own lives.

Half Year – .5 credit

URBAN STUDIES (NEW YORK CITY, MYTHS AND REALITIES) – 9263

A major aim of this course is to increase the understanding necessary to appreciate the urban situation in all its dimensions. It will deal with the history and processes of urbanization in American society, the lifestyles of the city's residents and their suburban counterparts, and the problems peculiar to New York City. Historical, aesthetic, sociological, political, and anthropological dimensions of city life will be probed. To enhance these understandings, field trips to New York City will be planned.

Half Year – .5 credit

PSYCHOLOGY – 9266

This course is designed to give the student an overview of the field of psychology. Although an introductory course, many of the topics discussed will provide a background for college-level courses. In addition to a general introduction to psychology, the curriculum includes assessing normal and abnormal behavior, projective tests, neurotic behavior, psychoses and the treatment of the mentally ill, dream interpretation, Freudian theory, behaviorism, and the application of psychology in the world in which we live.

Half Year – .5 credit

ABNORMAL PSYCHOLOGY – 9295

This course will explore the symptoms, causes, and experiences of various types of psychological disorders. We will be discussing mood, anxiety, somatoform, dissociative, and personality disorders as well as schizophrenia, childhood disorders, and substance-related disorders. We will use various pedagogical techniques including case studies in order to understand these conditions as well as apply abnormal psychology to everyday life. We will also discuss how we identify and assess abnormality from both a societal and clinical viewpoint. This course is designed both for students who are thinking of taking AP Psychology in the future and those who have already taken AP Psychology and want a more in depth study of psychological disorders.

Half Year – .5 credit



MATHEMATICS DEPARTMENT

The objectives of the high school mathematics program are to develop the student's ability to solve problems using algebraic and geometric strategies, to extend computational abilities beyond basic skills, to provide relevant applications to make math more meaningful, to encourage higher level thinking, and to take full advantage of the power of technology.

The curriculum has been designed to provide students the opportunity to study in an environment where they are both challenged and can realize their potential. To provide for individual differences in the rate of learning, the program has been divided into levels. These levels are mentioned in each course description. Students should work with their math teacher and guidance counselor to determine the course of study that suits their needs. It is **strongly** recommended that students take a math course each year of their high school careers.

The department offers AP courses in Precalculus, Calculus, Statistics, Computer Science A, and Computer Science Principles. These advanced courses support students in a world that is evolving into a more technology-driven society. Students will be offered the chance to challenge themselves in these courses with the possibility of obtaining multiple college credits. Students in Sayville High School are also offered the opportunity to study math in the less traditional pathway of non-Regents coursework where more emphasis on real-world applications of mathematics is at the forefront.

THE REGENTS MATHEMATICS PROGRAM

To receive a Regents Diploma a student must pass the course work and the Regents exam in Algebra I.

REGENTS ALGEBRA I – 9366

This is the first of the three (3) Regents courses that are presently mandated by New York State. Students will learn the skills and theory of algebra and related topics as well as how this knowledge can be applied. Instructional units will include, but are not limited to, linear expressions, equations and inequalities, functions, systems of equations, exponents, polynomials, and statistics. This course will culminate in a Regents exam in June reflecting the NYS Next Generation Learning Standards. A graphing calculator will be used extensively in this course.

Full Year – 1 credit

REGENTS GEOMETRY – 9372

This is the second of the three (3) Regents courses that are presently mandated by New York State. Students will learn the skills and theory of geometry and related topics, as well as how this knowledge can be applied. Instructional units will include, but are not limited to, congruence, constructions, similarity, three-dimensional geometry, algebra and geometric relations, and circles. This course will culminate in a Regents exam in June reflecting the NYS Common Core standards. A graphing calculator will be used extensively in this course.

Full Year – 1 credit

Prerequisite: Algebra I



REGENTS ALGEBRA II – 9378

This course is the third and final Regents course that is mandated by New York State. Students will enhance their skills from Algebra I and develop a deeper understanding of various topics. Instructional units will include, but are not limited to, linear, quadratic, exponential and logarithmic functions, transformations, radicals, polynomials, rationals, sequences and series, probability, and statistics. This course will culminate in a Regents exam in June. A graphing calculator will be used extensively in this course.

Full Year – 1 credit

Prerequisite: Geometry

REGENTS ALGEBRA I EXTENDED – 9361

REGENTS GEOMETRY EXTENDED – 9373

REGENTS ALGEBRA II EXTENDED – 9376

Each of the three (3) Regents courses can be taken in conjunction with a lab period. The course work will include the entire NYS Regents curriculum. The lab period will meet every other day in order to provide students with additional instructional time to cover topics. It is designed for the student who has been challenged in math but chooses to stay in the Regents program to keep open the opportunity for an Advanced Regents diploma. *It is strongly advised to take the recommendation of the current teacher as to whether or not a lab period should be taken.*

Full Year – 1 credit

REGENTS PRECALCULUS – 9321

This course is designed to give juniors and seniors a background enabling them to enter a calculus course in their senior year of high school or freshman year in college. It is recommended that seniors who are entering college the following year enroll in this course. Instructional units will include, but are not limited to, advanced algebra, linear functions, quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, circular functions, polar coordinates and equations, vectors, and an introduction to calculus. A graphing calculator will be used extensively in this course. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Algebra II (R, H)

SCHOOL LEVEL MATHEMATICS PROGRAM

PRINCIPLES OF GEOMETRY – 9369 (Non-Regents course)

This course is designed for the student who found Algebra I challenging and wishes to pursue a less rigorous Geometry experience. This non-Regents course will culminate in a school-level final exam. Upon successful completion of this course, some students may wish to re-enter the Regents level program in pursuit of an Advanced Regents Diploma. This course is designed for 10th grade students.

Full Year – 1 credit

Prerequisite: Regents Algebra I



INTEGRATED MATHEMATICS – 9360 (Non-Regents course)

This full year course explores topics of intermediate algebra, geometry, statistics, and trigonometry. These concepts will be extended to their practical application outside the mathematics classroom. This course is designed for those students who are on the non-Regents trajectory or for those who found the Regents Geometry course challenging. This non-Regents course will culminate in a school final exam. This course is designed for 11th grade students.

Full Year – 1 credit

Prerequisite: Regents Geometry or Principles of Geometry

MATH APPLICATIONS – 9355 (Non-Regents course)

This course focuses on the use of mathematics to solve problems in contexts that involve financial modeling, geometric and trigonometric real-world applications, and statistical analysis. Math Applications also has an emphasis on college and career readiness and the topics which will be covered on placement exams for post high school education. This non-Regents course will culminate in a final exam. This course is designed for 12th grade students. ***This course is not intended for students who have passed the Algebra II Regents.***

Prerequisite: Integrated Mathematics

Full Year – 1 credit

COLLEGE ALGEBRA & TRIGONOMETRY *(New for 2024-25) NCAA approval pending*

This course is primarily designed for college-bound seniors that were challenged by the difficulty of Algebra II. It will focus on understanding the concepts of mathematical functions and their applications. Instructional units will include, but are not limited to, finding zeros and graphs of polynomial functions, the fundamental theorem of algebra, graphs and asymptotes of rational functions, exponential and logarithmic functions, trigonometry, angle measurement, right triangle trigonometry, properties and graphs of trigonometric functions, trigonometric equations and applications. A graphing calculator will be used extensively in this course.

Full Year – 1 credit

Prerequisite: Algebra II (R, Extended)

ACCELERATED/HONORS PROGRAM

The purpose of the accelerated program is to offer the more interested and talented student in mathematics the opportunity to take an extra year of mathematics in high school. Carefully selected students will be chosen to take Algebra I in 8th grade, Geometry in 9th grade, and Algebra II in 10th grade, enabling these students to take a full year of Precalculus and Calculus in their remaining high school years. At this point, some students will be invited to enter the Honors Program.

Admission to the Honors Program will be based on grades, teacher recommendation, and exam scores. Each year students will be re-evaluated and some will enter the Honors Program and others will leave. Placement in the Honors Program is probationary. Students in the Honors Program will receive:

- An enriched, more rigorous curriculum.
- A separate midterm exam.
- A separate final exam in Honors Precalculus and AP Calculus.



HONORS GEOMETRY – 9375

HONORS ALGEBRA II – 9381

In addition to the Regents curriculum, the Honors course will provide enrichment within each unit of study to further prepare students for higher level mathematics. It is expected that an honors student remains in good academic standing throughout the course. Proper placement of students is of the utmost importance. *It is strongly advised for a student to follow the recommendation of the current teacher as to whether an honors course should be taken.*

Full Year – 1 credit

Prerequisites: Algebra I for Honors Geometry, Geometry for Honors Algebra II, Maintenance of Honors Criteria Requirements, teacher recommendation

AP PRECALCULUS – 9328

This course is the progression of the accelerated/honors math program and is open for juniors or seniors that have exhibited a high level of mastery in Algebra II. It is designed to prepare juniors for a complete year of study in AP Calculus BC during their senior year of high school or for a senior to enroll in a Calculus class as a college freshman. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Polynomial, rational, trigonometric, polar, logarithmic, exponential and elementary functions are explored in depth. The study of limits and continuity, differentiation and applications of the derivative are presented to correlate with the first chapters in the Calculus program. A graphing calculator will be used extensively in this course. A summer assignment will be required to better prepare students for success in this course. *It is strongly advised for a student to follow the recommendation of the current teacher as to whether AP Precalculus should be taken.*

Full Year – 1 credit

Prerequisite: Algebra II (R, H), teacher recommendation

HONORS CALCULUS – 9331

Honors Calculus calls on all the skills and information acquired in previous years and applies them to problems that are inherently challenging. The course is outstanding preparation for college mathematics. A graphing calculator will be used extensively in this course. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Precalculus (R, AP)



AP CALCULUS AB (New for 2024-25)

This AP class is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Course contents include differential and integral calculus, (emphasizing conceptual understanding, computations and applications), differentiation of elementary algebraic, trigonometric, exponential, and logarithmic functions; graphing, modeling and maximization; the Riemann integral; the fundamental theorem; symbolic and numeric methods of integration; area under a curve; volume. A graphing calculator will be used extensively in this course. A summer assignment will be required to better prepare students for success in this course. It is expected that all students entering this course in the fall take the AP exam the following spring. For more information regarding this course, please use the following link: [AP Calculus AB](#). *It is strongly advised for a student to follow the recommendation of the current teacher as to whether AP Calculus AB should be taken.*

Full Year – 1 credit

Prerequisite: AP Precalculus or Regents Precalculus with teacher recommendation

AP CALCULUS BC (9330)

This AP Calculus program makes the senior year in mathematics a stimulating and challenging experience for the students interested in pursuing a mathematics/science/engineering major in college. This is a more advanced calculus experience and goes beyond the scope of AP Calculus AB. Topics include differential and integral calculus (emphasizing conceptual understanding, computations and applications), differentiation of elementary algebraic; trigonometric, exponential, and logarithmic functions; graphing; modeling and maximization; the Riemann integral; the fundamental theorem; symbolic and numeric methods of integration; area under a curve; volume; improper integrals; polar and parametric equations and curves; sequences; series; Taylor series; differential equations; and modeling. A graphing calculator will be used extensively in this course. A summer assignment will be required to better prepare students for success in this course. It is expected that all students entering this course in the fall take the AP exam the following spring. For more information regarding this course, please use the following link: [AP Calculus BC](#). *It is strongly advised for a student to follow the recommendation of the current teacher as to whether AP Calculus BC should be taken.*

Full Year – 1 credit

Prerequisite: AP Precalculus with teacher recommendation

AP STATISTICS – 9387

The AP Statistics course follows the course and criteria designed by the College Board. The purpose of this course is to introduce students to the major concepts of exploring, collecting, analyzing and drawing conclusions from data. Although this course is excellent preparation for college, it is invaluable to students taking Science Research. This AP course is designed for strong math students. A graphing calculator will be used extensively in this course. For more information regarding the course, please use the following link: [AP Statistics](#)

Full Year – 1 credit

Prerequisite: Algebra II (R or H)



AP COMPUTER SCIENCE A – 9396

Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first semester course in computer science. It also includes the study of data structures and abstraction. For more information regarding the course, please use the following link: [AP Computer Science A](#)

Full Year – 1 credit

Prerequisite: A strong mathematical background including Geometry (minimum 80%)

AP COMPUTER SCIENCE PRINCIPLES – 9395

AP Computer Science Principles introduces students to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. For more information regarding the course please use the following link: [AP Computer Science Principles](#)

Full Year – 1 credit

Prerequisite: A strong mathematical background including Geometry (minimum 80%)

MATHEMATICS ELECTIVES

SPORTS ANALYTICS – 9839

The world of sport provides a perfect opportunity to analyze and interpret data. Performing statistical analysis on large sets of data can provide teams, coaches and athletes with information to make decisions which can translate into a more strategic way of playing a game. This state of the art approach to athletics can help in player evaluation and development as well as the overall fan experience. Although the methods of collecting, organizing, and interpreting sports data will be the focus of this course, non-sports fans are also encouraged to enroll so they too can gain insight into the subject of statistics and how they are used to make informed decisions.

Half Year – .5 credit

Prerequisites: Algebra I and Geometry

SAT MATHEMATICS (Grades 11 and 12)

This class assists students in preparation for standardized exams required by colleges. Students will learn test strategies to crack the New SAT and similar exams. In conjunction with SAT English, students will do college searches and be guided through the college application process.

Half Year – .5 credit

Students will earn .25 credit in both English and Mathematics.



SCIENCE DEPARTMENT

In accordance with the regulations set forth by the New York State Board of Regents, all students entering ninth grade will be placed in Regents science courses. As a prerequisite for admission to the Regents examinations in Living Environment (Biology), Chemistry, Earth Science, and Physics, all students must have successfully completed the minimum amount of laboratory experience mandated by the New York State Board of Regents, with satisfactory written reports for each laboratory investigation.

The Sayville Science Department realizes the importance of offering a complete array of college level, Advanced Placement (AP), Honors, and Research courses. Advanced courses offer enhanced content coverage and a wider variety of laboratory experiences to students. Students should expect a more rigorous curriculum as well as a faster pace in all AP, college-level, Honors, and Research courses.

REGENTS EARTH SCIENCE – 9409

Students will study astronomy, Earth's origin, structure, composition, surface features and atmosphere. This program, which is based on the New York State Science Learning Standards, incorporates an extensive array of laboratory experiences that integrate a problem-solving and inquiry approach to learning science.

Full Year – 7 ½ periods per week – 1 credit

HONORS EARTH SCIENCE – 9415

This course follows the main focus of the Regents Earth Science program with a more in-depth approach to content and laboratory experiences. This course is designed for students who have demonstrated reading and writing abilities well above grade level and who are self-motivated. Material beyond the scope of Regents Earth Science is presented and students will be expected to use various procedures and analytical thinking to generalize these concepts to solve diverse and challenging problems. These extended concepts and skills will be tested on a separate honors midterm as well as a departmental final exam. This course will culminate with a Regents exam in June reflecting Regents Earth Science. Students considering Honors Earth Science should realize the ability to apply higher level thinking, as well as a serious work ethic, are indispensable for success in the course. It is a fast paced course with minimal time for repetition of basic concepts.

Full Year - 7 ½ periods per week – 1 credit

Prerequisites: *Successful completion with a high level of mastery in Regents Living Environment and Regents Algebra I*

REGENTS LIVING ENVIRONMENT/BIOLOGY – 9427

Based on the New York State Science Learning Standards, this course provides an in-depth study of life, structure and function relationship and interactions of a variety of organisms. The concept of interdependence of all life on Earth is interwoven throughout the curriculum which includes units on the web of life, evolution, genetics, reproduction and development, homeostasis, and ecology.

Full Year – 7 ½ periods per week – 1 credit

Prerequisite: *Successful completion of Regents or Honors Earth Science*



REGENTS CHEMISTRY – 9436

Based on the Physical Setting/Chemistry Core Curriculum of the New York State Learning Standards, the focus of this course involves a study of the composition, structure, and properties of matter, as related to energy and the changes that matter undergoes. Relevant topics include thermodynamics, bonding, kinetics, equilibrium, acid-base theories, electrochemistry, organic chemistry, and nuclear chemistry. Students considering Regents Chemistry should realize this course requires basic algebra skills, critical thinking ability and willingness to complete daily reinforcement to understand abstract concepts.

Full Year – 7 ½ periods per week – 1 credit

Prerequisites: *Successful completion of both R/H Earth Science and Regents Living Environment. Successful completion or concurrent enrollment in Algebra II is strongly recommended.*

REGENTS PHYSICS – 9451

Based on the Physical Setting/Physics Core Curriculum of the New York State Learning Standards, this course presents classical physics within a mathematical framework. A modern view of physics that focuses on the principles and laws of the physical, submicroscopic world is provided through laboratory experiences in which students generate, manipulate, and relate data to the fundamental laws of matter. Students considering Regents Physics should realize this course requires basic algebra skills, critical thinking ability and willingness to complete daily reinforcement to understand abstract concepts.

Full Year – 7 ½ periods per week – 1 credit

Prerequisites: *Successful completion of R/H Earth Science, Regents Living Environment, R/AP Chemistry, and Algebra II*

AP ENVIRONMENTAL SCIENCE – 9481

This course is equivalent to an environmental science course at the college level and is designed for students with motivation, creativity, and excellent reading skills. The goals of this course are to provide students with the scientific principles, concepts, and methodologies needed to understand the interrelationships between people and their environments, to identify and analyze environmental problems both natural and human made, to assess the risks associated with these problems, and to identify solutions for resolving or preventing them. Topics covered include many aspects of biology, Earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics, and an appreciation for biological and natural resources. The program provides a problem-solving approach to these topics and students will have an array of laboratory and field experiences. Students are required to participate in two full-day and two half day field trips. To earn potential college credit, students must take the AP Examination in Environmental Science. Students considering AP Environmental Science should realize that this college level course has a tremendous amount of content. There are daily reading assignments including outlines of college textbook chapters. All exams, labs, and essays include college level AP questions.

Full Year – 7 ½ periods per week – 1 credit

Prerequisites: *Successful completion with a high level of mastery in R/H Earth Science and Regents Living Environment. Successful completion or concurrent enrollment in both Regents Chemistry and Algebra II is strongly recommended.*



AP BIOLOGY – 9463

This course is equivalent to an introductory college course in biology. This updated course is organized around Four Big Ideas with an emphasis on advanced science practices. These ideas are Evolution, Cellular Processes that utilize free energy, Genetic and Information Transfer, and Biological System Interactions. Students who plan to major in the sciences will benefit from the increased content, while those who do not intend to major in science can earn the mandatory natural science credits required by most colleges. To earn potential college credit, students must take the AP Examination in Biology. Students considering AP Biology should realize this college level course has a tremendous amount of content. There are daily reading assignments including outlines of college textbook chapters. All exams, labs and essays include college level AP questions. Students are required to participate in any district-funded field trips to various science institutions.

Full Year – 7 ½ periods per week – 1 credit

Prerequisites: *Successful completion with a high level of mastery in both Regents Chemistry and Regents Living Environment. Concurrent enrollment in Anatomy and Physiology is strongly recommended.*

AP CHEMISTRY – 9467

This course is designed as the equivalent of a first year college chemistry course. Contained within this broad based curriculum is an in-depth study of matter, chemical reactions, qualitative and quantitative principles. The basic concepts of chemistry necessary for continued study in chemistry and other professions requiring chemistry, such as medicine, biology, engineering, and physics are covered. To accommodate honors science students who have not previously taken Regents Chemistry, the content and skills contained in the Physical Setting/Chemistry Core Curriculum of the New York State Learning Standards are embedded throughout the course. These students will be required to take the Physical Setting/Chemistry Regents Exam. To earn potential college credit, students must take the AP Examination in Chemistry. Students considering AP Chemistry should realize the ability to apply higher level thinking, as well as a serious work ethic, are indispensable for success in the course. It is a fast-paced course with minimal time for repetition of basic concepts.

Full Year – 10 periods per week – 1 credit

Prerequisites: *Successful completion with a high level of mastery of R/H Earth Science, Regents Living Environment. Successful completion with a high level of mastery in Algebra I and Geometry. Successful completion or concurrent enrollment in Algebra II.*



AP PHYSICS 1 – 9448

This course covers the topics and laboratory component of the AP Physics Course 1. Topics in both classical and modern physics are included and knowledge of algebra and basic trigonometry is required. Understanding the basic principles involved and the ability to apply these principles in the solution of problems is the main focus of the course. The course will provide a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. Topics include Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. To accommodate science students who have not previously taken Regents Physics, the content and skills contained in the Physical Setting/Physics Core Curriculum of the New York State Learning Standards are embedded throughout the course. These students will be required to take the Physical Setting/Physics Regents Exam. To earn potential college credit, students must take the AP Examination in Physics 1. Students considering Physics 1 AP should realize that strong math and problem solving skills, as well as a serious work ethic, are indispensable for success in the course.

Full Year – 10 periods per week – 1 credit

Prerequisites: *Successful completion with a high level of mastery of R/H Earth Science, Regents Living Environment, R/AP Chemistry. Successful completion with a high level of mastery in Algebra I, Geometry, and Algebra II. Successful completion or concurrent enrollment in Precalculus.*

AP PHYSICS 2 – 9453

This course covers the topics and laboratory component of the AP Physics Course 2. Topics in both classical and modern physics are included and knowledge of algebra and basic trigonometry is required. Understanding the basic principles involved and the ability to apply these principles in the solution of problems is the main focus of the course. The course will provide a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. Topics include thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students considering AP Physics 2 should realize that strong math and problem solving skills, as well as a serious work ethic, are indispensable for success in the course.

Full Year – 7 ½ periods per week

Prerequisites: *Successful completion with a high level of mastery of Regents Physics or AP Physics I. Successful completion or concurrent enrollment in Precalculus.*

LI MARINE SCIENCE – 9493

Marine Science is an interdisciplinary approach to the study of the world's oceans, with an emphasis on Long Island's local marine environment. The course is divided into topics in Physical Oceanography and Marine Biology. Physical Oceanography covers ocean exploration, the geography of the seafloor, sea water chemistry, beaches, and marine habitats. Marine biology touches on the organisms of the living ocean such as fishes, sharks, whales, and other, simpler sea creatures. Students will be required to complete projects and submit reports on a quarterly basis.

Full Year – 5 periods per week – 1 credit

Prerequisites: *Successful completion of Regents Earth Science and Living Environment*



REAL WORLD SCIENCE – 9466

This course will integrate components of many different science courses. Students will learn and apply real life science applications into their everyday lives and real world situations. The course is student interest driven; there is a free form flow of the curriculum based on student feedback. Students determine the length of class lesson time devoted to each topic based on interest and curiosity. Students will learn basic scientific understanding of the general principles of engineering, physics, geography, architecture, forensics, meteorology, nutrition, anatomy, bioethics, and environmental science. In addition, principles of biology, chemistry and Earth science will be integrated and reviewed. Career opportunities will be discussed and researched within all levels and fields of the sciences. Current science events will be discussed regularly. Instruction will include a hands-on lab component.

Full Year – 5 periods per week – 1 credit

Prerequisites: *Successful completion of Regents Earth Science and Living Environment*

HUMAN ANATOMY & PHYSIOLOGY – 9430

The structure and function of all major organ systems will be discussed. Major organ systems will include the nervous, respiratory, digestive, excretory, skeletal, muscular, circulatory, endocrine, lymphatic and reproductive systems. Focus on maintaining homeostasis and systemic disease will be explored and hands-on laboratory activities will be incorporated with the topics covered. This course and Regents Living Environment/Biology will provide exposure to some of the topics covered in the SAT II in biology.

Full Year – 5 periods per week – 1 credit

Prerequisite: *Successful completion of Regents Living Environment*

SCIENCE AND MINDFULNESS – 9431

This half-year course will focus on the scientific evidence that supports the practices of mindfulness. In this course students will learn about the structure and function of the brain, which parts of the brain are affected by mindfulness practice and how these neurobiological changes benefit our minds and bodies. Students will examine the neurobiology underlying the practices that are now profoundly influencing the contemporary world. The course will also delve into how the different systems of the body are affected by stress and anxiety. Students will learn many research-based practical ways to use mindfulness techniques in their own life.

Half Year – .5 credit

Prerequisite: *Successful completion of Regents Living Environment*

PRINCIPLES OF NUTRITION – 9432

This half-year course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional topics include discussions of digestion, basic nutrients, sports and fitness, and life-span nutrition. The course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Students will also participate in real world farm-to-table applications in the school greenhouse.

Half Year – .5 credit

Prerequisite: *Successful completion of Regents Living Environment*



GIS 101 DIGITAL EARTH – 9433

This half-year course will provide the basic concepts underlying modern geographic information systems (GIS). GIS is a system that creates, manages, analyzes, and maps all types of data. Students will be introduced to global positioning systems (GPS), remote sensing, and spatial analysis. This class will address how these technologies are being implemented in everyday life through the use of handheld devices containing tracking/GPS and social media apps. Emphasis is placed on the principles of GIS for characterizing environmental systems and computer-based techniques for processing and analyzing spatial data. Hands-on exercises will be incorporated to give students a deeper understanding of geospatial technology and how it can be used to answer meaningful questions. *Students can earn college credit in this course through Farmingdale State College.*

Half Year – .5 credit

Prerequisites: *10th grade and above only and successful completion of Living Environment and Earth Science. Overall GPA 85 or above.*

HONORS FORENSIC SCIENCE – 9489

Honors Forensics Science is focused upon the application of scientific methods and techniques to crime and law and is intended to provide an introduction to understanding the science behind crime detection. Topics will place an emphasis upon the techniques used in evaluating physical evidence and include organic and inorganic evidence analysis. Laboratory exercises will include techniques commonly employed in forensic investigations.

Full Year – 5 periods per week – 1 credit

Prerequisites: *Unweighted academic average of 85 and successful completion of R/H Earth Science, R/AP Biology, and R/AP Chemistry*



RESEARCH IN SCIENCE AND ENGINEERING (RISE)

HONORS SCIENCE RESEARCH – 9494, 9495, 9496, 9497

Honors Science Research is a full-year, independent study program designed to provide students who are motivated by curiosity and are capable of independent learning with an authentic honors level science research experience. The program is intended for students who have an interest in developing, conducting and implementing an original scientific project that explores a chosen scientific discipline. Students will acquire background knowledge, develop scientific hypotheses, collect data and analyze results. Students will have the potential to publish a genuine research paper, and present their findings at a science symposium and/or local/ national science competition. Students will engage in authentic field work in real science laboratories with qualified scientists from varied disciplines. Students will also be provided with internship and mentorship opportunities at local science laboratories, hospitals, businesses, colleges and universities to obtain skills and guidance for their educational and professional futures.

Full Year – Independent Study – 1 credit (Science)

Students will be selected for entry into Tier I of the RISE program based on a review of a written application and teacher recommendation. Applications must be submitted to the Research Coordinator by April 1st of each year.

HONORS R.I.S.E. TECH (Engineering Research) – 9894, 9895, 9896, 9897

The Honors R.I.S.E. TECH program is an independent student research program which relies upon the Engineering process for solving problems. In this program, students can choose to work on an engineering or computer science related project that involves designing or inventing a new device, procedure, computer program, or algorithm. There are many opportunities for students to develop prototypes, engineer, test/iterate their designs and work with mentors from colleges, universities, outside labs and industries. Throughout each year in the program students perform engineering research and collect data to later be presented in the form of a research paper and presentation. All students will be provided with the potential for entering their research project into science and engineering competitions. Throughout the course of the program students will:

- Research a design problem
- Propose an engineering solution
- Collect information through research of peer reviewed literature, journal articles and manuals to determine the best solution
- Work to solve the problem by applying the Engineering Method
- Develop and test a prototype
- Record data and report the results to plan for future design iterations

Full Year – Independent Study – 1 credit (Technology)

Students will be selected for entry into Tier I of the RISE program based on a review of a written application and teacher recommendation. Applications must be submitted to the Research Coordinator by April 1st of each year.



WORLD LANGUAGES DEPARTMENT

The World Languages Department offers a four-year high school language experience giving students essential twenty-first century skills which prepare them for college and career opportunities. Sayville High School students in grades 9-12 may take a complete sequence of classes in French and Spanish with emphasis on competent communication and broad multicultural awareness. Local curricula are aligned to the NYS Learning Standards for World Languages and the World-Readiness Standards for Learning Languages. Students engage in performance-based tasks and project-based learning which encourage collaboration, creativity, critical thinking, and problem-solving.

Sequences at the high school begin with Level 2 in grade 9. Honors courses are offered in Levels 3, 4, and 5. By passing a Level 3 course and a regionally developed Checkpoint B examination, students become eligible for a Regents Diploma with Advanced Designation.

Juniors and seniors enrolled in Levels 4 and 5 may earn college credits through the Suffolk County Community College Beacon Program. *AP French Language and Culture* and *AP Spanish Language and Culture* are also offered to students interested in rigorous college-level studies.

New York State Seal of Biliteracy

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society.

Students who demonstrate an Intermediate High level of proficiency in a world language and English may be eligible to earn the NYSSB during their senior year. For additional information about the requirements, please contact the World Languages Department Chairperson or your guidance counselor.



FRENCH

REGENTS FRENCH 2 – 9515

This course emphasizes proficiency in speaking, listening, reading, and writing in French. Listening and speaking are stressed through daily practice in the target language. The course continues to lay a grammatical foundation for students and exposes them to Francophone culture. This course introduces students to the Checkpoint B level of the New York State curriculum which will be completed in Level 3.

Full Year – 1 credit

Prerequisite: Regents French 1

FRENCH 1-2H – 9518

This is a one-year accelerated course which includes the basic content and skills development of French 1 and 2. It is designed for students who have decided to acquire a second language other than English and who seek to have a broader background.

Full Year – 1 credit

Prerequisite: Teacher recommendation

REGENTS FRENCH 3 – 9521

In this third-year program, students will continue to develop their proficiency in communicative skills at the Checkpoint B level in a cultural context. There is a concentration on mastery of the basic structural patterns of the language and on vocabulary building. Students work with a variety of authentic resources to expand their comprehension and further develop listening, speaking, reading, and writing skills in French. Students will take a Checkpoint B examination in French at the end of the course in June.

Full Year – 1 credit

Prerequisite: Regents French 2

HONORS FRENCH 3 – 9522

This course is designed for motivated students who have demonstrated a strong academic performance in French as well as a strong work ethic. The course is taught primarily in French with an emphasis on interpretive, interpersonal, and presentational communication. Intercultural communicative competence is stressed. Students will take a Checkpoint B examination in French at the end of the course in June. This course is the prerequisite for the AP track.

Full Year – 1 credit

Prerequisites: Regents French 2 and teacher recommendation

REGENTS FRENCH 4 – 9524

This course is designed to train students to use and develop the skills they have acquired during three years of language study. Heavy emphasis is placed on speaking French as students engage in a variety of activities designed to improve listening and speaking skills, as well as continuing the study of French grammar, vocabulary, and culture. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Regents French 3 or Honors French 3



HONORS FRENCH PRE-AP 4 – 9525

This course is the second of a three-year sequence which culminates in the AP exam given at the end of the third year. This accelerated course is taught in French and students will engage in a more in-depth study of Francophone culture. Continued emphasis is placed on interpretive, interpersonal, and presentational communication in French. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Honors French 3

HONORS FRENCH 5 – 9527

This course is conducted in French on a college level with a concentration on vocabulary, literature, art, culture, and communicative skills. Excursions to cultural events may coincide with the lessons presented in class. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Regents French 4 or Honors French Pre-AP 4

AP FRENCH LANGUAGE – 9530

This is the third course of the three-year sequence which leads to the *AP French Language and Culture Exam*. In addition to the regular class, each student will be scheduled for a language lab in which s/he works on intensive and individualized speaking tasks in a lab setting. The AP exam is taken in May, and further study of language and culture will culminate in a final exam or project. *Only students who have successfully completed Honors French Pre-AP 4 may enroll in this course.*

Full Year – 1 credit

Prerequisite: Honors French Pre-AP 4

SPANISH

REGENTS SPANISH 1 – 9538

This is an introductory course to meet the needs of students who did not successfully complete their language requirement by the end of grade 8 or who are new entrants. Emphasis is on building the basic communication skills –speaking, listening, reading, and writing– in the target language. *This is a graduation requirement for all students.*

Full Year – 1 credit

REGENTS SPANISH 2 – 9545

This course emphasizes proficiency in speaking, listening, reading, and writing in Spanish. Listening and speaking are stressed through daily practice in the target language. The course continues to lay a grammatical foundation for students and exposes them to Hispanic cultures. This course introduces students to the Checkpoint B level of the New York State curriculum which will be completed in Level 3.

Full Year – 1 credit

Prerequisite: Regents Spanish 1



SPANISH 1-2H – 9548

This is a one-year accelerated course which includes the basic content and skills development of Spanish 1 and 2. It is designed for students who have decided to acquire a second language other than English and who seek to have a broader background.

Full Year – 1 credit

Prerequisite: Teacher recommendation

REGENTS SPANISH 3 – 9551

In this third-year program, students will continue to develop their proficiency in communicative skills at the Checkpoint B level in a cultural context. There is a concentration on mastery of the basic structural patterns of the language and on vocabulary building. Students work with a variety of authentic resources to expand their comprehension and further develop listening, speaking, reading, and writing skills in Spanish. Students will take a Checkpoint B examination in Spanish at the end of the course in June.

Full Year – 1 credit

Prerequisite: Regents Spanish 2

HONORS SPANISH 3 – 9552

This course is designed for motivated students who have demonstrated a strong academic performance in Spanish as well as a strong work ethic. The course is taught primarily in Spanish with an emphasis on interpretive, interpersonal, and presentational communication. Intercultural communicative competence is stressed. Students will take a Checkpoint B examination in Spanish at the end of the course in June. This course is the prerequisite for the AP track.

Full Year – 1 credit

Prerequisites: Regents Spanish 2 and teacher recommendation

REGENTS SPANISH 4 – 9554

This course is designed to train students to use and develop the skills they have acquired during three years of language study. The course is conducted in Spanish with emphasis on competent communication skills, grammar, vocabulary, culture, and art. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Regents Spanish 3 or Honors Spanish 3

HONORS SPANISH PRE-AP 4 – 9555

This course is the second of a three-year sequence which culminates in the AP exam given at the end of the third year. This accelerated course is taught in Spanish and students will engage in a more in-depth study of the art, literature, and culture of the Spanish-speaking world. Continued emphasis is placed on interpretive, interpersonal, and presentational communication in Spanish. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Honors Spanish 3



HONORS SPANISH 5 – 9557

This course is conducted in Spanish on a college level with a concentration on advanced grammar, vocabulary, culture, literature, and communicative skills. *Students can earn college credit in this course through Suffolk County Community College's Beacon Program.*

Full Year – 1 credit

Prerequisite: Regents Spanish 4 or Honors Spanish Pre-AP 4

AP SPANISH LANGUAGE – 9560

This is the third course of the three-year sequence which leads to the *AP Spanish Language and Culture Exam*. In addition to the regular class, each student will be scheduled for a language lab in which s/he works on intensive and individualized speaking tasks in a lab setting. The AP exam is taken in May, and further study of language and culture will culminate in a final exam or project. ***Only students who have successfully completed Honors Spanish Pre-AP 4 may enroll in this course.***

Full Year – 1 credit

Prerequisite: Honors Spanish Pre-AP 4

CONNECTING CULTURES – 9578

This course will expose students to competing worldviews and issues as they explore the customs and languages of different cultures. Through activities centered on cross-cultural comparisons, students will develop an awareness of the attitudes and challenges facing local and global communities. Empathy, appreciation, and respect for others are essential for students to be able to actively and effectively engage in the world.

Half Year – .5 credit

LATIN AMERICA IN POP CULTURE – 9579

In Latin America in Pop Culture, students will explore the rich and varied heritage of Latin America. Through activities centered on music and film, students will experience a mix of cultures and consider how they are represented and their cultural significance.

Half Year – .5 credit

PEER MENTORING – COMMUNICATION & CONNECTIONS ***(New for 2024-25)***

This course is designed for students who are looking to take on a mentoring role while also learning many aspects of French language and culture. Students will learn about new musicians, current artists, and ways to make this material accessible and comprehensible to others of varying learning styles. Peer mentors should be prepared to work alongside students with disabilities to develop social skills and interpersonal relationships while broadening their knowledge of French language, pop culture, and conversation.

Half Year - .5 Credit



ART DEPARTMENT

The Visual Arts curriculum stresses the importance of art as an intellectual expression as well as a creative endeavor. Students will engage in art production, art criticism, and aesthetics. They will also be exposed to art history to help refine their skills and develop a better understanding of art's historical and cultural contexts. Students will strengthen their ability to analyze and interpret the visual world. The courses currently being offered have been designed to sharpen students' critical and creative thinking skills and to increase students' confidence in their own creativity to help prepare them for college. Students are required to have earned at least one unit of credit in art and/or music for a Regents or local high school diploma. A five unit sequence in the Arts combined with any other three unit sequence may be used as a substitute for the three unit World Languages requirement.

FOUNDATION COURSES

STUDIO IN ART – 9703

Studio in Art is a comprehensive course designed for students in grades 9-12 who are enrolling in a high school art course for the first time. This course provides a variety of experiences that build on the concepts, techniques, and use of media introduced in the middle school program. This hands-on studio course offers instruction in the fundamentals of two-dimensional and three dimensional art, design principles, and aesthetic criticism and response. Studio in Art provides exposure to a wide range of media including drawing, painting, printmaking, sculpture, mixed media and also offers exposure to art history, which supports studio art. This course may be used to satisfy the Fine Arts graduation requirement or it can be taken as an elective.

Full Year – 1 credit

CREATIVE CRAFTS – 9751

Creative Crafts is an introductory level course where students will explore various craft areas including pottery, jewelry making, paper-crafts, and fiber arts. Students will participate in a series of activities based on craft techniques from different cultures and periods of time. The course will include an in-depth exploration of the Art Elements and Principles of Design as they relate to craft making. This course may be used to satisfy the Fine Arts graduation requirement or it can be taken as an elective.

Full Year – 1 credit

FULL YEAR ART ELECTIVES

INTRODUCTION TO DRAWING & PAINTING – 9760

In this course, students begin their studies by developing the basic skills and concepts of art (line, value, texture, space and form). Students will gain experience in a variety of drawing and painting techniques while using an assortment of media such as pencil, charcoal, pastel, watercolor, acrylics and oil. Special attention will be paid to the principles of composition and design. This course allows students to develop their own creative style and helps them express themselves in problem-solving through art.

Full Year – 1 credit

Prerequisite: Studio in Art



ADVANCED DRAWING & PAINTING – 9763

Advanced Drawing and Painting continues to refine students' drawing techniques while developing their personal style and creativity. Examples of topics covered include observational drawing from still life and original photographs, figure drawing, composition, 2D design, lighting, rendering 3D objects, value shading, perspective, illustration, and imagination drawing and painting. Drawing mediums such as graphite, charcoal, pen and ink, and pastel will be explored in greater depth. Painting mediums such as watercolor, acrylic, and oil paints will also be explored. Strong emphasis is placed on an understanding and application of the elements of art and the principles of design. They will work with their instructor to prepare their work for display, write artists' statements and develop a portfolio of work.

Full Year – 1 credit

Prerequisite: Introduction to Drawing & Painting

INTRODUCTION TO FASHION ILLUSTRATION – 9718

Introduction to Fashion Illustration covers the function of enhancing the human figure to fashion proportions and the processes involved in designing clothing and preparing fashion illustrations for reproduction. Pencil, pen and ink, watercolor, and markers will be used to illustrate fashions. Students will explore rendering a variety of different fabrics and design individual looks to mini-collections.

Full Year – 1 credit

Prerequisite: Studio in Art

ADVANCED FASHION ILLUSTRATION – 9766

Advanced Fashion Illustration will provide students with advanced knowledge and skills used in the Fashion Design Industry. A variety of media will be explored including technology. Students will design clothing and textiles, develop collections, explore marketing and promotion, and prepare a college-ready design portfolio.

Full Year – 1 credit

Prerequisite: Introduction to Fashion Illustration

AP ART AND DESIGN – 9757

AP Studio is a college level course intended for highly motivated students who are interested in developing their 2D skills through materials and processes such as painting, drawing, graphic design, photography, collage, printmaking, fashion, illustration and others. You'll create artwork that reflects your ability to develop an inquiry around the thinking and making of art through a sustained investigation. Skills you will develop include investigating the materials, processes, and ideas that artists and designers use. You will be practicing, experimenting, and revising as you create your own body of work to submit to the college board for evaluation. Students will be able to communicate their ideas about works of art and design as it pertains to the study of an essential question to be evaluated with requirements set forth by the College Board.

Full Year – 1 credit

Prerequisites: Portfolio or Advanced Drawing & Painting, teacher recommendation



INTRODUCTION TO CERAMICS – 9769

Introduction to Ceramics is a course designed for the student who is interested in clay and building techniques. It includes the use of the potter's wheel, various hand-building methods, and the creation of a ceramic sculpture. A variety of pottery decoration techniques using carving, impressing, incising, and glazing will be explored. A variety of materials will allow the student an outlet for self-expression. The student will also learn a variety of techniques such as but not limited to carving, molding, casting, and constructing.

Full Year – 1 credit

Prerequisite: Studio in Art or Creative Crafts

ADVANCED CERAMICS – 9772

Advanced Ceramics is a course that offers students an outlet for self-expression in a variety of media such as clay, plaster, wire, wood, or a combination of materials. The student will also go into greater depth of the skills they acquired in their Introduction to Ceramics course, while learning a variety of techniques such as carving, molding, casting and constructing. A greater emphasis is placed on the student developing a personal style and self-expression while engaging in problem solving through creativity.

Full Year – 1 credit

Prerequisite: Completion of Introduction to Ceramics

AP CERAMICS (3-D ART AND DESIGN) *(New for 2024-25)*

AP Ceramics is a college level course intended for highly motivated students who are interested in developing 3D skills through materials and processes such as sculpture and ceramics. You'll create artwork that reflects your ability to develop an inquiry around the thinking and making of art through a sustained investigation. Skills you will develop include investigating the materials, processes, and ideas that artists and designers use. You will be practicing, experimenting, and revising as you create your own body of work to submit to the college board for evaluation. Students will be able to communicate their ideas about works of art and design as it pertains to the study of an essential question to be evaluated with requirements set forth by the College Board.

Full Year – 1 credit

Prerequisite: Completion of Introduction to Ceramics and Advanced Ceramics

HALF YEAR ART ELECTIVES

STUDIO IN PHOTOGRAPHY – 9785

Studio in Photography refines student skills through photography, while developing their personal style and creativity through the lens, digital enhancement and manipulation. Examples of topics covered include composition, exposure, capturing color, and space. Students will utilize SLR Cameras throughout the course. They will get an introduction to Photoshop in a MAC lab. Utilizing Photoshop students will learn to enhance, and manipulate photos to create digital works of art. Examples of Photoshop techniques covered will be balance of lighting, masks, sharpening images, converting images to mono, tones and adding effects. Emphasis is placed on an understanding and application of elements of art and principles of design. *Students can earn college credit in this course through Farmingdale State College.*

Half Year – .5 credit



JEWELRY DESIGN – 9721

Jewelry Design is a course designed to give direct practical experience in the design and fabrication of contemporary and traditional jewelry. The students will explore various techniques of knotting, bead weaving, polymer clay, ceramic beads, and wire work.

Half Year – .5 credit

PEER MENTORING – CREATIVE STUDIO *(New for 2024-25)*

This course is designed for students who are looking to take on a mentoring role while also learning many aspects of art. There will be a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social/educational experiences, and advocating for others through an artistic lens. Peer mentors should be prepared to work alongside students with disabilities to develop social skills and interpersonal relationships while broadening their knowledge of creative problem solving skills through the fine arts.

Half Year - .5 Credit

ART HISTORY

INTRODUCTION TO ART HISTORY – 9782 (Grades 9 – 12)

An art and cultural appreciation course that meets an Art History curriculum. This course presents a macro and micro view on cultural diversity through the visual arts. Art from the ancient past to the contemporary will be presented to provide students a well-rounded world view. This class will provide a foundation which students can build on should they choose to continue in AP Art History. Students will be asked to make connections throughout the curriculum, compare tradition and change in visual arts, and be introduced to art criticism techniques including close reading, analysis, interpretation, and research. One field trip to an art museum will be part of curriculum enrichment.

Half Year – .5 credit

AP ART HISTORY – 9780

In AP Art History, students will explore the history of art across the globe from prehistory to the present and analyze works of art through observation, discussion, reading, and research. Students will develop skills in the following areas: evaluating works of art from different eras and cultures, seeing connections to artistic traditions, styles, or practices in a work of art, developing a theory about the meaning of a work of art, and explaining and supporting interpretation. The AP Art History exam will test your understanding of the art historical concepts covered in the course units, as well as your ability to analyze and compare works of art and place them in historical context. Two field trips to art museums will be part of the curriculum.

Full Year – 1 credit



MUSIC DEPARTMENT

The music program will provide a comprehensive music education, a wide variety of performance opportunities, and an artistic and emotional outlet for all students. Through their active participation in music performance and technique classes, we hope that students will acquire cultural values, artistic awareness, personal pride, and a sense of belonging and identity while also learning the academic aspects of Music Theory, History, Composition, Analysis, and Improvisation. In addition, students will find that musical success requires the reliance on life-skills such as self-discipline, goal-setting, perseverance, and humility. Our music program will continue to strive to meet the standards set for music on a national level while also helping students develop as well-rounded and respected citizens. Students in pursuit of a 5-year music sequence must successfully complete Music Theory I and 4 credits of performing music.

PERFORMANCE COURSES

CONCERT BAND – 9906 (Grades 9 – 12)

The concert band is a learning and performing organization. They perform for the school, district, and the community. The ensemble plays intermediate level music. Ensemble skills include instrumental techniques, expanded definition and interpretation of literature, and harmonic structure. Smaller ensembles and solo performances are encouraged through various performing opportunities. These ensembles as well as group lessons are an integral part of developing skills and musicianship. Performances at concerts, parades, and special events are all a part of the required participation in this class. Written and performance proficiency examinations established by the instrumental music faculty will be given to all band students.

Full Year – 1 credit

Prerequisite: Previous successful participation in band or audition

CONCERT ORCHESTRA – 9912 (Grades 9 – 12)

The concert orchestra is a learning and performing organization in the school, the district, and the community. Students who have not been in the instrumental music program must see the orchestra director for approval to enroll. The orchestra literature is selected based on the performing ability of the ensemble. Musicianship, instrumental technique, tone color, rhythmic concepts, and performances at concerts are all stressed. Ensemble and group lessons are an integral part of these developing skills.

Full Year – 1 credit

Prerequisite: Previous successful participation in orchestra or audition

CONCERT CHOIR – 9921 (Grades 9 – 12)

This is an elective course dealing with the study of choral literature through the medium of singing and performance. It is designed for those students who enjoy vocal music and wish to further their knowledge and enjoyment of music. All types of music will be selected. Attendance at the group's concerts is mandatory. Ensemble and group lessons are an integral part of developing skill and musicianship. Written and performance proficiency examinations, established by the music staff, will be given to all students in the ensemble.

Full Year – 1 credit

Prerequisite: Previous successful participation in chorus or vocal audition and/or teacher recommendation



WIND ENSEMBLE – 9909 (Grades 9 – 12)

This elective course deals with the study of advanced instrumental techniques and literature through performance and individual class involvement. It is designed for those exceptional students whose interest and performing skills in music have progressed beyond the repertoire of the Concert Band. The class will concentrate on the works of major composers, their lives, and the period of time in which they lived. Serious study of the music will be expected. Attendance at all concerts and outside performances as well as written reports are required. Performance proficiency examinations established by the instrumental music faculty will be given to all band students. Ensemble and group lessons, focusing on chamber music literature, are an integral part of these developing skills and musicianship.

Full Year – 1 credit

STRING ENSEMBLE – 9915 (Grades 9 – 12)

This is an elective course dealing with the study of advanced instrumental techniques and literature through performances and individual class involvement. It is designed for those exceptional students whose interest and performing skills in music have progressed beyond the repertoire of the Concert Orchestra. The class will concentrate on the works of major composers, their lives and the period of time in which they lived. Serious study of the music will be expected. Performance proficiency examinations established by the instrumental music faculty will be given to all String Ensemble students. Ensemble and group lessons are an integral part of developing skills and musicianship.

Full Year – 1 credit

CHORALE – 9924 (Grades 10 – 12)

This is an elective course dealing with the study of advanced choral literature through the medium of singing and performing. It is designed for those exceptional students whose interest and reading skills in music have progressed beyond the repertoire of Concert Choir. The class will concentrate on the works of major composers. Group vocal classes are mandatory and are an integral part of the program to further the student's vocal technique and musicianship. Admission is by audition or by the music teacher's recommendation. Attendance at the group's performances are mandatory. Written and performance proficiency examinations established by the music staff will be given to all students in this ensemble.

Full Year – 1 credit

MUSIC THEORY I – 9918

This course deals with the elements of musical structure. It is designed for those students who may wish to pursue a three or five-unit sequence in Music Theory. The goal of the course is to develop insights into the structural content of music. In this course, students will analyze music through listening, perform music through sight singing, keyboard, and other mediums, analyze music through visual means, and synthesize (i.e., write original music from what has been learned).

Full Year – 1 credit

Prerequisite: Admission by teacher recommendation only



AP MUSIC THEORY – 9927

This is an elective music course dealing with the vertical aspect of music, namely, harmonic analysis. Harmonic study will begin with relatively simple triadic progressions of early baroque music and progress to complex twentieth century techniques and from straight-forward usages in traditional or folk music to the intricacies of concert works. Oral and visual analysis will be employed in this course. Sight singing and conducting will be used in conjunction with the analysis content. Student performance will be encouraged along with outside listening assignments and research projects. Students are eligible to take the AP exam in Music.

Full Year – 1 credit

Prerequisite: Music Theory I

VIDEO PRODUCTIONS – 9931 (Grades 9 – 12)

This class will provide an opportunity for students to get involved in producing and creating the morning announcements. Students in this class will also participate in various jobs needed to create a newscast including presenting, editing, operating equipment, and creating a script. If you are interested in a hands-on journalism experience, this is the class for you!

Full Year – 1 credit

MUSICAL THEATRE – 9965 (Grades 9 – 12)

This is a performance based class open to anyone interested in auditioning for and performing in the musical theater. The class will examine proper audition techniques and how to approach a song for an audition. We will also explore how an audition is different from an actual performance in a musical. This class will help the student create an audition portfolio with appropriate music for every audition occasion. Acting for musicals will be presented and explored as well. The class will take trips to New York City to see Broadway shows as research into the techniques and topics discussed in class.

Half Year – .5 credit

BEGINNING GUITAR – 9959 (Grades 9 – 12)

In this half-year course, we will begin to create a group understanding of basic guitar skills. The aim is to give you a guitar toolkit. This basic toolkit can be split up into three categories: strumming, chords, and melodies. We will also take a look at the different ways you can read guitar music.

Half Year - .5 credit

BEGINNING PIANO – 9960 (Grades 9 – 12)

Beginning Piano will allow students to learn to play the piano. In this class, we will explore how to play chords and melodies while using proper technique. The class will be productive for players at various skill levels. We will be playing music that will range from classical to pop. If you have thought about wanting to play the piano, then this class is for you.

Half Year – .5 credit

HISTORY OF MUSIC *(New for 2024-25)*

This half year course is designed to increase awareness, appreciation and skill in listening to, responding to, and analyzing a variety of music. Students will trace the development of music from its beginnings to present day through the exploration of composers' lives and the historical and social contexts of the times.

Half Year – .5 credit



MUSIC IN FILM *(New for 2024-25)*

This half year course explores the role of music in cinema, including an overview of the history and techniques of film music. It examines soundtrack music in feature films ranging from the silent era through Hollywood's Golden Age to recent productions. Coursework will include introduction to terminology, analysis of techniques used to create impactful film scores and the opportunity to create your own music to accompany a short film.

Half Year – .5 credit

PEER MENTORING – MUSIC EXPLORATION *(New for 2024-25)*

This course is designed for students who are looking to take on a mentoring role while also learning many aspects of music.

Half Year - .5 Credit



BUSINESS DEPARTMENT

The Business Education Department offers a wide variety of educational opportunities for students to develop employment skills, become technically proficient and prepare for future college and career opportunities. We are dedicated to preparing students for a rapidly changing business world by expanding student's knowledge and skills in business, computer and information technology, and foundational skills needed for college and career readiness.

INFORMATION TECHNOLOGY ESSENTIALS – 9685 (Grades 9 – 12) *(New for 2024-25)*

Begin preparing for a career in the Information Technology industry. Imagine building a computer then connecting it securely to a network. This exciting first step could lead to a rewarding IT career. Because a sure way to excel—no matter which area of IT you choose—is to learn the right computer fundamentals. IT Essentials covers this as well as shares the career skills needed for entry-level Information Technology jobs. You'll enjoy working with Cisco Networking Academy advanced simulation tools and having multiple hands-on labs that hone your troubleshooting skills. No prerequisites or computer knowledge required. You'll learn these core skills: install, configure, and troubleshoot computers and mobile devices; identify common security threats like phishing and spoofing; develop critical thinking and problem-solving skills using both real equipment and Cisco Packet Tracer (network device simulator); prepare for CompTIA A+ Certification to work in the computer industry.

Full Year - 1 credit

COMPUTER NETWORKING I – 9687 (Grades 9 – 12)

Begin preparing for a networking career with this introduction to how networks operate. This first course (CCNA: Introduction to Networks) in the 3-course Cisco Certified Network Administrator (CCNA) series introduces architectures, models, protocols, and networking elements – functions needed to support the operations and priorities of Fortune 500 companies to small innovative retailers. You'll even get the chance to build simple local area networks (LANs). Developing a working knowledge of IP addressing schemes, foundational network security, you'll be able to perform basic configurations for routers and switches. You'll learn these core skills: build simple LANs, perform basic configurations for routers and switches, and implement IPv4 and IPv6 addressing schemes; configure routers, switches, and end devices to provide access to local and remote network resources and to enable end-to-end connectivity between remote devices; develop critical thinking and problem-solving skills using real equipment and Cisco Packet Tracer; configure and troubleshoot connectivity a small network using security best practices. *Students (grades 10 - 12) can earn college credit in this course through Farmingdale State College.*

Full Year - 1 credit

INTRODUCTION TO CYBER SECURITY R – 9690 (Grades 9 – 12)

The Introduction to Cybersecurity course explores the broad topic of cybersecurity in a way that can be easily understood by all users of technology. Learn how to protect your personal data and privacy online and in social media, and why, more and more, employers are seeking job candidates with cybersecurity awareness and understanding. Learn what cybersecurity is and what it means for you personally and professionally. Learn how to be safe online by understanding the most common threats, attacks, and vulnerabilities. Discover how businesses protect their operations from cyber-attacks.

Half Year – .5 credit



VIRTUAL ENTERPRISE INTERNATIONAL – 9650 (Grades 9 – 12)

Virtual Enterprise International (VEI) is a course that allows students to experience, in a simulated business environment, every aspect of a business, including human resources, accounting, production, distribution, and marketing and sales. This workplace simulation class enables students to understand how managers, employees, workgroup teams, and departments interact with each other and work together for the success of the company. The Virtual Enterprise class allows students to experience all the facets of being an employee in a simulated business setting. They are involved in every aspect of the business including human resources, accounting, product development, production, distribution, marketing and sales. Students engage in virtual trading with 2400 other virtual firms throughout the world. This course also provides students with hands-on skills for life-long employability, up-to-date technical and supportive resources and inclusion of technology into all business courses, opportunities for real world application of student's skills, and coordination and integration with other academic areas. *Students (grades 10 - 12) can earn college credit in this course through Farmingdale State College.*

Full Year – 1 credit

ACCOUNTING – 9606 (Grades 9 – 12)

This one-year Regents course is designed to develop skills and techniques in the recording and analyzing of business transactions through the application of accounting theories. This program is essential to all students interested in pursuing a career in the business world. For those students who develop an interest and ability in accounting, the course will provide an excellent beginning for more advanced work in this subject. Once students have mastered the basic accounting systems, they will continue to expand their accounting knowledge utilizing online accounting workbooks that provide real-life accounting scenarios. This class is a recommended elective for all business students.

Full Year – 1 credit

CAREER AND FINANCIAL MANAGEMENT – 9675 (Grades 9 – 12)

Understanding income is the starting point of becoming financially independent. You will learn how to make personal and financial money-management decisions. Additionally, this class will give you the opportunity to discover how college and career choices affect future income. This is a very exciting and up-to-date "hands on" business class. Topics covered in the course include career exploration and employment, college planning, understanding earned income on the job, benefits and taxes, money management/insurance coverage and protection, and understanding investments and the stock market.

Half Year – .5 credit

SPORTS MARKETING – 9607 (Grades 9 – 12)

This course will help students develop an understanding of the principles of marketing, while applying concepts and theories that apply to the sports marketing industry. Students will study the application of marketing theory principles as a method for sports organizations to achieve their business objectives. Students will refine their marketing skills by examining the ways in which sports marketing organizations conduct promotions, market research, sponsorship and fundraising activities within the sports industry. Course topics include the history of sports marketing, stadium naming rights, globalization, target audience, sponsorship, market segmentation, public relations, and many other areas of relevance to an understanding of the basic principles of marketing.

Half Year – .5 credit



WALL STREET: INVESTING & RETIREMENT – 9608 (Grades 9 – 12)

This course will give students the opportunity to explore investment opportunities. Students will develop an introductory knowledge of the stock market, the history of Wall Street, stocks, mutual funds and 401(k) plans. This course will utilize current events that align to course content. Students will relate how economic and business principles affect investments through guest speakers, The Stock Market Game, and other classroom activities.

Half Year - .5 Credit



TECHNOLOGY DEPARTMENT

The Technology Department offers varied classes that will help students gain foundational skills and knowledge that will improve a students' college and career readiness specific to a chosen technology related career field.

COMMUNICATION SYSTEMS – 9842 (Grades 9 – 12)

Communication Systems is designed to introduce the student to various systems used for communicating information. It will focus on the areas of graphic and electronic communications. The student will have the opportunity to sample and become familiar with communication technology and related careers through meaningful and practical activities. Graphic activities include printing products such as stationery, posters, and screen prints. Photographic activities include digital imaging techniques. Electronic communications will be covered through the use of personal computers to generate text and graphics used for reproduction in the area mentioned above. Audio and video productions will also be used to study areas of electronic communications. All students will produce a short video for this unit.

Half Year – .5 credit

DRONE PILOT GROUND SCHOOL – 9820 (Grades 9 – 12)

Drone pilot ground school prepares students for real-world operation of a drone in both manned and autonomous flight modes. Students will be introduced to the basic elements of drone flight through hands-on drone operations inside a drone flight arena traversing indoor obstacle courses. Additionally, students will investigate connections to careers such as drone pilots, software developers, construction developers, air traffic controllers, photographers, videographers, electrical power line installers, urban planners, power plant operators, surveying and mapping technicians, wildlife biologists, and firefighters.

Half Year – .5 credit

DRONE PILOT FLIGHT SCHOOL (New for 2024-25)

The Drone Pilot Flight School prepares students to fly drones based on the Federal Aviation Administration's (FAA) flying regulations under the FAA part 107 remote pilot certification. Students will have multiple opportunities to fly drones and learn the federal laws and regulations surrounding the use of drones in both public and commercial applications. They will learn to plan drone flight missions, consider the environmental factors affecting drone flight operations, fill out drone flight logs, understand the loading and performance factors of drones in flight, discover the National Airspace System, and discuss all of the regulations and rules of FAA part 107 for flying drones commercially in the U.S. The focus of the Drone Pilot Flight School is to prepare students to take the FAA part 107 remote pilot certification exam.

Half Year – .5 credit

Note: Students must be 16 or older to receive the FAA Part 107 Remote Pilot Certificate.



DESIGN & DRAWING FOR PRODUCTION (DDP) – 9821 (Grades 9 – 12)**

This course provides opportunities in the areas of design and drawing through creative thinking, decision making, and problem solving experiences. Students will depict two and three-dimensional spaces using traditional drafting techniques. They will design a home based on their own research using the Internet while incorporating local architectural influence. There will be a brief introduction to CAD (computer aided drafting). It is a requirement for those students pursuing a technology or mechanical drawing sequence.

Full Year - 1 credit

***This course may be used to satisfy the one unit of art or music required for any student.*

PRODUCT DESIGN ENGINEERING & 3D PRINTING – 9833 (Grades 9 – 12)

The Product Design and Engineering course offers instruction and practical experience in all facets of product design. Students are prepared to effectively participate in a design environment, generate conceptual design sketches and drawings, create complex design layouts, create models and prototypes, and understand and integrate manufacturing principles into design. In this hands-on activity based class, students will use 3D solid modeling Computer Aided Design (CAD) software to design and draw products and use 3D printing technology to create tangible objects.

Half Year – .5 credit

ARCHITECTURE DRAWING I – 9881 (Grades 9 – 12)

This course explores architectural styles, design methods, construction methods and materials, model construction, building codes, and sound architectural design principles. Students will prepare drawings by learning how to sketch by hand, create mechanical designs, and utilize 3D architectural design software. Drawings will include floor plans, foundation plans, elevations, and construction drawings. All students will design and construct a scaled-model.

Half Year – .5 credit

PRINCIPLES OF ENGINEERING – 9839 (Grades 9 – 12)

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

Half Year – .5 credit

COMPUTER GRAPHICS – 9860 (Grades 9 – 12)

This course allows students to explore the visual graphics world of the computer. Programs studied will include digital image-making, vector drawing, desktop publishing, flatbed scanning, and presentation graphics. Individual student projects will be completed to show proficiency with Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Students will conclude the class by creating a portfolio composed of all of their completed work.

Half Year – .5 credit



CELL PHONE PHOTOGRAPHY – 9830 (Grades 9 – 12)

This is a basic photography class using cell phone cameras and digital editing software. Activities include outside photo assignments and formal studio work using digital cameras. Students will acquire experience in the proper use of capturing photos, image editing techniques with Adobe Photoshop software, and photo-quality printing with inkjet and digital printers. Additionally, students will create a digital portfolio of their work. Students are encouraged to have their own cell phone camera. A limited number of district-owned cameras will be made available for students to share. Students will be expected to complete weekly assignments outside of school.

Half Year – .5 credit

ROBOTICS ENGINEERING 1 – 9887 (Grades 9 – 12)

Robotics engineering is an exciting field with a wide range of real-world applications. Because of technological leaps in the computer industry, many new employment opportunities will emerge for robotic engineers in the future. Students will utilize PITSCO Tetris robotics building systems while learning time management skills, resource allocation, teamwork, problem solving, and communications to create a functioning robot. Students will engage in hands-on learning experiences in the classroom to design and explore engineering and information technology, while utilizing science and math skills through practical experience and demonstration of problem solving skills.

Half Year – .5 credit

ROBOTICS ENGINEERING 2 – 9876 (Grades 9 – 12)

This course will simulate a FIRST (For Inspiration & Recognition of Science & Technology) Robotics FRC competition. Students will work as a team to design, build, and program a robot that will accomplish a number of tasks. Students will learn to apply basic engineering principles and technical skills in developing and using industrial robotics. Through the design process, students will develop problem-solving, decision-making, and critical thinking skills. Students are encouraged to join the Robotics club and participate in the FIRST Robotics Competition. *Students (grades 10 - 12) can earn college credit in this course through Farmingdale State College.*

Half Year – .5 credit

MATERIALS PROCESSING – 9851 (Grades 9 – 12)

This course provides students with an opportunity to explore the way different materials are processed. Students will work with various materials undergoing such processing techniques as forming, separating, and combining. Student projects will be individual in nature, to allow the student the freedom to choose from various materials that can be utilized to build projects out of wood, plastic, sheet metal, or stain glass. Safe operation of hand tools and machines will also be a topic covered in the class.

Half Year – .5 credit

ADVANCED MATERIALS PROCESSING – 9854 (Grades 9 – 12)

This advanced course will build upon the skills and techniques obtained in the introductory Materials Processing class. Students will be introduced to advanced woodworking techniques, wood lathe turning work, metal fabrication, working with stained glass, and advanced techniques in plastics. This course will encourage students to take on individual advanced level projects in areas that match their skill level and interests.

Half Year – .5 credit

Prerequisite: Materials Processing



PEER MENTORING – REAL WORLD TECHNOLOGY *(New for 2024-25)*

This course is designed for students who are looking to take on a mentoring role while also learning many aspects of real world technology. Learning objectives will focus on developing peer mentoring skills to teach and improve other student's fine motor skills, problem solving skills and building life-skills. Peer Mentors should be prepared to work alongside students with disabilities to develop social skills and interpersonal relationships while broadening their knowledge of technology and the use of technology in everyday life.

Half Year - .5 Credit



PHYSICAL EDUCATION AND HEALTH

The goal of the Physical Education (PE) program is to provide students with knowledge, experience, and physical skills in a variety of activities that will encourage them to develop and maintain complete wellness, necessary in today's society. All students receive a minimum of 2 ½ days per week of physical education by an alternating A/B day schedule.

ADAPTIVE/MODIFIED PHYSICAL EDUCATION

The Commissioner's Regulations are very specific regarding PE instruction. The regulations require all students, including those with temporary and permanent disabilities, to participate in physical education classes. Therefore, physical education is a graduation requirement. Makeups for ALL missed classes are offered during 10th period. Students are requested to make up all missed PE classes, despite the reason for absence.

Modified physical education is offered to students who are medically unable to participate in the active PE classroom. Weekly classroom assignments are provided for medically excused students.

Adaptive PE classes will vary in size and teacher/student ratio. Students will be mainstreamed into regular PE classes and certain activities may be adapted to enhance student performance, understanding, and success.

Specific Requirements:

- Regular attendance
- Consistent participation (exercises and activities)
- Lock for an assigned PE locker
- Appropriate PE clothing
- No jewelry—only earring studs permitted

Dress Requirements:

- Gym shorts, no buttons, no zippers
- "T" shirt
- Socks
- Sneakers (laced)



ACTIVITIES PROGRAM

Physical education classes meet every other day. Students may select the type of activity that they prefer. Courses will be run based on enrollment. Multiple activities, such as those listed below, are available for all grade levels.

Tennis	Dance
Flag Football	Yoga/Pilates
Speedball	Pickleball
Soccer	Basketball
Volleyball	Team Handball
Golf	Cardio Fitness
Cardiovascular Training	Badminton
Floor Hockey	Softball
Strength Training	Spike ball
Ultimate Frisbee	Can Jam

HEALTH – 9800/9801

The Health education course, which is a New York State graduation requirement, is designed to inform students of behaviors that put an individual at risk and to introduce strategies to make healthy decisions. Areas of study include emotional and mental health; violence and injury prevention; tobacco, alcohol and other drug prevention; nutrition and physical activity; improving health behaviors; abstinence and sexual health; HIV, STD, and pregnancy prevention. The course may be taken in one semester or full-year on alternating days.

Half Year – .5 credit

Full Year – Alternating Days - .5 credit



SPECIAL EDUCATION

All students with disabilities who reside in the school District shall be provided with an appropriate individual educational program (IEP) that meets the student's unique educational needs as determined and recommended by the Committee on Special Education (CSE) and arranged for by the Board of Education. This IEP shall be designed to enable involvement and foster progress in general education to the extent appropriate to the needs of the student. In designing the IEP, the CSE will consider the present levels of performance and the expected learning outcomes of the student. The student's academic, social development, physical development, and management needs will be the basis for written annual goals.

PROGRAMS

RESOURCE ROOM

The resource room program is designed for students who demonstrate specific skill deficits and require supplemental instruction to progress toward their IEP goals. Specifically designed instruction in academic skills, language, study and organizational skills is delivered in small groups of up to five students.

INTEGRATED CO-TEACHING

Academic instruction is provided to a group of students with disabilities and without disabilities. The secondary integrated co-teaching model utilizes a general education teacher and a special education teacher jointly providing instruction to meet the diverse learning needs of all students in a class. This program is available in grades 9-11 in math, science, English, and social studies.

SPECIAL CLASS

The 15:1 special class program consists of students with the same disabilities or with differing disabilities. The chronological age range of students who are less than 16 years of age will not exceed 36 months. A student with a disability shall be placed in a special class to the extent indicated in his/her IEP. Course content parallels general education curricula. The instructors modify the teaching techniques to enhance student participation and comprehension. In addition to course content, skill development is taught and reinforced. Teachers are guided by the student's IEP.

FUNCTIONAL ACADEMICS AND CAREER DEVELOPMENT (FACD)

The FACD 8:1:1 Program is designed to prepare students for the transition from school into the workplace. The FACD program is a vocational/academic program that strengthens the skills necessary to make this transition. The vocational academics portion of the classroom assignments are designed to develop soft skills, fine and gross motor skills, appropriate work behaviors, task orientation, and socialization skills. In addition, students will develop career awareness, job seeking skills, soft skills for successful employment and specific career skills. The academic portion of the classroom assignments will include functional reading, math, writing, social studies, science, and technology. The students' learning experiences will be supported by related services. The community work experience (work-based learning) is designed for students to generalize their skills to an actual work environment. The curriculum and instruction for the Functional Academics and Career Development Program aligns with the New York State Alternate Assessment Standards and is reflective of the standards for ELA, Math, Social Studies, and Career Development/Occupational Studies. Elective classes are available to all learners in this program.



ELECTIVE OPPORTUNITIES

COMMUNICATION & CONNECTIONS – 9510

Communication and Connections is a course designed to expose students to French language and culture and promote real-world connections within communities. Content is flexible and personalized to meet the individualized needs of our students. Themes and topics include social relationships and everyday skills in contemporary life. Students will immerse themselves in French language and culture, engage in conversations related to a variety of topics, practice songs, and learn about art as they embrace different cultures.

Half Year – .5 credit

CREATIVE STUDIO – 9710

Creative Studio is a course designed to promote and establish art education for learners with diverse needs. Objectives focus on fine motor development, expressing emotion, art in everyday life, and career readiness. The curriculum is designed to help students become career ready, build non-verbal communication skills, strengthen dexterity, and foster positive self-esteem through problem solving.

Half Year – .5 credit

REAL WORLD TECHNOLOGY – 9810

Real World Technology is a course designed to expose and actively engage students with real world application of concepts, tools, and skills. Students will explore real world challenges through hands-on project-based activities. Topics and themes include, but are not limited to, bridge building, engineering design, digital photography, stop motion animation, and woodworking. Students will develop problem solving skills, self-confidence, and independence with various activities.

Half Year – .5 credit

MUSIC EXPLORATION – 9910

In this class, we have three goals: learning how music is created, creating a deeper understanding of what music is, and discovering how music can make us feel. We will explore all that music has to offer throughout our time together.

Half Year – .5 credit



EASTERN LONG ISLAND ACADEMY OF APPLIED TECHNOLOGY (FORMALLY BOCES)

Career and Technical Education (CTE) creates opportunities for all students by providing you with the technical and academic skills needed to prepare for future employment and a successful path to college or other post secondary programs.

The [Academy of Applied Technology](http://esboces.org) (esboces.org, 2023) reports that,

- Our Academy Programs show your child a direct connection between doing well in high school and being able to transition smoothly to postsecondary opportunities or getting a good job after graduation.
- Our Academy Programs equip students with the technical skills and academic knowledge needed to prepare for future employment and/or successful transition to post-secondary education.
- Students enrolled in Academy programs acquire the skills necessary for entry into a career with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction.
- Each Academy Program features career exploration and Work-Based Learning (WBL) opportunities connected to your career interest area.
- All of our Academy programs offer articulation agreements with local colleges. This gives your child the opportunity to earn college credit while in high school, saving time and money, putting your child on the fast-track to earning an industry license or associate degree.

CTE provides you with technical training to prepare for a successful career. The intensive training you'll receive gives you the tools needed to be successful in a job after high school and/or further your post-secondary education, whether technical school, two-year college, or four-year college. Each student is encouraged to explore various areas of study and to develop the necessary skills to compete in today's competitive job market.

All interested juniors and seniors are eligible to apply for admission to the Academy. Students spend 5 periods each school day in the high school, followed by a shortened 6th period lunch and then they are transported, by the district, to one of the facilities (*Milliken & Bixhorn Technical Centers*) which offers the various courses. Successful completion of the course results in the awarding of five credits for first year students, and four credits for second year students.

A listing of Academy course offerings is available annually through the high school guidance office or online at www.esboces.org. During sophomore year, students are encouraged to visit the Academy programs. Visitation Day typically takes place the first week of February and is arranged by the high school guidance office following a presentation for the entire 10th grade class. Interested students then complete an application which is submitted to the Academy for their review. ***Applications are due the Friday before winter break.*** The Academy has a review committee to determine which of the applicants is best suited to a particular program. Factors considered by the committee are: course history, quality of attendance in the 9th, 10th, and 11th grades, discipline record, and IEP/Psychological report, if applicable.



If accepted to the program, the Sayville School District pays tuition for each student to attend these programs; therefore, students must make a final decision to remain in the Academy by mid-October. All students will be required to remain in their program for the entire year after this point. In extenuating circumstances (approved only by administration) any student who drops after this date will have a WF on their transcript and a 55% averaged into their GPA.

Special Career Education

Career Education is available to special education students in Grades 11 & 12 in order to provide these students with vocational training and to assist them with the transition from school to the world of work. Recommendation for participation in this program must be made by the Committee on Special Education (CSE). The Special Career Education program, at the ***Islip Career Center (ICC)***, provides a wide range of courses for students with disabilities. In addition to career and technical education, students receive specialized services designed to meet their IEP or transition plan goals and objectives. Mainstreaming into programs offered at the technical centers is available for high student achievers upon recommendation by an Special Career Education instructor. A listing of ICC course offerings is available annually through the high school guidance office or online at www.esboces.org.

