Seaford High School Course Handbook 2025-2026



SEAFORD SCHOLARS

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IMPORTANT CONTACT INFORMATION

SEAFORD UNION FREE SCHOOL DISTRICT CENTRAL OFFICE

1600 Washington Avenue, Seaford, NY 11783

BOARD OF EDUCATION 592-4012

Lisa Herbert, President
Trisha Matulewicz, Vice President
Jimmy Chwe, Trustee
Heather Umhafer, Trustee
Melissa Whidden, Trustee

CENTRAL ADMINISTRATION

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Dr. Alison Offerman-Celentano, Assistant Superintendent for Curriculum and Assessment	592-4007
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Dr. Sheena Jacob, Assistant Superintendent for Human Resources & Instructional Support	592-4006
Dr. Charles Leone, Interim Executive Director for Humanities	592-4026
Mary Catherine Culella-Sun, Executive Director for Student Support Services	592-4360
Jamie Hermel, Secondary Assistant Director of Pupil Personnel Services	592-4360
Dana Battaglia, Elementary Assistant Director of Pupil Personnel Services	592-4360
Dr. Patrick Kennedy, Coordinator for Fine & Applied Arts	592-4375
Kevin Witt, Director of Physical Education, Health, and Athletics	592-4350
Russell Costa, Director of Facilities & Operations	592-4040

SEAFORD HIGH SCHOOL

1575 Seamans Neck Road, Seaford, NY 11783

BUILDING ADMINISTRATION

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Melanie Judson, Assistant Principal	592-4383
Alex Mantay, Assistant Principal	592-4384

GUIDANCE DEPARTMENT

High School Counselors	Suzanne Cosenza	592-4325
	Jennifer Pimentel	592-4324
	Sarah Squicciarini	592-4323
	Frank Stazzone	592-4326
Middle School Counselors	Jack Scaldaferri	592-4222
	Sarah Busch	592-4224

DEPARTMENT LEAD TEACHERS AND LIAISONS

Business/Computer/Mathematics	Kevin O'Reilly	592-4300
English	John Panus	592-4300
Library/AV Coordinator	Christine Lindquist	592-4378
Science & Technology	Rosalie Franz	592-4383
Social Studies	Thomas Fioriglio	592-4300
Special Education	Erica Nagy	592-4360
World Languages/ENL	Patricia Foley	592-4300

FOREWORD



We are proud to present to you the **Seaford High School Course Selection Handbook**. In it, you will find not only detailed descriptions of each of the courses that we offer, and information that will help you plan for your high school career. As you examine the various course requirements and programs of study, it is important that you consider not only your own personal interests, but also suggestions from your parents and the recommendations of your guidance counselor. These will help you select the most appropriate courses for success in the pursuit of your diploma and in your life beyond Seaford High School.

It is our desire that you create an interesting and challenging program. We consider it a privilege to take part in the building of a bright future as you strive for success.

If we may be of assistance, our doors are always open.

Ms. Schnabel, Ms. Judson, and Mr. Mantay

SEAFORD HIGH SCHOOL PHILOSOPHY & GOALS

Seaford High School has an "accept and challenge" philosophy. Students' individual differences are accepted, and each individual is challenged to achieve the full measure of their potential. The philosophy of Seaford High School is based on the belief that the school should provide students with the opportunity to develop individual academic, artistic, vocational, physical and social emotional strengths. Seaford High School takes pride in its ability to offer its students a strong foundation of technological experiences integrated into all academic disciplines. The school accepts the responsibility on behalf of the community to foster each student's progress in all aspects of personal growth.

We believe that the school, in partnership with the Seaford community, should provide a secure, predictable environment which will encourage each student to internalize responsibility, thus enabling them to develop the social and moral skills necessary to become a contributing member of society and a self-disciplined young adult.

We believe that we must educate each student for a world of change. In order to facilitate this process, educators, in cooperation with parents and the community, should impart knowledge and teach skills pertinent in a changing society.

INTRODUCTION TO PROGRAM PLANNING



The Seaford High School Guidance Department is dedicated to helping all students plan and prepare for their future goals, whether those goals include college, vocational training, military service or employment. Each student is assigned a counselor who will work with them throughout all four years in Seaford High School. We encourage all students to address any questions or concerns with their counselor.

To prepare for college, careers, and the future, we encourage and will guide all students to enroll in demanding, well-balanced academic programs. Colleges evaluate a student's record for evidence that the applicant will be able to do the work expected at that particular college. Students should strive to complete coursework which helps them prepare for their college studies. The quality and rigor of a student's high school program, the grades earned in coursework, Regents examination results, and SAT/ACT scores are important factors most colleges review to decide a student's acceptability. A student's senior year academic program and achievement is of particular interest and importance to most colleges.

The courses described in this handbook will be offered based on sufficient enrollment and teacher availability. In the event that a course does not have sufficient enrollment, the counselor will notify the student, and they will be offered an opportunity to select an alternative. Unavoidable conflicts occur at times in the master schedule and occasionally students are unable to receive all their selected courses. When available, an alternate course may be considered.

TIMELINE

Classes will be created and organized on the basis of enrollment figures received from students at the time of program planning in January-February of the preceding school year. Teachers' schedules and other resources will be arranged based upon the enrollment figures established as of the close of registration.

During March of each year, a notice will be sent home on ParentSquare requesting family sign-off of a student's course selections. **After the closing date of this March form, a change of schedule or program for the following school year will be made only because of clerical error or failure to meet a prerequisite.**

Due to the detailed nature of the scheduling process, ***NO CHANGE OF PROGRAM OR SCHEDULE WILL BE MADE AT ANY TIME DURING THE SCHOOL YEAR.***

SPECIALIZED PROGRAMS

Electrical Training Center at SHS

Seaford High School has partnered with the well-known "Electrical Training Center" to offer a vocational training program on campus at Seaford High School. This program offers an exciting opportunity for seniors to:

- Explore all aspects of career opportunities in the electrical trades
- Engage in vocational training **while on Seaford High School campus during the school day**, allowing students to fully participate in all SHS activities and stay connected with faculty and friends throughout the day
- Obtain OSHA and New York State trade certifications in a one-year time period
- Participate in service-learning opportunities through "Habitat for Humanity"
- Have additional scheduling opportunities due to increased flexibility

The beauty of the Electrical Training Center program is that it allows us to form a partnership between the students, our counseling department, and certified craftspeople in the field to help our students determine what the most successful pathway will be for each individual carving out their future.

Emergency Medical Technician at SHS

Seaford High School has partnered with the Nassau County EMT Academy to offer students a half-year certification program. The goal of this program is to train students in the practical and theoretical aspects of emergency medical services. The program provides them with the credentials to take the certification exam upon graduation from high school.

BOCES

In addition to the Electrical Training Center opportunity, select vocational and technical training programs are offered in cooperation with the Nassau County Bureau of Cooperative Educational Services (BOCES). These programs are offered off-campus and require both an internal and external application process. If you are interested in discussing any of these programs, please reach out to your child's counselor **and** register for the information session offered at SHS.

Any student in 10th or 11th grade interested in applying to or learning more about the Electrical Training Center opportunity or any BOCES program must attend a mandatory information session and complete an internal application the first week of December in any given schoolyear.

CREDITS AT SHS

Each student is required to take a minimum number of classes each year.

Please note, senior students may have no more than two periods denoted as "senior privilege" on their schedules. We encourage all students to enroll in a full schedule and earn a competitive edge as you are planning for college and career opportunities.

HIGH SCHOOL DIPLOMA MINIMUM REQUIREMENTS

Regents Diploma Required Courses Taken at Seaford High School	
English	**4 units**
Social Studies	**4 units**
Math	**3 units**
Science	**3 units**
***World Languages**	**1 unit**
Art/Music	**1 unit**
Health	**½ unit**
Physical Education	**2 units**
Electives	**3.5 units**
Total	**22 units**

Regents Diploma with Advanced Designation Required Courses Taken at Seaford High School	
English	**4 units**
Social Studies	**4 units**
Math	**3 units**
Science	**3 units**
***World Languages**	**3 units**
Art/Music	**1 unit**
Health	**½ unit**
Physical Education	**2 units**
Electives	**1.5 units**
Total	**22 units**

Required Exams (Passing score of 65 and above)
English Regents
Algebra Regents
Global Studies Regents
US History Regents
1 Science Regents (Living Environment or one Physical Setting)

Required Exams (Passing score of 65 and above)
English Regents
Algebra, Geometry and Algebra 2 Regents
Global Studies Regents
US History Regents
2 Science Regents (Living Environment and any Physical Setting)
****World Languages FLACS**

- *A student identified as having a disability which adversely affects the ability to learn a language, may be excused from this requirement if such student's individual education program indicates that such a requirement is not appropriate to the student's educational needs. The student will be expected to substitute one credit in elective courses for the World Language requirement.
- **Students acquiring five units of credit in one of the following may be exempt from the three-unit Language Other Than English requirement: Art, Music, Business or Career and Technical education.
- Students who have not achieved a **minimum grade of 65%** on any of the Regents examinations required to earn a Regents diploma of Advanced Designation Regents diploma but passed the course, are **strongly encouraged** to retake the exam(s) during the August or January and/or June Regents examination periods when the exam(s) are offered. To do so, please see your guidance counselor.

- The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities.
- The New York State Education Department Board of Regents will require that all students earn either a Regents diploma or Advanced Designation Regents diploma. Students with disabilities will continue to fall under the safety net of a local diploma or CDOS option.

SAMPLE SCHEDULES FOR STUDENTS IN GRADES 9-12

While all students have individual needs and interests, use the guide below as a starting point for determining a list of classes your child should request at each grade level. Please note, there is no specific order or schedule of classes for each grade level. Each student's schedule will vary based on many factors. Please see your counselor for questions.

Grade 9

- Math
- Science
- Science Lab *(every other day)* / Physical Education *(every other day)*
- English
- Global Studies
- World Languages
- Health *(half year)* / Elective *(half year)* OR
    - Health *(every other day)* / Math/English/Social Studies Support Lab *(every other day)*
- Elective *(Students are encouraged to fulfill the Fine Arts requirement with one art or music class during grade 9)*.
- Lunch

Grade 10

- Math
- Science
- Science Lab (every other day) / Physical Education (every other day)
- English
- Global Studies
- World Languages
- Elective
- Elective
- Lunch

Grade 11

- Math
- Science
- Science Lab *(every other day)* / Physical Education *(every other day)*
- English 11
- US History
- World Languages
- Elective
- Elective
- Lunch

Grade 12

- Math
- Science
- Science Lab *(every other day)* / Physical Education *(every other day)*
- English 12 (Two half year courses) or (12 AP)
- Economics *(half year)* / Participation in Government *(half year)* / AP Government & Economics (*full year*)
- World Languages
- Elective
- Elective
- Lunch

SEAFORD HIGH SCHOOL HONORS PROGRAM



As outlined in the Course Handbook, "Seaford High School has an 'accept and challenge' philosophy. Students' individual differences are accepted, and each individual is challenged to achieve the full measure their potential. The philosophy of Seaford High School is based on the belief that the school should provide students with the opportunity to develop individual academic, artistic, vocational, physical, and social strengths." It is with this philosophy in mind that the following treatise is adopted.

In Seaford High School, all subjects and classes should be taught with the highest academic rigor. However, there should exist an even more challenging academic pathway for students wishing to go beyond the traditional curriculum and accrue potential post-secondary credits in their journey towards college. While all students are encouraged to participate in honors-level classes, there are suggested requirements in place to ensure that the student will meet with a level of success without compromising the student's self-confidence and the other students' experience in these classes. The following general criteria are:

- **When a student is seeking entrance into an honors level course from a non-honors level course**, an average of 90 should be achieved in that non-honors level course and a teacher/guidance counselor recommendation is requested (ex.: English 9 into English 10 Honors)
- **When a student is seeking entrance into an honors level course from a previous honors-level course,** an average of 85 should be achieved in that honors-level course (ex. English 9 Honors into English 10 Honors)
- **All prerequisite courses must have been passed in order to enter the honors-level course** (ex. French 4 must have been passed to enter AP French)

These are the general criteria for entrance into an Honors program but there may also be unique and specific criteria for particular honors-level courses. Additional criteria are listed under each course listing in this handbook.

ADVANCED PLACEMENT COURSES

Advanced Placement courses teach students important skills that can lead to college success: how to read texts critically, how to solve problems analytically and how to write clearly. One of the most important criteria college admissions officials use to evaluate applicants for an incoming class is the quality and intensity of their high school course work. The presence of AP courses in students' transcripts often indicates that they have availed themselves of the opportunity to take the most rigorous courses available. Research studies show that students who do well on an AP Exam are academically prepared to place out of a corresponding introductory college course and move on to the next higher-level course.

Scores of 3, 4, or 5 on the Advanced Placement Examination designate students as *Qualified, Well Qualified, or Extremely Qualified* for college-level studies. AP courses are recognized by some 2,500 colleges and universities, which grant credit, appropriate placement, or both to students who perform satisfactorily on AP examinations.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) REGULATIONS

The NCAA has established regulations for student-athletes beginning college and wishing to participate in Division I or II intercollegiate athletics. These regulations include a minimum number of required academic courses, minimum grade point averages and minimum standardized test scores. By the end of 11th grade, interested high school student-athletes need to register with the NCAA at their website www.eligibilitycenter.org. A copy of the details of these regulations, which change regularly, is available on-line at www.ncaa.org.

SEAL OF CIVIC READINESS

The NYS Seal of Civic Readiness is a prestigious recognition awarded to students who demonstrate a strong understanding of civic principles, actively engage in community service, and develop skills in responsible citizenship, leadership, and collaboration. This recognition highlights students' commitment to contributing to their communities, engaging in informed decision-making, and advocating for social change, preparing them for active participation in democratic processes. The intent of the NYS Seal of Civic Readiness is to encourage civics education through experiential learning, certifies civic readiness, and provides employers and universities with a way to identify graduates with civics related skills. The Seal highlights the importance of K-12 social studies education, empowers students as agents of social change, and strengthens democracy. The *NYS Seal of Civic Readiness* shall be awarded to students who meet the criteria of this initiative and complete all requirements approved by the Commissioner of the New York State Education Department as established at a New York State High School. High School courses that count towards the Seal of Civic Readiness are indicated by a seal image throughout the catalog. The NYS Seal of Civic Readiness takes the form of a Seal on the student's diploma and a medallion worn at graduation.

SEAL OF BILITERACY

The NYS Seal of Biliteracy (NYSSB) is a significant recognition that can be earned by students who have attained a high level of proficiency in English and one or more world languages. This is available to all seniors who choose to go beyond required coursework by carrying out in-depth research presentations in two or more languages (English and a second language). 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 21st Century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation.

PROGRAMS TO SUPPORT INSTRUCTION



LIBRARY MEDIA CENTER

Library Hours: 7:25 a.m. to 3:00 p.m.

The Seaford High School Library supports the curriculum by providing a wide range of databases that are available to students and parents online at any time of day. Additional library services provide individual research support including MLA & APA formatting, in-text citation, finding credible sites and developing the research process.

- Students may work in the library before first period, during study hall and lunch periods, and after school.
- Students wishing to work in the library during their study hall and lunch periods MUST report directly to their study hall or cafeteria teacher at the beginning of the period. All students must obtain a pass from the study hall or cafeteria teacher to come to the library. Students must then come directly to the library, sign in on the library attendance sheet, and remain in the library for the entire period. Students coming from lunch are asked to eat lunch first before coming to the library.
- Physica Education/medical students are required to complete a physical education assignment while they are assigned to the library for the period.

LABS

TRENDS IN RESEARCH (A CRITICAL THINKING & READING LAB) **Alternating Days/P or F Grade**
MATH LAB **Alternating Days/P or F Grade**

Labs are offered in Algebra, Geometry and Algebra 2. Please refer to the Mathematics Section for more information.

SPECIAL EDUCATION SERVICES

Special Education services encompass a continuum of options designed to meet the diverse needs of students, ranging from least restrictive to more restrictive settings. These services are in place for specific students classified with a disability under IDEA and delivered in accordance with services outlined in a student's Individualized Education Program (IEP).

Related Services

Examples include Speech and Language Therapy, Occupational Therapy, Physical Therapy, Psychological Counseling, Parent Training, Behavior Intervention and Audiological Services

Resource Room

A specialized setting providing small-group instruction (maximum of 5 students) focused on compensatory skills, academic support, and organizational strategies to help students succeed in the general education environment.

Integrated Co-Taught Class

This inclusive setting combines students with disabilities and their peers in a general education

classroom. Instruction is delivered collaboratively by a general education teacher and a special education teacher, ensuring individualized support within the content area.

Special Class Program
This self-contained classroom is designed for students whose educational needs cannot be met in an Integrated Co-Taught Class. It provides specialized instruction tailored to the individual needs of students in a smaller group setting.

Career Development Program (CDP)
A program tailored for students who are alternatively assessed by the New York State Alternate Assessment (NYSAA). It offers functional academics, life skills education, and vocational training in three progressive phases.

Referrals to these programs may be made in writing to the Building Principal, to the specific specialist or to Ms. Mary Catherine Culella-Sun. Inquiring students may receive further information regarding services from the Pupil Personnel Services Office, or they may speak to their guidance counselor.

ART

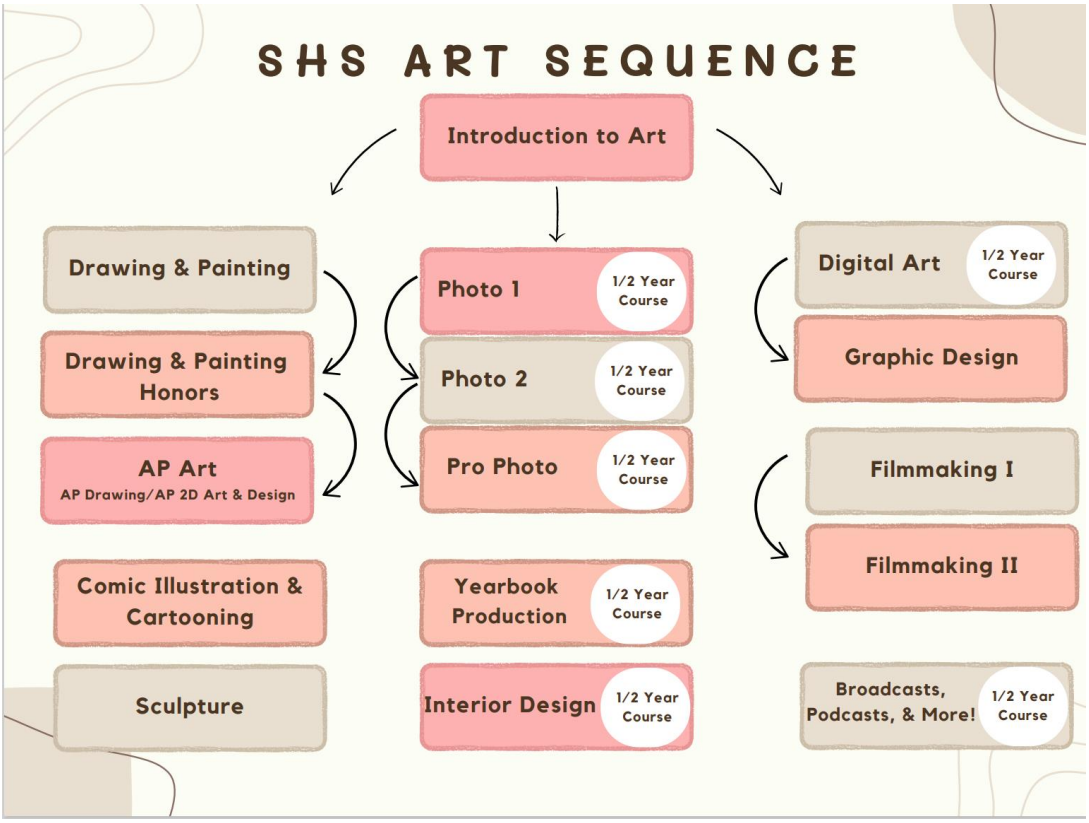


The Visual Arts Program addresses the needs of its students by enhancing their appreciation of the world in which they live.

PHILOSOPHY

The Visual Arts Program provides historical as well as cultural experiences. Students become "connected" to society by expressing themselves visually and verbally. Students are encouraged to develop creative, problem-solving thinking skills through their use of appropriate art mediums and techniques, to analyze and respond to works of art, and to understand the cultural dimensions and contributions of the arts.

The Art Department offers comprehensive foundation courses, elective courses, as well as Advanced Placement courses. A wide variety of classes are available to meet the individual personal and career goals of each student. Many 5-credit sequences can be constructed to meet graduation requirements.



INTRODUCTION TO ART (#800) **1 year/1 credit**

This is a foundation course offering students a broad understanding of visual arts (drawing, painting, printmaking, sculpture). Students will learn to use a wide variety of materials, tools, techniques and equipment to create individual artwork. Art history will be introduced through an overview of art periods.

- Required for all students planning to develop an art sequence in Drawing/Painting.
- Successful completion of this course satisfies the Art/Music graduation requirement.

DRAWING AND PAINTING (#820) **1 year/1 credit**

This course provides an opportunity for students to expand on the drawing and painting concepts introduced in Introduction to Art. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for honors-level art courses. Students are given more in-depth problems to solve creatively while becoming more adept through a broad exposure to various media. Students in this course use graphite, colored pencil, charcoal, pastel, watercolor, and acrylic paint while concentrating on drawing from life (still life set-ups, the figure and landscapes, and more).

- Prerequisite: Successful completion of *Introduction to Art*
- This course *does not* fulfill the graduation requirement.

DRAWING AND PAINTING HONORS (#822) **1 year/1 credit**

This honors-level continuation of Drawing & Painting focuses on drawing from life as well as from reference. Students will use a variety of mediums including pastel, charcoal, oil pastel, mixed media collage and oil paint. The class will concentrate on portrait drawing, still life rendering, and abstraction while developing a personal style. Creativity, design and composition will be explored in depth.

- Prerequisite: Student must have earned at least an 85% average in *Drawing & Painting* or teacher recommendation.
- This course *does not* fulfill the graduation requirement.

DIGITAL ART: PHOTOSHOP & ILLUSTRATOR (#808) **½ year/½ credit**

This course teaches essential concepts and provides a working knowledge of Adobe Photoshop and Adobe Illustrator, for those wanting to learn how to create graphic images and manipulate photos. Using Photoshop, students will learn how this raster (pixel) based program can manipulate pixels to change photographic images. Students will learn the basics of selections, re-touching, colorizing, re-sizing, layer effects and filters. Using Illustrator, you will learn how this vector (point & line) based program can be used to create original detailed artwork. Students will learn Illustrator shape tools, pen tools, gradients, and gradient mesh tools to create a type of vector artwork known as rotoscoping. Finally, students will combine both raster and vector designs to produce original artwork.

- Recommended for students in grades 10-12. A 9th grade student may enroll if they are also enrolled in Introduction to Art.
- This course *does not* fulfill the graduation requirement.

GRAPHIC DESIGN (#812) **1 year/1 credit**

Graphic Designers are the artists who design the images that dominate our world. Logos, movie posters, product ads, websites, packaging, apps, and anything meant to communicate with the world visually, must first be conceived and executed by a designer. Students will combine their knowledge from Digital Art*: Photoshop & Illustrator* along with new layout and design theory to produce various works of visual

communication art, many of which are used for school events (open house covers, yearbook cover, school musical posters, playbill and banners, etc.)

- Recommended for students in grades 10-12. A 9th grade student may enroll if they are also enrolled in Introduction to Art.
- This course *does not* fulfill the graduation requirement.

FILMMAKING I (#815) 1 year/1 credit

This course provides the student with an appreciation of the film experience from critiquing and analyzing to video creation. Students are introduced to the fundamentals of digital video production. All aspects of pre-production (writing, story boarding), filming, and post-production (editing) will be experienced. Students begin working individually and eventually work in groups to create their own video productions.

- Recommended for students in grades 10-12. A 9th grade student may enroll if they are also enrolled in Introduction to Art.
- This course *does not* fulfill the graduation requirement.

FILMMAKING II (#816) 1 year/1 credit

Students develop their filmmaking skills learned in Filmmaking 1. First, students will be learning to write screenplays. Next, they will further examine directing techniques, and cinematography style. Lastly, students will form a production crew to create a feature length film. Each crew member experiences all aspects of filmmaking including screenwriting, directing, cinematography, sound and film editing.

- Prerequisite: *Filmmaking I*
- This course *does not* fulfill the graduation requirement.

SCULPTURE (#825) 1 year/1 credit

This course offers an opportunity for students to learn different three-dimensional sculptural techniques that include construction, carving, casting, and modeling to create a variety of projects. A wide range of building materials will include fabric, wire, paper, clay, plaster and wood. Students will learn about various artists and their techniques through an overview of art history with each project.

- Recommended for students in grades 10-12. A 9th grade student may enroll if they are also enrolled in Introduction to Art.
- This course *does not* fulfill the graduation requirement.

COMIC ILLUSTRATION & CARTOONING (#826) 1 year/ 1 credit

This course offers students an introduction to traditional and computer-based illustration and cartoon drawing methods. Various skills will be developed while students engage in expressive character design, caricatures, art history, comic illustration and storyboarding. Multiple drawing mediums are used to complete comic/cartoon inspired works of art.

- Recommended for students in grades 10-12. A 9th grade student may enroll if they are also enrolled in Introduction to Art.
- This course *does not* fulfill the graduation requirement.

INTERIOR DESIGN (#828) ½ year/½ credit

This class provides students with an opportunity to learn how to make wise housing choices, to learn about art principles and their application to creating an attractive and functional living space. By creatively problem-solving interior environment challenges, students will learn to consider form and functionality

throughout the design process. Projects will include color theory, surface and furniture samplings, mood boards, floor plans and 3D models.

- Recommended for students in grades 10-12. A 9th grade student may enroll if they are also enrolled in Introduction to Art.
- This course *does not* fulfill the graduation requirement.

PHOTOGRAPHY I (#718) **½ year/½ credit**

The primary objective of the course is to provide students with intense hands-on technical experience with black and white photography. This is an introductory course for those with little or no experience using a film camera. Photography I is open to students who wish to explore the use of the camera as a tool for personal or commercial expression. The course will incorporate all the basic techniques of camera operation and darkroom procedures. Instruction will be geared, at first, to the fundamental techniques and procedures of photography and as the student progresses, emphasis will be placed on developing the students' individual talents and interests. Also covered will be the various employment opportunities available through photography.

PHOTOGRAPHY II (#827) **½ year/½ credit**

Photography 2 is a project-intense course that focuses on the digital side of photography. Students will build upon their knowledge of traditional photography and will develop skills working with Digital SLR cameras and Adobe Lightroom. Students will visually communicate ideas through their photography by creatively manipulating compositions, lighting, action, and more.

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

- Prerequisite: *Photography I*
- This course can count as a credit towards the 5-credit sequence in either Art or Technology.

YEARBOOK PRODUCTION (#829) **½ year/½ credit**

Our Yearbook Class supports students' development as writers, photographers, editors, designers as well as responsible contributing members of the Seaford School community. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines, digital photography, desktop publishing/graphic design while producing a yearbook that records school memories and events. The capturing of school activities requires students to engage with the entire school community.

- Open to students in grades 9 through 12.

PROFESSIONAL PHOTOGRAPHY (#731) **½ year/½ credit**

This is an advanced course in Digital SLR photography for students with a serious interest in photography. Students will develop their style while exploring the technical and artistic side of various photography careers: fashion, food, landscape, action, and event photography. Students will be required to conduct photo shoots outside of school and attend events completing jobs for clients, enabling them to work interpedently and cooperatively. Students will prepare a digital portfolio by producing a website showcasing their photography work.

- Prerequisite: *Photography II* or teacher recommendation
- This course can count as a credit towards the 5-credit sequence in either Art or Technology.

ADVANCED PLACEMENT ART: **1 year/1 credit**

AP DRAWING - OR – AP 2D ART & DESIGN (#840)

This college-level course is primarily for serious students who are considering further studies in art. Students will work independently in class and at home to fulfill course requirements. They will work on a completely individualized course of study, which will also broaden their understanding of past and present art styles and trends. All students are expected to take the Advanced Placement Exam (in the form of a 15+ piece portfolio of artwork, as well as written responses describing the materials, processes, and ideas used) for college credit. Students will also be able to use the artwork completed in this class for a college acceptance portfolio. At the conclusion of this course, students will present a "one person" art exhibit, which is the final exam for the course.

- Recommended for students in grade 12.
- Students are required to complete a summer assignment.
- Prerequisites for *AP Drawing: Introduction to Art*, *Drawing and Painting*, *Advanced Drawing and Painting*.
- Prerequisites for *AP 2D Art & Design*: *Introduction to Art, Digital Art: Photoshop & Illustrator*, *Graphic Design*.

Broadcasts, Podcasts, & More! (#842) **½ year, ½ credit**

Broadcast Journalism is a course designed to immerse students in the diverse aspects of news media, with a primary focus on video production. Students will engage in hands-on learning with professional equipment, mastering skills in scriptwriting, storytelling, editing, and visual composition to craft compelling stories.

The course covers the full spectrum of production, including pre-production planning, production techniques, and post-production processes. Emphasizing creativity and self-direction, students will take personal initiative with each project, producing content that showcases and celebrates our school community.

BUSINESS



Career awareness, exploration, and preparation should begin early in a high school career.

PHILOSOPHY

The State Education Department notes, "Rapidly changing technology in the global economy affects the kinds of jobs in the workplace and the skills and training needed to succeed in them. Students must focus on broad career options, the development of individual plans to enter the workforce."

Business has changed dramatically since the advent of the personal computer, and the software that goes with it. Word processing has revolutionized the job description of every worker. The need for Business Education courses has increased. The Seaford High School Business Department offers a coherent sequence of courses, as well as a variety of electives, that prepare a student for college and career. Further, the course offerings in the Business Department can be combined to meet the requirements for the Regents Diploma with Advanced Designation or regular Regents diploma. Business courses can also be taken as electives. Please see the individual course descriptions for prerequisites, etc. The following table illustrates some of the many possible 5-unit Business sequence options.

BUSINESS EDUCATION COURSE SEQUENCE OPTIONS

Courses	**Credits**
Career and Financial Management	1/2
Office365 For College and Career Readiness	1/2
Guerrilla Marketing	1/2
Wall Street	1/2
Accounting	1
College Accounting (LIU dual-credit)	1
College Marketing Practices and Principles (LIU dual-credit)	1/2
Math and Financial Applications	1

ACCOUNTING (#616) **1 year/1 credit**

The art of organizing and presenting financial information: accounting is the language of business. This course introduces students to the accounting process from elementary bookkeeping to modern computerized accounting systems. This course is recommended for students considering starting their own business, working in a family business or majoring in any business area in college. **Accounting has been approved as a specialized course for academic credit. This commencement level course may be used as a Business credit or as the third unit of Mathematics provided the student has passed the Algebra I Regents exam.**

- Open to students in grades 10-12.

CAREER AND FINANCIAL MANAGEMENT (#606) **½ year/½ credit**

Personal financial choices are everywhere in today's society, and most of us are faced with important decisions from a very early age. This course is designed to assist students in making those decisions, in both the short- and long-term, while furthering students' knowledge of critical life skills in banking, budgeting and managing debt. The curriculum is project-oriented and will cover topics including career awareness, planning the college application process, the use of technology in research, and communications skills. This course is recommended for all students who are focused on college and career readiness.

COLLEGE ACCOUNTING (#618) LIU **1 year/1 credit**

This course presents the basic elements and concepts of accounting using a hands-on approach. Emphasis on the procedures used for maintaining journals, ledgers and other accounting records and for the completion of end-of-period reports and financial statements for small service and merchandising businesses. College Accounting is offered in conjunction with Long Island University – C. W. Post Campus, and college credit will be granted at the end of the course. Tuition fees for three (3) credits from Long Island University will be collected at the beginning of the course.

- Open to students in grades 11 and 12 who have maintained an un-weighted cumulative average of at least 80 in core academic subjects (English language arts, mathematics, natural sciences, social sciences, world languages) throughout their high school careers
- Prerequisite: Minimum grade of 80% in *Accounting* or a minimum grade of 80% in Math and passing grades on Math Regents Exams.

This course is offered for dual credit with Long Island University Post. Students who successfully complete two or more LIU dual credit courses while in high school may be eligible to receive an extra $2,500 (per year) scholarship to LIU upon matriculating there.

OFFICE365 FOR COLLEGE AND CAREER READINESS (#602) **½ year/½ credit**

This course is a must for all college-bound students! Students will learn the latest technologies used in the business world, as well as by your teachers here in school. Students will learn how to use Office 365, OneDrive, OneNote and Sway, allowing them to interact more seamlessly with their teachers. As part of this course, students will learn how to use the three computer applications that colleges expect students to know upon entrance – Word, Excel and PowerPoint. These programs are the power tools of college success.

- Open to students in grades 9-12 who are focused on college and career readiness.

COLLEGE MARKETING PRACTICES AND PRINCIPLES (#614) **½ year/½ credit**

Marketing touches everyone's life constantly. This means that all students begin College Marketing with an intuitive understanding of what marketing is and how it works. This course provides students with a broad-based understanding of contemporary marketing principles and practices. Using text, case studies, online experiences, current events and hands-on projects, students will get a behind the scenes look at the power of marketing. Since marketing affects virtually all businesses, students gain important insights into both business and consumer behavior. This course is suitable for both business and non-business majors and gives students an opportunity to have a college-level experience while gaining insight into the world of marketing. Marketing Practices and Principles is offered in conjunction with Long Island University - C.W. Post Campus, and college credit will be granted at the end of the course. Tuition fees for three (3) credits from Long Island University will be collected at the beginning of the course.

- Open to students in grades 10-12.

***This course is offered for dual credit with Long Island University Post. Students who successfully complete two or more LIU dual credit courses while in high school may be eligible to receive an extra $2,500 (per year) scholarship to LIU upon matriculating there.*

MATH AND FINANCIAL APPLICATIONS (#622) **1 year/1 credit**

Using a framework of personal finance, this course will sharpen students' basic math skills while introducing topics such as budgeting, credit, banking and investments. Students will engage individual and group activities intended to guide them through the financial decision-making process. Math and Financial Applications has been approved as a specialized course for academic credit. It may be used as a Business credit or as the third unit of Mathematics provided the student has passed one unit of Math and the Math Regents exam. Please see your guidance counselor if you are interested in math credit for this course.

- Recommended for students seeking a third unit in Math who have successfully completed Algebra I.

GUERRILLA MARKETING (#601) **½ year/½ credit**

Guerrilla Marketing is an advertising strategy that focuses on low-cost unconventional marketing tactics that yield maximum results. In this course students will learn about the four P's (Product, Production, Promotion and Price) of marketing, conventional marketing techniques and the exciting world of Guerrilla Marketing. Guerrilla Marketing relies heavily on unconventional marketing strategy, high energy and imagination. Take this course and learn how to market your product, your idea, or even yourself!

- Open to students in grades 9-12.

WALL STREET (#609) **½ year/½ credit**

An understanding of the stock and financial markets is essential in 21st century America. This course will provide a great introductory background to these markets with a focus on personal financial management by teaching students the process of investing in stocks, bonds and mutual funds. Among other authentic experiences, students will learn by competing in a stock market challenge where they get to invest in stocks and track their returns.

- Open to students in grades 10-12.

COMPUTERS



The Computers Department is committed to preparing students to compete in the worldwide job market, whether it is immediately after high school or after a college education.

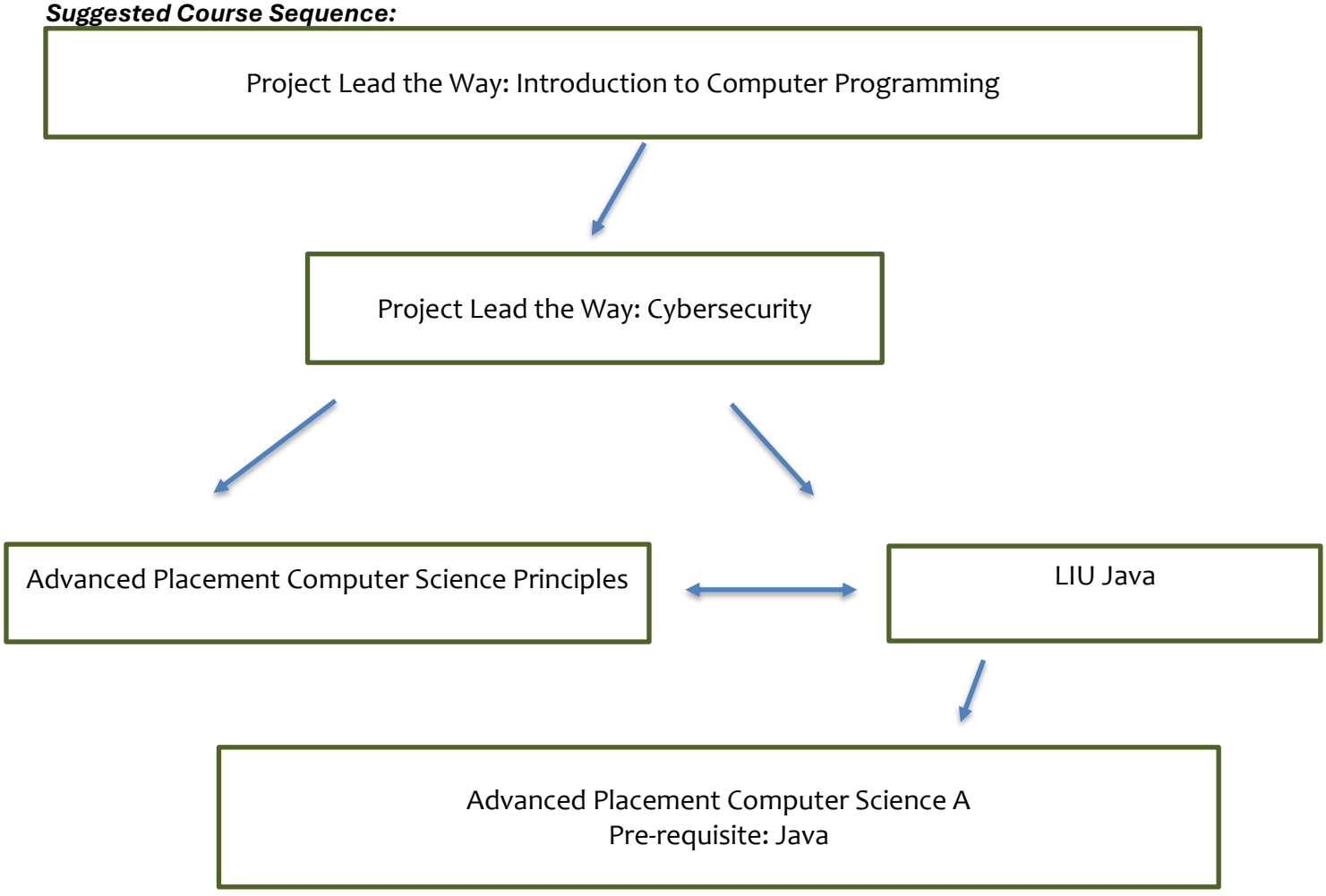
PHILOSOPHY

The State Education department standards state that students must learn how to use "thinking skills to solve a problem," must "demonstrate the ability to plan, organize and take independent actions," and must develop "positive interpersonal qualities through teamwork." These standards are reflected in each of these courses.

Students will develop the techniques of logical thinking and the strategies of problem solving. The logical sequences and demand for accuracy when working with computers fosters good work habits. These lifetime skills will prepare students for any job or career they choose. These courses are open to students in grades nine through twelve.

Computer Science courses can satisfy the required THIRD Math or Science course.

Suggested Course Sequence:



PLTW: INTRODUCTION TO COMPUTER PROGRAMMING I (#634) **1 year/1 credit**

In this comprehensive course, students will explore the fundamentals of Computer Science using the Python programming language. Beginning with the basics, students will learn how computers work and how to create their first programs to automate tasks, create animations, and apply decision structures and randomization. As the course progresses, students will dive deeper into more advanced topics such as higher-level decision structures, loop iterations, and arrays, all while working toward the creation of a video game. By the end of the course, students will have gained hands-on experience in programming, from basic animations to developing user-controlled game objects, setting the stage for future exploration in computer science and game development.

- Open to students in grades 9-12

PLTW: CYBERSECURITY (#633) **1 year/1 credit**

PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study: Unit 1-Personal Security, Unit 2-System Security, Unit 3-Network Security, & Unit 4-Applied Cybersecurity.

- Open to students grade 10-12

LIU JAVA (#627) **1 year/1 credit**

This course is designed for those students seeking to take what they have already learned about programming and learn how to apply those skills using the Java language, which is the programming standard for Computer Science, Information Technology and Engineering majors. Students reinforce their existing skills and learn Java's object-oriented approach to problem solving. This course is an excellent follow-up course for students who have taken PLTW: Introduction to Computer Programming and wish to program at a high level.

- Prerequisite: PLTW: *Introduction to Computer Programming*, along with a grade of at least 80% or teacher recommendation

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (#630) **1 year/1 credit**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

- Prerequisite: *Algebra I*, PLTW *Introduction to Computer Programming I and II*, along with a grade of at least 80% or teacher recommendation

ADVANCED PLACEMENT COMPUTER SCIENCE A (#629) 1 year/1 credit

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language, including Java programming style, assignment and logical operators, decision-making, looping methods and arrays. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students are expected to take the College Board Advanced Placement exam in May to obtain college credit.

- Prerequisite: *Java* with a grade of at least 80% or teacher/guidance counselor recommendation.

ENGLISH



Empowering students to think critically, communicate creatively, and embrace the power of language to shape their world.

PHILOSOPHY

Guided by the New York State Next Generation Learning Standards, English teachers interact and support students in effective written and oral communication, enrichment in lifetime vocabulary and reading habits, appreciation for the arts, and the development of literacy skills for college and career success. Additionally, the department's curriculum design encourages student awareness of great literature and writers through activities that require higher-level thinking and the development of literacy skills that will benefit students in all curricular areas.

English Course Sequences			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
English 9 ***or*** English 9 Honors	English 10 ***or*** AP Seminar	English 11 ***or*** English 11 Advanced Placement Language & Composition ***or*** English 11 Advanced Placement Language & Composition/AP Research	Two senior English half-year courses ***or*** English 12 Advanced Placement Literature
All English electives are available to students in grades 9-12, excluding Senior English half-year courses and AP Research.			

FOUNDATIONAL ENGLISH COURSES

ENGLISH 9 (#101) **1 year/1 credit**

The English 9R curriculum is designed to develop a student's ability to listen, read, and write for information and understanding, literary response and expression, and critical analysis and evaluation. Students will read practical selections such as articles and essays, and other works including short stories, plays, and novels. As listeners and readers, students will analyze experiences, ideas, information and issues and then present their findings through oral and written language. Major works studied include, but are not limited to ***Oedipus, Romeo and Juliet, Of Mice and Men***.

ENGLISH 9 HONORS (#100) **1 year/1 credit**

In addition to the work covered in the 9R curriculum, this course provides students with the opportunity to complete advanced work in reading, writing, and team projects. This course will offer course work designed to prepare students for the AP Capstone course offering for sophomores. Active participation is required. This course is intended for the advanced student who enjoys reading and has a solid writing foundation.

- Students are required to complete a summer assignment.
- Prerequisite: Minimum grade of 90% in English 8 or recommendation by 8th grade English teacher.

AP SEMINAR (#145) **1 year/1 credit**

AP Seminar provides sustained practice of investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam. Students can take AP Seminar in lieu of English 10. This course is the first part of the AP Capstone program.

- Students are required to complete a summer assignment.
- Prerequisite: Minimum grade of 90% in *English 9 Honors*, *Global 9 Honors* and/or teacher/counselor recommendation.

ENGLISH 10 (#104) **1 year/1 credit**

The general goals of the 10th grade Regents English program include the review and study of the mechanics of language, its composition, and the development of research skills. The student will study literature from anthologies and supplementary texts involving both fictional and non-fictional sources. Comprehension of situation, character, writer's intent, and appreciation of style are stressed. Major works studied include, but are not limited to ***Lord of the Flies, Animal Farm, Night, Othello***, and ***The Color of Water***. Although the New York State Comprehensive English Regents Examination is not required until the 11th grade, the components of this test are part of the developmental objectives. Specific rhetorical essay techniques such as comparison/contrast and

argumentation will be taught as prescribed by departmental examination preparation strategies. This course is intended for Regents students.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (#105) **1 year/1 credit**

AP Language and Composition is a college level course designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness of writing. Students will prepare to take the AP Language and Composition exam in May. Students will read a variety of fiction and non-fiction pieces with a focus on American literature. Full-length literary works to be read include, but are not limited to ***The Scarlet Letter, The Crucible, The Great Gatsby***, ***The Things They Carried*** and ***The Catcher in The Rye.*** Student writing will be varied and demanding with an emphasis on synthesizing primary and secondary sources and citing them accurately using MLA. In addition to AP exam preparation, students will prepare to take the NYS English Regents and will complete a major research paper.

- Students are required to complete a summer assignment.
- Prerequisite: Minimum grade of 90% in English 10 Regents and/or teacher/ counselor recommendation.

ENGLISH 11 (#107) **1 year/1 credit**

In English 11R, students study a wide range of literature from the United States and develop their mastery of the English language. The course also prepares students for the statewide Regents Comprehensive Examination administered in January. The course will allow students to study the various forms of American literature including the short story, novel, poetry, play, and film. Also included will be a study and review of the techniques and skills that will best serve the students on the statewide exam as well as standardized tests such as the PSAT, SAT and ACT: vocabulary, reading and listening comprehension, essay and composition writing, research paper and college essay composition. Major works studied include, but are not limited to ***A Street Car Named Desire, The Great Gatsby, Hamlet*** and ***The Things They Carried.***

ENGLISH 12
ADVANCED PLACEMENT LITERATURE AND COMPOSITION (#109) **1 year/1 credit**

This course is designed to prepare students for the AP Literature and Composition examination. The AP English course will engage students in the careful reading and critical analysis of imaginative literature and poetry. Through the close reading of a wide variety of texts of recognized literary merit, students will deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. The course will include intensive study of representative titles from various genres and time periods. Writing will be an integral part of the course, as the AP examination assesses student writing of critical, analytical, and evaluative essays concerning literature. Major works studied include, but are not limited to ***Frankenstein, Wuthering Heights, Pride & Prejudice, The Handmaid's Tale,*** *and* ***Extremely Loud and Incredibly Close***.

- Students are required to complete a summer assignment.

- Prerequisite: Minimum grade of 85% in *English 11AP* or 90% in *English 11 Regents* and/or teacher/guidance counselor recommendation

ADVANCED PLACEMENT CAPSTONE PROGRAM

AP Capstone is an innovative program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges and careers. The program is built on the foundation of two new AP courses, AP Seminar and AP Research, and is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. The AP Capstone curriculum fosters inquiry, research, collaboration, and writing skills through the intensive investigation of topics from multiple perspectives.

Students will take AP Seminar in the 10th grade, followed by AP Research, as an elective, in the 11th or 12th grade (preferably 11th grade). Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the ***AP Capstone Diploma***. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the ***AP Seminar and Research Certificate*** signifying their attainment of college level academic and research skills. The AP Capstone program is comprised of:

AP SEMINAR (#145) **1 year/1 credit**

AP Seminar provides sustained practice in investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam. Students can take AP Seminar in lieu of English 10. This course is the first part of the AP Capstone program.

- Students are required to complete a summer assignment.
- Prerequisite: Minimum grade of 90% in *English 9 Honors, Global 9 Honors* and/or teacher/counselor recommendation.

AP RESEARCH (#146) **1 year/1 credit**

In AP Research, students develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. The second course in the AP Capstone experience allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Students will take AP Research as an English elective, preferably in 11th grade (offered in

conjunction with AP Language and Composition) or in 12th grade (in conjunction with AP Literature and Composition).

- Students are required to complete a summary assignment.
- Prerequisite: Successful completion of AP Seminar.

ENGLISH 11 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (#105)/

AP CAPSTONE RESEARCH (#105A) **1 year/2 credits**

This course is for 11th grade students who have successfully completed AP Capstone Seminar. The elements of AP Language and Composition as well as AP Capstone Research will be combined, with an emphasis on enhancing the core skills of argumentation, prose analysis, and research methods. A variety of fiction and non-fiction texts will be studied, with a focus on American writers. Students will also conduct independent research to produce and defend a scholarly academic thesis. Students will take the NYS English Regents as well as the AP English Language and Composition Exam, and will write an academic thesis paper of approximately 5000 words as well as prepare a presentation, performance or exhibition with an oral defense. Students will have the opportunity to complete 2 AP credits through this class.

- Students are required to complete a summer assignment.
- Prerequisite: Successful completion of AP Seminar in 10th grade.

ENGLISH 11 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (#105)

1 year/1credit

AP Language and Composition is a college level course designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness of writing. Students will prepare to take the AP Language and Composition exam in May. Students will read a variety of fiction and non-fiction pieces with a focus on American literature. Full-length literary works to be read include, but are not limited to *The Scarlet Letter, The Crucible, The Great Gatsby*, *The Things They Carried* and *The Catcher in The Rye*. Student writing will be varied and demanding with an emphasis on synthesizing primary and secondary sources and citing them accurately using MLA. In addition to AP exam preparation, students will prepare to take the NYS English Regents and will complete a major research paper.

- Students are required to complete a summer assignment.
- Prerequisite: Minimum grade of 90% in English 10 Regents and/or teacher/ counselor recommendation.

SENIOR ENGLISH HALF-YEAR COURSES

Students must take 2 half-year senior English courses to fulfill the 12th grade English requirement necessary for graduation (if they are not taking English 12AP). Students must take one senior half-year course in the fall and one in the spring. Both courses must be successfully passed to satisfy the English graduation requirement. Seniors who are enrolled in English 12AP Literature and Composition can take a senior English half-year course for elective credit.

HORROR, SUSPRENSE, & DYSTOPIAN LITERATURE (#140) **½ year/½ credit**

This literature-based course is designed to explore the impact of horror and suspense on society as well as the emergence of science-fiction and dystopian literature as a reaction to our changing world. Through literary analysis and written assignments, students will develop critical reading and writing skills necessary for college readiness. Legends, myths, and the macabre will be examined and scrutinized by examining and analyzing the works of well-known authors in the genres. The emergence of science fiction will be looked at through the lens of Mary Shelley and Ray Bradbury as well as more current works such as *The Hunger Games*. The class is literature-based, but we will also analyze and compare scenes from movies adapted from the literature we study.

THE ATHLETE IN LITERATURE (#141) **½ year/½ credit**

This course will explore how sports has taken hold of the American imagination over the last 100 years and how it has impacted literature and culture. We will look at the sports hero in writing and compare this to other literary heroes. We will also examine the ethical issues that have impacted sports and sports figures. Although the course will be literature-based, we will examine relevant scenes from sports movies and media clips that are relevant to our content.

NEW YORK CITY IN LITERATURE (#142) **½ year/½ credit**

From the earliest years of the city's history, artists, writers and musicians have endeavored to capture its particular magic. In this course, we will choose from among a number of literary works that treat the city not only as a place, but also as the repository of the dreams and desires of those who have come seeking to become part of the excitement, the hope, and indeed the infinite possibilities that the city seems to offer. We hope to better understand how New York City has come to serve as a metaphor for artist and writers. Our readings will include fiction, poetry, essays and novels from American writers. The class is literature-based, but we will also analyze and compare scenes from movies adapted from the literature we study.

SOCIAL MEDIA AND NEWS LITERACY (#143) **½ year/½ credit**

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

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

ENGLISH ELECTIVE COURSES

Electives are available to students in 9th, 10th, 11th and 12th grade, unless otherwise stated, who have successfully passed the prior year's English course. Electives cannot be substituted for the core English requirements.

LITERATURE IN FILM (#114) **½ year/½ credit**

This course will examine the relationship between fiction and non-fiction texts and their film adaptations. Students will study film adaptations to develop a deeper understanding of literary texts as well as historical events and figures. We will also examine "stand alone" films to analyze how the aspects of cinematography help to tell the story. Students will be required to read about, write about, do research on, and view films.

PUBLIC SPEAKING (#112) **½ year/½ credit**

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

This course is designed to introduce students to the basics of public speaking and acting. Ample time is given for students to develop public speaking skills. Students looking to improve their speaking skills, as well as students who find public speaking to be intimidating, will grow through activities such as individual speaking opportunities, speech writing, acting exercises, memorization, critiquing, and large and small group activities.

Journalism & Writing for New Media (#116) **½ year, ½ credit**

Journalism is an engaging course that introduces students to the fundamentals of news writing, reporting, and modern media production. Students will develop essential skills in research, interviewing, fact-checking, and writing, focusing on accuracy, clarity, and compelling storytelling. Through a variety of hands-on projects, students will explore core principles of field research and reporting to create journalistic pieces across multiple genres, including news, sports, opinions, and reviews. The course emphasizes digital journalism, offering experiences in blogging, vlogging, photojournalism, and creating digital narratives that reflect today's media landscape.

HEALTH



Courses offered through the Health Department provide students with the necessary knowledge and skills to maintain personal health.

PHILOSOPHY

Students explore human growth and development and study useful ways to promote health and prevent disease. An emphasis is placed upon developing personal decision-making skills that support a healthy and active lifestyle. The Health Department's overall philosophy is "Wellness Through Prevention." This philosophy is the basis for all units of study.

HEALTH EDUCATION (#920) **½ year/½ credit**

The health education course at Seaford High School is developed based on the New York State Health Education Standards and New York State Health Education Guidance Document. The goal of this course is to provide students with the opportunities to learn authentic skills that are essential for personal and community health and safety. Through individual research, collaborative projects, and the use of technology, students will explore significant areas of health and wellness to encourage reflection of personal choices.

Some of the major areas of study include nutrition, physical activity, goal setting, stress management, bullying prevention, decision making, substance abuse prevention, unintentional injury prevention, sexual health, and communication. Students will analyze these topics and understand how to access reliable information in the present and future.

Successful completion of this course is a graduation requirement for all students.

MATHEMATICS

The Mathematics Department's highest priority is to enable all their students to achieve their individual mathematical potential.

PHILOSOPHY

In accordance with the state standards, students taking mathematics courses at Seaford High School will experience lessons designed around the principles of focus, coherence, and rigor, while engaged in a Regents-level program. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. Coherence in the curriculum means progressions that span grade levels to build students' understanding of ever more sophisticated mathematical concepts and applications. Rigor means a combination of fluency exercises, chains of reasoning, abstract activities, and contextual activities throughout the module. Students will gain a better understanding of number sense and operations, algebra, geometry, trigonometry, measurement, and statistics and probability. Students taking mathematics courses will employ the appropriate technologies for their mathematics level. At various times, they will work cooperatively to solve more involved problems or to discover previously unfamiliar mathematical concepts.

Possible Math Scheduling Sequences

8th Grade	Algebra 1 Advanced (Regents Exam in June)	Math 8
9th Grade	Geometry Honors (Regents Exam in June)	Algebra 1 (Lab upon teacher recommendation or student choice) (Regents Exam in June)
10th Grade	Algebra 2* Honors (Regents Exam in June) (A.P. Statistics concurrently with teacher recommendation)	Geometry (Lab upon teacher recommendation or student choice) (Regents Exam in June)
11th Grade	*Pre-Calculus Honors (A.P. Statistics can be taken concurrently)	Algebra 2 (Lab upon teacher recommendation or student choice) (Regents Exam in June)
12th Grade	*A.P. Calculus AB or *A.P. Calculus BC and/or A.P. Statistics	*Pre-Calculus and/or A.P. Statistics

** = A.P. Statistics could be taken in conjunction with this course if the requirements are met.*

Qualified Business/ Computer Course

ALGEBRA 1 (#301) **1 year/1 credit**

As stated by the New York Education Department, ***Algebra 1*** is the first mathematics course in high school. The algebra course set forth here is not the algebra of 30 years ago. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. Problem situations resulting in systems of equations will also be presented. Alternative solution methods should be given equal value within the strategies used for problem solving. For example, a matrix solution to a system of equations is just as valid as a graphical solution or an algebraic algorithm such as elimination. Measurement within a problem-solving context will include calculating rates using appropriate units and converting within measurement systems. Data analysis including measures of central tendency and visual representations of data will be studied. An understanding of correlation and causation will be developed, and reasonable lines of best fit will be used to make predictions. Students will solve problem situations requiring right triangle trigonometry. Elementary probability theory will be used to determine the probability of events including independent, dependent and mutually exclusive events. **Passing the NYS Algebra 1 Regents Examination is a graduation requirement.**

- Prerequisite: Successful completion of *Math 8*.

ALGEBRA 1 LAB (#302) **Alternating Days/P or F Grade**

This course, taken in conjunction with Algebra 1, offers students the opportunity to improve their understanding of the Mathematics necessary for success on the Algebra 1 Regents Examination. Each student is assessed regarding computation skills, algebra, or geometry and provided the personal attention necessary to improve upon his or her skillset. Instruction is provided in small groups with students working from, but not limited to, the textbook, various manipulative or hands-on activities, and technological tools. Classes meet every other day for a full year. This course is encouraged for all students taking Algebra 1.

- Co-requisite: *Algebra 1*.

GEOMETRY HONORS (#312) **1 year/1 credit**

As stated by the New York Education Department, ***Geometry*** is intended to be the second mathematics course in high school. There is no other school mathematics course that better offers students the opportunity to act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify

geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships, including congruence of two figures as transformations of each other. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles will receive enough attention that students will be able to utilize these properties to solve problems. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. As this is the advanced Geometry course, students will explore these geometrical relationships at greater depth than in the Regents-level Geometry course. This course culminates in the Geometry Regents Examination and is intended for the advanced student.

- Prerequisites: *Algebra Advanced* (*Math 8A*) from the middle school or teacher

GEOMETRY LAB (#311) **Alternating Days/P or F Grade**

This course, taken in conjunction with Geometry, offers students the opportunity to improve their understanding of Geometry. Each student is assessed regarding their understanding of geometry and provided the personal attention necessary to improve upon his or her skillset. Instruction is provided in small groups with students working from, but not limited to, the textbook, various manipulative and/or hands-on activities, and technological tools. Classes meet every other day for a full year. This course is designed for the student who requires additional time to learn the material presented in Geometry. Note: Students who are determined to be in need of academic intervention may be required to take advantage of the opportunities presented in this course. This course may be taken as an elective.

- Co-requisite: *Geometry*.

GEOMETRY (#310) **1 year/1 credit**

As stated by the New York Education Department, ***Geometry*** is intended to be the second mathematics course in the high school. There is no other school mathematics course that better offers students the opportunity to act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships, including congruence of two figures as transformations of each other. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles will receive enough attention that students will be able to utilize these properties to solve problems. It is intended that students will use the traditional tools

of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. This course culminates in the Geometry Regents Examination and is intended for the Regents level student. Passing the NYS Geometry Regents Examination is one of the requirements for a Regents Diploma with Advanced Designation.

- Prerequisite: Successful completion of *Algebra 1*.

ALGEBRA 2 (#320) **1 year/1 credit**

As stated by the New York Education Department, ***Algebra 2*** is intended to be the third mathematics course in the high school. It is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students will learn fractional and negative exponentiation, perform operations with radical and imaginary expressions including rationalizing denominators with radical or imaginary expressions, know and apply sigma notation, solve absolute value equations and inequalities, solve quadratic inequalities, evaluate logarithmic expressions, work with arithmetic and geometric sequences, explore functions and relations, determine if a function is invertible and determine the inverse function, perform transformations of functions in the plane, explore the concepts of domain and range, become proficient with exponential and logarithmic functions and expressions, scatter plots and linear, power, logarithmic and exponential regression and probability, including variance and decision making, permutations, combinations, binomial probabilities, empirical probabilities and using the normal distribution to approximate binomial probabilities. This course culminates in the Algebra 2 Regents Examination and is intended for the Regents level student. **Passing the NYS Algebra 2 Regents Examination is one of the requirements for a Regents Diploma with Advanced Designation.**

- Prerequisite: Successful completion of *Geometry*.

ALGEBRA 2 LAB (#321) **Alternating Days/P or F Grade**

This course, taken in conjunction with Algebra 2, offers students the opportunity to improve their understanding of Algebra 2. Each student is assessed regarding their computation skills, algebra or trigonometry and provided with the personal attention necessary to improve upon his or her skillset. Instruction is provided in small groups with students working from, but not limited to, the textbook, various manipulative and hands-on activities, and technological tools. Classes meet every other day for a full year. This course is designed for the student who requires additional time to learn the material presented in Algebra 2. Note: Students who are determined to be in need of academic intervention services may be required to take advantage of the opportunities presented in this course. This course may be taken as an elective and is strongly encouraged for students taking Algebra 2.

- Co-requisite: *Algebra 2*.

ALGEBRA 2 HONORS (#322) **1 year/1 credit**

As stated by the New York Education Department, ***Algebra 2*** is intended to be the third mathematics course in the high school. It is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students will learn fractional and negative exponentiation, perform operations with radical and imaginary expressions including rationalizing denominators with radical or imaginary expressions, know and apply sigma notation, solve absolute value equations and inequalities, solve quadratic inequalities, evaluate logarithmic expressions, work with arithmetic and geometric sequences, explore functions and relations, determine if a function is invertible and determine the inverse function, perform transformations of functions in the plane, explore the concepts of domain and range, become proficient with exponential and logarithmic functions and expressions, scatter plots and linear, power, logarithmic and exponential regression and probability, including variance and decision making, permutations, combinations, binomial probabilities, empirical probabilities and using the normal distribution to approximate binomial probabilities. This course culminates in the Algebra 2 Regents Examination and is intended for the Regents level student. **Passing the NYS Algebra 2 Regents Examination is one of the requirements for a Regents Diploma with Advanced Designation.**

- Prerequisite: Successful completion of *Geometry Honors* or teacher recommendation.

ADVANCED PLACEMENT CALCULUS (AB) (#333) **1 year/1 credit**

This senior-level course is open to students who have successfully completed Pre-Calculus, wish to have a college level learning experience and earn Advanced Placement credit for college. This course develops students' understanding of the concepts of calculus and provides experience with its methods and applications. This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students will be presented with the meaning of the derivative in terms of rate of change and local linear approximation as well as how to use derivatives to solve a variety of problems. The meaning of the definite integral, both as a limit of Riemann sums and as the net accumulation of a rate of change and the use of integrals to solve a variety of problems will be discussed. Students are encouraged to take the Advanced Placement Calculus (AB) examination in May. Those who successfully complete this examination could receive up to four college credits.

- Prerequisite: Successful completion of *Pre-Calculus Honors* or *Pre-Calculus Regents*.

ADVANCED PLACEMENT CALCULUS (BC) (#334) **1 year/1 credit**

This senior level course is open to students who have successfully completed Pre-Calculus Honors, are seriously considering a career that uses mathematics, and wish to have a college level learning experience. It covers all of the topics and concepts from AP Calculus (AB) and also the following: parametric, polar, and vector functions, Euler's Method, l'Hopital's Rule, integration by parts and simple partial fractions, improper integrals, logistic differential equations, infinite series, including their convergence and divergence, Taylor series, Maclaurin series, and the Lagrange error bound for Taylor polynomials. Students are encouraged to take the Advanced Placement (BC) examination in May. Students who successfully complete this examination could receive up to eight college credits.

- Pre-requisite: Successful completion of *Pre-Calculus Honors* and/or teacher recommendation.

ADVANCED PLACEMENT STATISTICS (#332) **1 year/1 credit**

This course is designed for the motivated, college-bound student whose planned course of study requires statistics. This course is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. This course will blend the rigor, calculations and deductive thinking of mathematics with the real-world examples and problems of the social sciences, the decision-making needs of business and medicine, and the laboratory method and experimental procedures of the natural sciences. Students will learn how to display data and make valid observations about the data. Students will be able to design a study, collect the information, analyze their data and disseminate their results. Students will learn how to do statistical procedures both on a graphing calculator and on a computer with a statistical software package. Students are encouraged to take the Advanced Placement Statistics examination in May. Students who successfully complete this examination could receive up to three college credits.

- Prerequisites: Students must pass both the *Algebra 2* Regents Examination and the *Algebra 2* Course with at least an 80% or have teacher recommendation

PRE-CALCULUS (#330) **1 year/1 credit**

This is a course designed for students who wish to extend their mathematical background beyond the topics needed for the Algebra 2 Regents Examination. The course progresses from the study of natural numbers through the real numbers and attempts to show the unified structure of mathematics. Such topics as functions, radicals, sequences, series, synthetic division, the factor and remainder theorems, the Fundamental Theorem of Algebra, complex numbers, conic sections, polar equations and their graphs, and matrices are studied, as well as topics outlined in New York State's Common Core pre-calculus curriculum. This course may include an introduction to limits and the basics of differential Calculus. A graphing calculator will be used to introduce and reinforce many of the topics in the course. The course provides an excellent background for anyone who plans to take mathematics in college.

- Prerequisite: Successful completion of both the *Algebra 2* course and Regents examination.

PRE-CALCULUS HONORS (#331) **1 year/1 credit**

This course is a one-year pre-calculus course that includes the study of relations and elementary functions, the real and complex number systems, sequences, series, determinants, matrices, linear equations, inequalities, systems, polynomial functions, higher order equations, rational functions and inequalities, theory of equations, and inverse, exponential, logarithmic, trigonometric, inverse trigonometric and step functions, as well as topics outlined in New York State's pre-calculus curriculum. This course also includes a continued study of functions and general graphing techniques, methods of solving limit problems, both graphical and algebraic, continuity, an introduction to analytic geometry including equations and graphs of lines, curves, and conics in polar and rectangular forms, synthetic division, parametric equations, translations and other transformations on the coordinate axes. This course includes an introduction to matrices and various methods of solving systems of linear equations, including Cramer's Method and

Gauss-Jordan row reduction. This course includes applications of concepts, including topics such as future value and present value of annuities, and may include an introduction to the concepts of differential Calculus. A graphing calculator will be used to introduce and reinforce many of the topics in the course. This course is designed for the advanced mathematics student who wishes to take one or more of the mathematics options or Advanced Placement course in the senior year. Students are encouraged to take the SAT Level 2 Subject Test examination in June.

- Prerequisite: Successful completion of both the *Algebra 2* course and Regents examination and teacher recommendation.

You

MUSIC



The Seaford High School Music Department encourages students to discover and develop their musical talent.

PHILOSOPHY

The Seaford High School Music Department encourages students to discover and develop musical talent. Students actively engage in performance in the arts, including concerts, parades and solo festivals. Throughout the year, students will be knowledgeable about and make use of the materials and resources available for participation in the arts. Traditional musical instruments and electronic keyboards with computers will be used for composition. The performance opportunities will encourage students to analyze and respond critically to a variety of works of music, with an understanding of the basic elements of melody, rhythm, harmony, dynamics, form, and timbre. The arts shape the diverse cultures of past and present society, and this relationship will be explored using musical repertoire.

CONCERT (#941) & SYMPHONIC BAND (#940) 1 year/1 credit

There are two concert bands in the band program at Seaford High School. Each course emphasizes the reading and development of contemporary as well as the standard band literature. Special emphasis is placed upon balance, blend, intonation, articulation, technique and interpretation as well as basic music theory and sight-reading. In addition, students are encouraged to participate in the NYSSMA, solo festival. There are two school concerts a year as well as touring. Other performance opportunities include various award ceremonies, graduation, and various festivals and performances out of district. Students must attend all public performances. Both ensembles will participate in the NYSSMA Majors festival. As a course requirement, students are legally excused from one class per week on a rotating basis for lessons. The periods of the day vary as per faculty schedule.

- **Concert Band:** Based on successful completion of middle school band, admission by audition or teacher recommendation, all freshmen are placed in this band. New students would need to audition for this ensemble.
- **Symphonic Band:** This band consists of selected instrumentalists from grades 10 – 12. An audition and a music teacher's recommendation are necessary for this ensemble.

MARCHING BAND (#947) 1 year/¼ credit

Marching Band is a performance group that consists of woodwinds, brass, percussion, and color guard. The Marching Band begins with a pre-camp rehearsal the Wednesday before Band Camp, and a 5-day Band Camp during the first full week of August, culminating in a parent performance. During the school year, rehearsals take place once a week at night on the home football field. Performances include, but are not limited to, halftime shows at four home football games, participation in the Newsday Marching Band Festival, 9/11 ceremony, Homecoming Parade, St.

Patrick's Day Parade in NYC, Little League Parade, and Memorial Day Parade. Color guard is the only auditioned section of the group. Auditions for the Color Guard take place in May of the previous school year. No previous experience is required to join the Marching Band. If a student is enrolled in this course for four years and participates in an accredited performing ensemble, s(he) will receive a 5-credit sequence in Music. Requirements to receive credit in this course follow the set school attendance policy for all accredited courses. All performances will be counted as graded assignments.

TREBLE CHOIR – VOCAL MUSIC (#930) **1 year/1 credit**

Treble Choir - Vocal Music is a class open to students in grades 9th, 10th, 11th and 12th who are enthusiastic about singing and whose voice range is soprano, alto, or unchanged. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. In addition to regular class meetings, there will also be one vocal techniques class given each week that will meet on a rotating basis. Performances for school, community and music festivals are part of the class instruction. This course will help a student prepare for levels V and VI NYSSMA. Additional home study is required. Grading is based on homework, musical development in rehearsals, vocal exams, performances, and lessons. Some 11th and 12th grade students in this ensemble will also be eligible to audition for the Seaford Chamber Choir.

- This course fulfills the one-year Fine Arts requirement.

CHORALE – VOCAL MUSIC (#935) **1 year/1 credit**

This performing ensemble will strive for the highest musical standards of excellence. The course is designed to further develop principles of vocal production through choral singing. Many important choral works are studied, and numerous performances are given throughout the year. The concert schedule also includes singing at hospitals, tree lightings, homes for the elderly, libraries, and other community centers in addition to those major performances given in the high school auditorium. There will also be exchange concerts with other high school choirs, participation in choral festivals, choir tours, and other special events. In addition to regular class meetings, one vocal techniques class will be given each week that will meet on a rotating basis. This course will help a student prepare for levels V and VI NYSSMA. Additional home study is required. Grading is based on homework, musical development in rehearsals, vocal exams, performances, and lessons.

- Prerequisite: Enrollment in this course is dependent upon program needs and may be subject to audition.
- This course fulfills the one-year Fine Arts requirement.

MUSIC THEORY I (#945) **1 year/1 credit**

This course is designed to strengthen existing musical knowledge and introduce new concepts and techniques. The emphasis of the course will be on gaining a thorough working knowledge of contemporary music theory, including notation, dictation, and composition. The goal is to broaden students' understanding of the creation and implementation of the building blocks of music.

AP MUSIC THEORY II (#946) **1 year/1 credit**

This course is designed to be a continuation of Music Theory I. This course will build upon the

concepts and techniques studied in Music Theory I and apply it to advanced composition and pedagogy. The class will meet at the same time as Theory I, combining class instruction and independent study.

- Prerequisites: Successful completion of *Music Theory I* the year prior and/or teacher recommendation.

UKULELE FUNdamentals (#950) ½ year/ ½ credit

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

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

- Open to students in grades 10-12.
- This class will run every other year (2024-2025, 2026-2027, etc.) *Work with your counselor to plan your future accordingly!*

KEEP ON ROCKIN'- AN INTRODUCTION TO GUITAR PLAYING (#951) ½ year/ ½ credit

This beginning guitar course is designed to get students excited about playing guitar by serving as an introduction to the instrument. Students will learn how to play the guitar properly and how to read standard notation, chord diagrams, and chord charts. They will learn guitar care, maintenance, composition, and performance techniques. They will examine guitar history and a variety of guitar music. Students will encounter a variety of listening and playing assignments, as well as lesson quizzes and exams, and will create a portfolio of recordings that reflect the progress they make. Taking this course will prepare students for a lifetime of making music for their own enjoyment and the enjoyment of others.

PHYSICAL EDUCATION



Inspiring students to live active, healthy lives and unlock their full potential through movement and fitness.

PHILOSOPHY

The Physical Education Department strives to meet the Learning Standards developed by the State Education Department. These standards include new initiatives with regard to assessment for Physical Education. All activities in grades 9-12 place a particular emphasis on attaining and maintaining physical fitness. Also, students will be made aware of community resources available in the area of fitness and wellness. Lifetime sports, co-ed activities, aerobics, individual and team activities are components of the physical education curriculum. Specific activities include soccer, football and volleyball. Any courses on this page will count as a student's physical education credit for the year.

INTRODUCTION TO SPORTS MEDICINE & STRENGTH/CONDITIONING (#925)

½ year/½ credit

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

This course will give the students an understanding of the care, prevention, and management of athletics injuries and provide an opportunity for students to begin the study of anatomy, physiology, and kinesiology. Students will gain first-hand skills from a Certified Athletic Trainer and require the students to apply and integrate their classroom knowledge under his/her direct supervision. Through the incorporation of strength and conditioning education, this course will bridge the disciplines of physical education, physical therapy, and athletics. This is a wonderful prerequisite for students interested in pursuing careers in physical education, physical therapy, athletic training, and sports medicine.

- Open to students in grades 11 and 12

PHYSICAL EDUCATION (9&10, 11&12) (#926, #927, #928, #929)

Alternating days/½ year/¼ credit

Physical Education at the high school level provides each student with the experience of building upon and expanding experiences gained at the lower grade levels, including the development of the following in a safe, yet challenging environment:

- physical fitness
- communication
- cooperation
- initiative
- leadership
- trust & respect
- various lifetime, leisure time and recreational sports skills

The activities in grades 9–12 include physical fitness, which is stressed in all activities, soccer, pickle ball, circus arts, football, volleyball, badminton, aerobics, softball, weight training, ultimate Frisbee, Presidential Physical Fitness, basketball, team handball, jogging and lifetime sports. Students are introduced to new skills and practice these skills in drill and game situations. They are then introduced to team play, sport strategies and tournament play. It is the objective of these classes to encourage all students to develop sound ideas about their own physical development upon leaving high school and encourage them to make proper decisions concerning their own fitness in the future.

SCIENCE

The science department offers a curriculum that implements the national and state standards for science education, builds on the natural curiosity of our students and directs it towards developing scientifically literate and responsible young adults.



PHILOSOPHY

From the different perspectives of each science discipline, our students will learn about the scientific contributions to our understanding of the natural world and will also develop an awareness of the inherent interconnectedness of these disciplines. On a practical level, our courses seek to engender the concepts, factual knowledge, critical thinking skills, lab skills, and science principles necessary to equip our students for success in the modern world of technology. Our curriculum also seeks to impart the scientific principles necessary for the students to, as responsible members of society, form sound and objective opinions regarding the many science-based issues, and to consider the consequences of technological developments as they may impact on the physical and living environment.

SCIENCE COURSE SEQUENCE

All students must complete 3 credits in a core science at the high school. Students are required to take a minimum of 2 Regents-level courses, with at least one science from the physical setting and one from the living environment. Living Environment at the middle school will satisfy one of these requirements. All Regents courses have a 1200-minute laboratory requirement and require that students take the corresponding examination in June. Students enrolled in honors-level science classes are expected to maintain a minimum class average of 85. Refer to the suggested sequence of coursework below:

<table>
<tr><th>8th Grade</th><th>9th Grade</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th></tr>
<tr><td rowspan="3">Biology</td><td>Earth Science & Space Science</td><td>Chemistry</td><td>Physics</td><td rowspan="3">AP Biology
AP Chemistry
AP Physics 1
and/or
Science Electives</td></tr>
<tr><td rowspan="2">AP ENVES</td><td rowspan="2">AP Chemistry</td><td>Physical Setting/Physics</td></tr>
<tr><td>AP Biology
AP Chemistry
AP Physics 1</td></tr>
<tr><td></td><td colspan="4">All science electives are available grades 9 – 12.</td></tr>
</table>

FOUNDATIONAL SCIENCE COURSES

LIFE SCIENCE/BIOLOGY (#401/401L) **1 year/1 credit**

This Regents-level course is based upon the New York State Science Learning Standards. Studies include the structure and function of living things, interdependent relationships in ecosystems, inheritance of genetic traits, and mechanisms of biological evolution. Students will gain knowledge and skills to engage with the complexities of life, understand the interconnectedness of life on our planet, and make informed decisions as responsible global citizens. The course culminates in a Regents examination.

EARTH SCIENCE & SPACE SCIENCE (#408/408L) **1 year/1 credit**

This Regents-level course is based upon the New York State Science Learning Standards. Studies include the universe and its stars, the solar system, history of the Earth, Earth systems, weather and climate, and human sustainability. Through hands-on activities and investigations, students will explore the dynamic processes and concepts that have shaped Earth and continue to influence our environment. Emphasis will be placed on applying scientific knowledge to real-world challenges by working with classmates to design investigations, analyze results, and share findings. The course culminates in a Regents examination.

- Pre-requisite: Living Environment/Biology
- Co-requisite: Algebra 1

AP ENVIRONMENTAL SCIENCE/EARTH & SPACE SCIENCE (ENVES) (#421/421L)
1 year/1 credit

This engaging, AP®-level course follows a combined curriculum of Regents Earth Science and Advanced Placement Environmental Science. Topics include: Living World (Ecology and Biodiversity), Populations, Earth Systems (Rocks/Minerals, Plate Tectonics, Weather and Climate), Land and Water Use, Energy Resources and Consumption, Pollution (Land, Water and Atmospheric), Global Change, and Astronomy.

Laboratory work in this class will allow students to understand the interrelationships of the natural world, to identify and to analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving them. Students enrolled in the course must successfully complete a minimum of 1,200 minutes of hands-on laboratory work, which is required for admission to the Regents examination at the end of the course.

Due to the fast pace and depth of material, the class will meet for a double period every day, and students will be responsible for completing work outside the classroom.

- Prerequisites: Minimum average of 95 for the following courses: Living Environment, Algebra 1 and English 8 as well as a science teacher recommendation. Science teacher recommendation for incoming 9th graders.
- Students are required to complete a summer assignment.

PHYSICAL SETTING: CHEMISTRY (#424) **1 year/1 credit**

This core science course is designed for students to discover and analyze how chemistry impacts the world around them. Using the foundations from the Next Generation Science Standards, students will explore major concepts in chemistry through exploratory laboratory activities, projects, videos and virtual experiences. These concepts include atomic structure, chemical reactions, nuclear chemistry, periodic table, behavior of matter, heat and energy and chemical applications.

Classes meet on single periods every day.

- Prerequisite: Living Environment, Earth Science

PHYSICAL SETTING/CHEMISTRY (#405/405L) **1 year/1 credit**

This course presents a modern view of the fundamental concepts of chemistry, and includes the following topics: Matter and Energy, Atomic Structure, Bonding, the Periodic Table, the Mathematics of Chemistry, Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry, Organic Chemistry, Applications of Chemical Principles, and Nuclear Chemistry. Laboratory work is a major part of the course and is utilized to enhance and reinforce concepts developed in class. Successful completion of laboratory assignments is required for admission to the Physical Setting/Chemistry Regents Exam at the end of this course.

Classes meet on double and single periods on alternate days.

- Prerequisite: Living Environment, Earth Science, Algebra 1, Teacher/guidance counselor recommendation. Also requires a passing course grade in Living Environment, Earth Science and Algebra 1

PHYSICS (426) **1 year/1 credit**

This introductory Physics course helps students recognize the nature and scope of physics and its relationship to the other sciences. Students will learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and magnetism. Students will be engaged in scientific inquiry, investigations, and labs so that they develop a conceptual understanding and basic scientific skills. The mathematics prerequisite skills are based on mathematics topics such as data analysis, measurement, scientific notation, ratio and proportion, and algebraic expressions. Classes meet on single periods every day.

- Prerequisite: Chemistry, Regents Chemistry

PHYSICAL SETTING/PHYSICS (#411/411L) **1 year/1 credit**

Physics is a description of scientific phenomena in the physical world in terms of two fundamental concepts, matter and energy. Matter is studied in terms of the development of mechanics. Energy is studied in terms of heat, wave motion, electricity, and magnetism. The interaction between matter and energy leads to concluding topics on atomic and nuclear physics, and an introduction to quantum theory. Laboratory work involves gathering and analyzing data pertinent to these topics, using instruments and techniques developed from the theory at hand. The key to success in this area is a good understanding of mathematics.

Classes meet on double and single periods on alternate days.

- Prerequisite: Successful completion of *Algebra 1* and *Geometry*.
- Co-requisite: *Algebra 2*.

SCIENCE ELECTIVE COURSES

FORENSIC SCIENCE (#418) **½ year/½ credit**

Forensic Science is the branch of science that is involved in the gathering of evidence from a crime scene, in order to present a case before a court of law. Students taking this elective course will develop investigative techniques used by agencies such as the police department and medical examiner's office in order to solve crimes. These techniques include fingerprint analysis, chemical analysis of blood and other body fluids, drug identification, hair and fiber analysis, and tissue analysis. Any student with an interest in putting knowledge of science to practical use should enjoy this course. In addition, students who are considering a career in law enforcement should find this course a valuable introduction to the field of criminal investigation. Laboratory investigations are incorporated into the daily lessons.

- Prerequisite: Successful completion of *Living Environment*.

MARINE BIOLOGY I (#417) **½ year/½ credit**

Marine Biology is the scientific study of the plants, animals, and other lower organisms (phytoplankton-fish) that live in the ocean. The ocean is a vast realm that contains many strange and wonderful creatures. This course explores the enormous biodiversity of marine life found in the Great South Bay, Long Island Sound, and Atlantic Ocean. Laboratory investigations and various dissections are incorporated into the daily lessons.

- Prerequisite: Successful completion of *Living Environment*.

MARINE BIOLOGY II (#419) **½ year/½ credit**

Marine Biology is the scientific study of the plants, animals, and other more advanced organisms (reptiles, birds, mammals) that live in the ocean. This course delves deeper into the enormous biodiversity of marine life found in the oceans of the world. Greater emphasis is placed upon understanding the interactions of organisms in the various marine ecosystems, as well as the impact humans are having on the marine environment. Laboratory investigations are incorporated into the daily lessons.

- Prerequisite: Successful completion of *Living Environment* and *Marine Biology I*.

SCIENCE RESEARCH 1 (#427) **½ year/½ credit**

This is the first-year course in the science research sequence and is intended for 9th and 10th grade students with an interest in carrying out authentic STEM research. The focus of the course is for students to uncover the excitement of discovery while acquiring life-long skills necessary to design and complete a group research project. Students will develop a comprehensive understanding of the research process, data acquisition and analysis, and the presentation of results. The students will be prepared to enter various science competitions.

- Prerequisite: recommendation from previous year's Science teacher.

SCIENCE RESEARCH 2 (#427b) **½ year/½ credit**

Students will enhance the wide array or academic and life skills that they acquired in Research 1, continuing to develop as researchers while working on independent or group projects. Students will pursue a project in their field of interest such as in biology, chemistry, physics, computer science, engineering or psychology. Students will research background information, design experiments and acquire and analyze data, and present their results. The students will be prepared to enter various local and state, national and international science competitions.

- Prerequisite: *Science Research 1* or Research Teacher approval.

SCIENCE RESEARCH 3 (#427c) **½ year/½ credit**

This course builds on the skills acquired in Research 1 and 2 and is intended for students to be prepared to participate in high level science competitions such as the Regeneron Science Talent Search, Google Science Fair and Long Island Science and Engineering Fair in their senior year. Students will be guided towards developing a research question that they can pursue during the school year.

- Prerequisite: *Science Research 1 and Science Research 2* or Research Teacher approval.

PROJECT LEAD THE WAY: HUMAN BODY SYSTEMS (#422) **1 year/1 credit**

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

- Prerequisite: Successful completion of Living Environment and Chemistry

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT BIOLOGY (#400/400L) **1 year/1 credit**

Advanced Placement (AP) Biology is a very challenging course available to students that have completed chemistry. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

- Prerequisite: Students must have earned a passing score on the *Geometry* Regents examination and earned at least an 85% in *Chemistry* or teacher/guidance counselor recommendation.
- Students are required to complete a summer assignment.

ADVANCED PLACEMENT CHEMISTRY (#403/403L) **1 year/1 credit**

This course is designed for students whose math and science ability is **significantly above average**. It is designed to be the equivalent of the general chemistry course usually taken during the first year of college, and it culminates in the Advanced Placement Chemistry Exam. The topics covered in AP Chemistry are similar to those introduced in Regents Chemistry; however, there is a much greater emphasis on chemical calculations and the mathematical formulation of chemical principles. Laboratory work is an integral part of the curriculum and is designed to introduce students to the proper use of lab equipment, to familiarize them with standard lab procedures, and to allow them practice in making and interpreting qualitative and quantitative observations.

- Prerequisite: Completion of *Regents Chemistry* with a 90 average or teacher/guidance counselor recommendation.
- Students are required to complete a summer assignment.

ADVANCED PLACEMENT PHYSICS 1 (#410/410L) **1 year/1 credit**

This is an algebra-based, introductory college-level physics course that explores topics such as 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. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry- based investigations that provide students with opportunities to apply the science practices.

- Prerequisite: Successful completion of *Geometry*.
- Co-requisite: *Algebra II* or equivalent.

Note: Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in Physics is necessary.

SOCIAL STUDIES

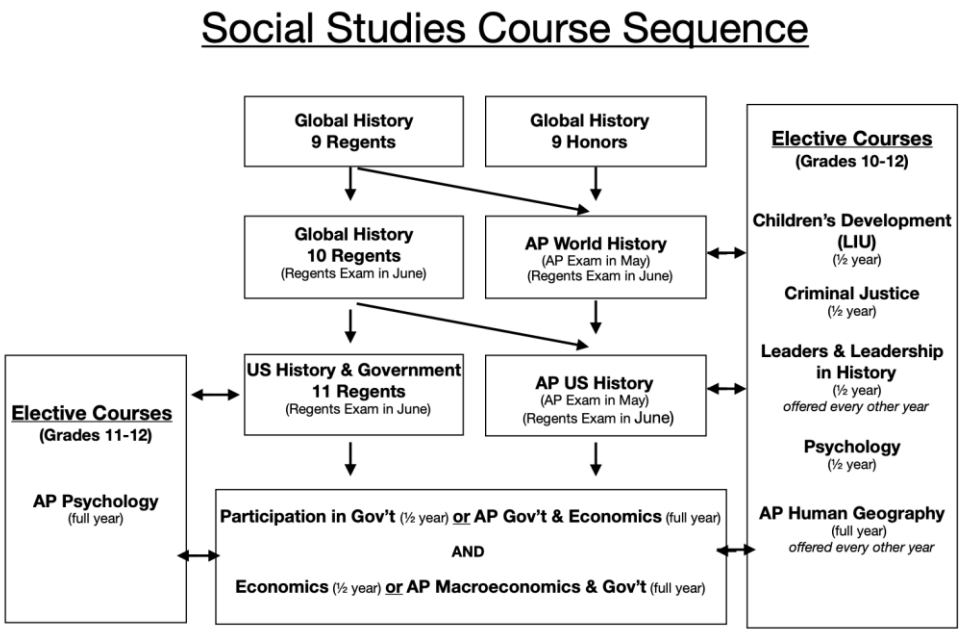
The Social Studies Department's highest priority is to enable all students to achieve their individual potential.

PHILOSOPHY

The philosophy of the Seaford High School Social Studies Department is based on the belief that all students can achieve their individual potential. Within these courses, students will use a variety of intellectual skills to demonstrate their understanding of:

- major ideas, eras, themes, developments, and turning points in the history of the United States.
- major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
- the geography of the interdependent world in which we live -- local, national, and global -- including the distribution of people, places, and environments across the earth's surface.
- how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy impacts the scarcity problem through market and nonmarket mechanisms.
- the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

SOCIAL STUDIES COURSE SEQUENCE



FOUNDATION COURSES

GLOBAL HISTORY 9 (#201) **1 year/1 credit**

Global History is designed to focus students on the five social studies standards, the Social Studies Frameworks, common themes that reoccur across time and place, and eight historical eras. In the 9th grade, students will complete four of these historical eras (beginning with the development of civilization to the seventeenth century). The course focuses on developing the skills needed for the new Regents examination.

WORLD HISTORY 9 HONORS (#200) **1 year/1 credit**

World History is designed to focus on the five social studies standards, the Social Studies Frameworks, and major historical developments that link the six themes of civilizations in Asia, Africa, Europe and the Americas. In the 9th grade, students will cover the years 1000 to the 15th century, with a foundational element covering the pre-history years to 1000 C.E. This course is designed for students who are highly motivated and have achieved excellence in written expression and logical reasoning. Those students will study and analyze the interaction among major societies, the relationship of change and continuity across historical time periods, the impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments within societies and changes in function and attitudes towards states and political identities, including the emergence of nation states.

- Prerequisites: A minimum of 90% in *Social Studies 8* or teacher/guidance counselor recommendation.

GLOBAL HISTORY 10 (#204) **1 year/1 credit**

Global History 10R is the second year of a two-year New York State mandated course. The course continues to focus on the five standards, and the Social Studies Frameworks. The course concludes with the remaining units and historical areas in the new curriculum (the seventeenth century to present day). **Successful completion of this exam is a prerequisite for a New York State Regents diploma.**

ADVANCED PLACEMENT WORLD HISTORY: MODERN (#203) **1 year/1 credit**

World History is designed to focus on the five social studies standards, the Social Studies Frameworks, and major historical developments that link the six themes of civilizations in Asia, Africa, Europe and the Americas. In the 10th grade, students will cover the 15th century to the present day.

This course is a continuation of World History 9 Honors and is designed for students who are highly motivated and have achieved excellence in written expression and logical reasoning. Those students will study and analyze the interaction among major societies, the relationship of change and continuity across historical time periods, the impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments within societies and changes in function and attitudes towards states and political identities, including the emergence of nation states.

Advanced Placement World History 10 covers the curriculum of the College Board's AP World History course and will prepare students for the AP exam in May of their sophomore year by utilizing AP teaching and testing strategies. Students will also be prepared for and take the Regents Exam in Global History in June of their sophomore year.

- Prerequisites: Minimum grade of 85% in *Global History 9 Honors* or 90% in *Global History 9 Regents* or teacher/guidance counselor recommendation.
- **A required summer assignment may be assigned.**

UNITED STATES HISTORY & GOVERNMENT (#207) **1 year/1 credit**

United States History and Government is a one-year required course for juniors. This course is structured chronologically in order to permit a deeper and thorough analysis and understanding of the political, social, economic and cultural aspects of American life. Critical thinking skills are applied to these contexts and written expression is emphasized. Students take a Regents exam at the end of the school year. **Successful completion of this exam is a prerequisite for earning a New York State Regents diploma.**

ADVANCED PLACEMENT U.S. HISTORY (#206) **1 year/1 credit**

Advanced Placement U.S. History provides an in-depth chronological study of American history from the pre-colonial period to the present. Students will study the political, economic, social, and cultural history of the United States. Students will be challenged to analyze and evaluate the critical issues which have shaped the nation. Special emphasis is placed upon developing the tools and techniques of scholarship: researching, interpreting, and writing. Students will also be required to take the New York State U.S. History and Government Regents Exam in June.

- Prerequisites: Highly motivated students with a minimum grade of 85% in *AP World History 10* or 90% in *Global History 10 Regents* is recommended or teacher/guidance counselor recommendation.
- **A required summer assignment may be assigned.**

ECONOMICS (#213) **½ year/½ credit**

Economics is a one-semester state-mandated course for 12th grade students, which includes instruction on both microeconomics and macroeconomics. Students learn the meaning of economic terms and develop an understanding of economics through the use of appropriate model systems. Major topics include the study of economic stability, capitalism, markets and prices, investments, trade, and the banking system. Personal financial literacy is stressed throughout the course. **Successful completion of this course is required for graduation.**

PARTICIPATION IN GOVERNMENT (#210) **½ year/½ credit**

This is a one-semester state-mandated course for 12th grade students which is designed to provide a practical learning experience in the public policy process, and an understanding of several major concepts of government and politics. This practical understanding will be achieved through various

activities including a position paper and an oral presentation. In addition, students will be required to attend a Board of Education meeting and participate in a community service activity. **Successful completion of this course is required for graduation.**

ADVANCED PLACEMENT MACROECONOMICS & GOVERNMENT (#232) **1 year/1 credit**

AP Macroeconomics is a full-year introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. In addition, students explore basic themes of economics including scarcity, opportunity costs, the structure of the U.S. economy, demand, supply and market equilibrium, the price system and market elasticity. Students learn about major economic indicators that impact global markets including national output and income, unemployment, monetary and fiscal policy, as well as aggregate demand and aggregate supply. Students will also discuss the interchange between economic decision-making and the function and form of government. Discussion and analysis of economic policy and government function will be an on-going theme throughout the course. The College Board examination is offered at the conclusion of the course. **This course meets the Economics and Participation in Government graduation requirement.**

ADVANCED PLACEMENT U.S. GOV'T AND POLITICS & ECONOMICS (#231) **1 year/1 credit**

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

ELECTIVE COURSES

ADVANCED PLACEMENT HUMAN GEOGRAPHY (#222) **1 year/1 credit**

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, as well as the use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. The course covers seven topics in one year. These include: 1. Geography and its nature and perspectives, 2. Population and migration, 3. Cultural patterns and processes, 4. Political organization of space, 5. Agriculture, food production, and rural use of land, 6. Industrialization and economic development, 7. Cities and urban land use. Goals of this course include interpreting maps and geospatial dates, understanding the implications of associations and networks through spaces, defining regions and evaluating the regionalization process, and to characterize and analyze changing interconnections among places.

- Open to students in grades 10-12.
- Recommended Prerequisites: Minimum grade of 80% in previous year's advanced or AP level social studies class or 85% in previous year's Regents level social studies class or teacher/guidance counselor recommendation.
- **This course will run every other year beginning in the 2026-2027 school year.**

ADVANCED PLACEMENT PSYCHOLOGY (#223) **1 year/1 credit**

The AP Psychology 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 and key concepts associated with such topics as the scientific research, biological bases of behavior, sensation and perception, learning, cognition, motivation, emotions, developmental psychology, intelligence, personality, abnormal behavior and treatment, and social psychology.

- Open to students in grades 11 and 12.
- Recommended Prerequisites: Minimum grade of 80% in previous year's advanced or AP level social studies class or 85% in previous year's Regents level social studies class or teacher/guidance counselor recommendation.
- **A summer assignment may be assigned.**

PSYCHOLOGY (#219) **½ year/½ credit**

Psychology is a one-semester Regents level elective course. The course seeks to broaden understanding of human behavior through the study of perception, learning, conditioning, personality theories, abnormal psychology and forms of therapy. The major focus of the course is to promote greater self-awareness and self-understanding for the individual.

- Open to students in grades 10-12.

CRIMINAL JUSTICE (#224) **½ year/½ credit**

In this course, students will survey the American criminal justice system. This course will provide the student with an opportunity to better understand America's law enforcement procedures, court system, and our prison system. Additionally, the course will cover issues of concern in the scientific study of crime and justice practices. Students interested in pursuing a career in law or law enforcement would benefit from this course.

- Open to students in grades 10-12.

LEADERS AND LEADERSHIP IN HISTORY (#227) **½ year/½ credit**

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

- Open to students in grades 10-12.
- **This class will run every other year: 2025-2026, 2027-2028, etc**. Work with your counselor to plan your future accordingly!

NURTURING YOUNG CHILDREN'S DEVELOPMENT (#229) **½ year/½ credit**

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

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

- Open to students in grades 10-12.

TECHNOLOGY EDUCATION



Technology Education is a discipline that provides the students with an opportunity to study the "human made" world and to develop technological literacy as part of their fundamental education.

PHILOSOPHY

The natural bond with Math and Science has given our department multiple levels for learning. Through design, build and test activities, students model solutions to real world problems and develop an understanding of technology in the past, present, and future. We offer much more than just knowledge about computers and their application; our programs engage learners in critical thinking as they design and develop products, systems, and environments to solve practical problems. Teachers empower students by asking them to apply what they have learned in other classes to solve practical real-world problems in the lab. This application of knowledge or transfer of learning is one of the core principles necessary for success in our society as well as the work world. Technology Education is the bridge between academics and the real world.

TECHNOLOGY EDUCATION COURSE SEQUENCE

COURSE	REQUIRED
Career and Financial Management	**½ credit**
Electricity/Electronics	**1 credit minimum**
	plus
Woodworking **Transportation Systems**	**1 credit minimum**
	plus
Architectural CAD – ½ credit **Photography 1 – ½ credit** **Photography 2 – ½ credit** **Professional Photo – ½ credit** **Basic Car Care – ½ credit** **Robotics I – ½ credit** **Robotics II: Prototyping – 1 credit** **Woodworking II – 1 credit**	**3 additional credits**
	Total – 5 credits sequence

*A Technology Education sequence can be used as part of the Regents Diploma with Distinction. Any Technology Education course can be used for elective credit. *Can be used as 3rd Math or Technology Credit.*

ARCHITECTURAL CAD (#713) **½ year/½ credit**

The Architectural "CAD" or Computer Aided Drafting class utilizes a dedicated software program. The beginning portion of the curriculum will introduce the student to the software menu options and functions as the basics of architecture are explored. The drawing of actual projects will start with simple single floor plans and expand to include: foundation plans, stair locations, second floor plans, roof and landscape plans. The software includes the ability to record a walk-through of the house in a three-dimensional mode. Elevations or exterior wall views will be developed of the two-story house plan. Students will have a chance to apply their skills and knowledge to the independent design of a single-story house. The plans for the two-story house are printed in class to scale on a large format printer. This course is not just for students considering the field of architecture; it is for any student thinking about civil engineering, structural engineering, construction technology, landscape architecture, interior design, real estate, surveying, or anyone who needs to be familiar with architecture drawing.

BASIC CAR CARE (#714) **½ year/½ credit**

Living on Long Island usually means owning some form of motor vehicle. The cost of maintaining and repairing a motor vehicle can be extremely high. From a simple task of buying tires to the complicated task of tracking down a more specific problem, students will develop a basic understanding of the automobile and its serviceable components. Students will explore basic hand tool skills, maintenance procedures, general repairs, and basic troubleshooting. Explore the emissions and safety aspects of the New York State Motor Vehicle inspection. Examine how to keep a car looking good using the detailing process. The procedure for purchasing new and used cars will be explained. This course is recommended for all future car owners.

CAREER AND FINANCIAL MANAGEMENT (#606) **½ year/½ credit**

Personal financial choices are everywhere in today's society, and most of us are faced with important decisions from a very early age. This course is designed to assist students in making those decisions, in both the short- and long-term, while furthering students' knowledge of critical life skills in banking, budgeting and managing debt. The curriculum is project-oriented and will cover topics including career awareness, planning the college application process, the use of technology in research, and communications skills. This course is recommended for all students who are focused on college and career readiness.

ELECTRICITY/ELECTRONICS (#702) **1 year/1 credit**

As we are in the middle of the information age, everybody is in daily contact with a vast majority of electrical devices, from computers to cell phones. A basic understanding of electrical and electronics theory and application will enhance the ability of students to manage new technologies as they emerge. Students will be provided the opportunity to explore the field of electronics and electricity, including what careers are available. This class will involve a basic study of how electrons are controlled by components. These components will range from simple switches to integrated circuits. The areas of basic residential wiring, magnetism, electric motors, soldering, basic electronic components, circuit boards, radio theory and others will be investigated during this full-year course. Internet web searches will also be used to enhance the curriculum content. Understanding Electrical Theory becomes an important contributing factor in each assigned student project. Through this experience, students will better understand the basics behind every day electronic devices. No prior knowledge of electronics is necessary. This course is a foundations

course and can be utilized as part of a five-unit Technology sequence.

PHOTOGRAPHY I (#718) **½ year/½ credit**

The primary objective of the course is to provide students with intense hands-on technical experience with black and white photography. This is an introductory course for those with little or no experience using a film camera. Photography I is open to students who wish to explore the use of the camera as a tool for personal or commercial expression. The course will incorporate all the basic techniques of camera operation and darkroom procedures. Instruction will be geared, at first, to the fundamental techniques and procedures of photography and as the student progresses, emphasis will be placed on developing the students' individual talents and interests. Also covered will be the various employment opportunities available through photography.

PHOTOGRAPHY II (#827) **½ year/½ credit**

Photography 2 is a project-intense course that focuses on the digital side of photography. Students will build upon their knowledge of traditional photography and will develop skills working with Digital SLR cameras and Adobe Lightroom. Students will visually communicate ideas through their photography by creatively manipulating compositions, lighting, action, and more.

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

- Prerequisite: *Photography I*
- This course can count as a credit towards the 5-credit sequence in either Art or Technology.

PROFESSIONAL PHOTOGRAPHY (#731) **½ year/½ credit**

This is an advanced course in Digital SLR photography for students with a serious interest in photography. Students will develop their style while exploring the technical and artistic side of various photography careers: fashion, food, landscape, action, and event photography. Students will be required to conduct photo shoots outside of school and attend events completing jobs for clients, enabling them to work interpedently and cooperatively. Students will prepare a digital portfolio by producing a website showcasing their photography work.

- Prerequisite: *Photography II* or teacher recommendation
- This course can count as a credit towards the 5-credit sequence in either Art or Technology.

WOODWORKING (#708) **1 year/1 credit**

Woodworking is designed to teach students basic woodworking knowledge, skills, and techniques. This course will introduce students to hand tools as well as portable and stationary power tools. Students will complete group and individual projects designed to provide practical experience in woodworking techniques. Students will also learn basic residential construction skills by framing a shed as well as learn manufacturing via a production run. Career exploration will be investigated throughout this course to make you ready for the real world. This is a great class if you enjoy working with your hands and being creative.

WOODWORKING II (#709) **1 year/1 credit**

This course is a laboratory study of wood and processes involved in the production of consumer goods from wood and other allied materials. Through project-based learning, students will use CNC and learn advanced joinery techniques. This course will also provide an opportunity for students to better understand construction processes, materials, and practices through laboratory-based experiences. Units covered will include CNC machining, joinery, construction,

cabinetry, roofing, fine finish work, electrical wiring, plumbing and flooring. This course will expose you to careers in construction and carpentry and/or lay the foundation of knowledge needed for homeowners in maintenance of their homes and align the work to proper codes.

- Prerequisite: Woodworking I or teacher recommendation

TRANSPORTATION SYSTEMS (#710) **1 year/1 credit**

Transportation as we know it today consists of land, sea and air systems. This course introduces present forms of transportation in each area as well as future applications. A basic knowledge of hand tool skills will be developed. Small engine theory, basic car care, land transportation, aviation, and marine systems will be addressed through hands on activities. This is an invaluable course for all students due to the wide range of technical exposure provided.

ROBOTICS I (#730) **½ year/½ credit**

Robotics is the science and technology of robots, their design, manufacture and application. This course is designed to develop a working knowledge of electronics, mechanics and software as applied to Robotics in general. Students will learn, through a "hands on" working environment, about various components that make up a robot and explore many facets of engineering. Students will apply their knowledge of robotics to the increasing demand for robots in our society. This course revolves around basic principles of Physics and Math. If you like to tinker with gears, motors, pneumatics, electronics and of course software, this is the class for you.

ROBOTICS II: PROTOTYPING (#735) **1 year/1 credit**

Robotics and prototyping is an upper level Robotics course designed to take all of the introductory skills learned in Robotics, or the Robotics Club, and apply them to manufacturing robots. In this course students will use advanced technologies such as CAD and 3D printing technologies to build prototypes for the robot. As well as using technologies to prototype, students will gain a good understanding of tooling, writing code, and the engineering process. This is an invaluable course in problem solving that will help students for the rest of their lives.

- Prerequisite: *Robotics I*, Robotics Club, or teacher recommendation

WORLD LANGUAGES/ENL



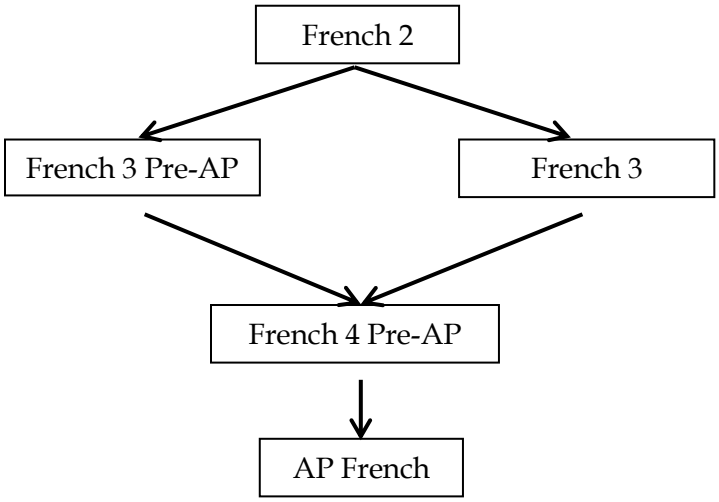
The goal of language study is to have all students become global citizens.

PHILOSOPHY

Working toward the goal of global citizenship, students will attain communication skills, which will enable them to socialize, provide and acquire information, express personal feelings and opinions and get others to adopt a course of action. Reading and writing in the target language will also align with this goal.

It is also important that students develop cross-cultural skills and understanding. This requires an understanding of perceptions, gestures, folklore, and family and community dynamics. As such, one should be able to demonstrate sophisticated knowledge of cultural nuances in a target language and model how spoken language, body language, and social interaction influence communication. Through the utilization of technology, students will be able to access people and cultures worldwide. All courses follow the NYS Learning Standards, along with the ACTFL National Standards, which are standards for World Languages.

FRENCH SEQUENCE



FRENCH 1 (#500) **1 year/1 credit**

This is an introductory course, which develops communicative proficiency at the beginning level in the four basic language skills of listening, speaking, reading, and writing. Relevant topics, situations, functional expressions, and structures are introduced by means of personalization and analysis. Culture is integrated into the program by means of projects, the use of authentic

materials, and field trips. Students will be assessed at FLACS/Checkpoint A proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

FRENCH 2 (#501) **1 year/1 credit**

This course is a continuation of the introductory level. Communicative proficiency is developed through additional topics, situations, functional expressions and structures, which are analyzed and personalized. The four skills of listening, speaking, reading, and writing are developed further. Culture is integrated into the program by means of projects, the use of authentic materials and field trips. Students will be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

- Prerequisite: *French 1* and successful completion of the New York State FLACS Examination/Checkpoint A in French.

FRENCH 3 (#502) **1 year/1 credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading and writing are expanded by means of intermediate level topics, situations, functional expressions and structures. French culture is integrated into the program through the use of authentic materials. Classes are conducted in the target language. Students are prepared for the FLACS examination, which serves as the final examination for the course. Students will again be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

- Prerequisite: Successful completion of *French 2*.

FRENCH 3 PRE-AP (#520) **1 year/1 credit**

This course serves as a bridge between the first two years of basic language instruction and the more advanced courses offered in the French program. Language instruction will continue to expand the students' four skills listening, speaking, reading and writing as well as gain a deeper understanding of the Franco-phone culture. Classes are conducted in the target language. Emphasis is also placed on more advanced grammatical structures and practical interpersonal activities. In order to prepare students for the next level, use of broadcast media, on line resources from French speaking countries are used as students acquire the necessary skills. This course is designed for students who plan to take the Advanced Placement Exam in French.

- Prerequisite: Minimum of 85% in *French 2* or teacher recommendation.

FRENCH 4 PRE-AP (#521) **1 year/1 credit**

This course serves as a pre-requisite for the Advanced Placement French class. The main components of the course are communicative refinement, consistent study of complex grammar, vocabulary expansion, reading comprehension, listening activities and continued cultural studies. Emphasis is also placed on current events and literature. To prepare students for the next level, use of broadcast media, online resources from French speaking countries are used as students acquire the necessary skills. Classes are conducted in the target language. This course is designed for students who plan to take the Advanced Placement Exam in French.

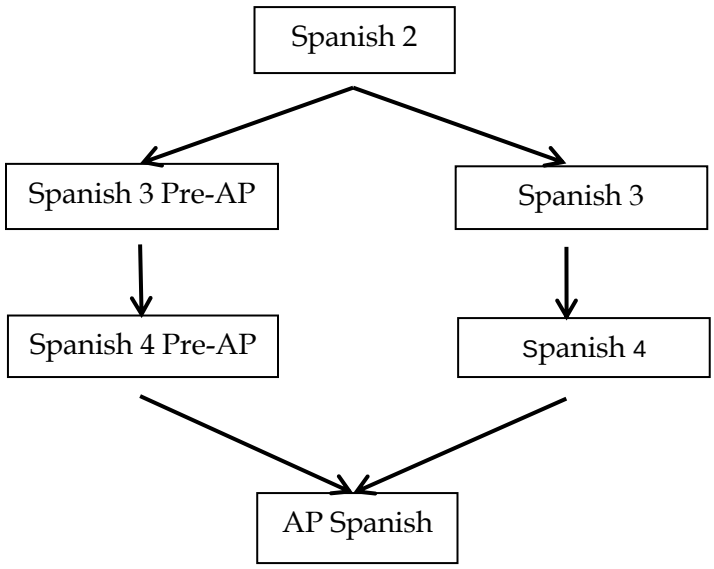
- Prerequisite: Successful completion of *Pre-AP French 3* or teacher recommendation.

ADVANCED PLACEMENT FRENCH (#504) **1 year/1 credit**

This course continues the development of the four language skills of listening, speaking, reading and writing at the advanced level. Emphasis is placed on using language for active communication, so classes are conducted in the target language. The objectives of the course are to prepare students to understand the spoken language in both formal and conversational situations, to speak with accuracy and fluency, to read newspapers, magazines, and literature with accuracy, and to express ideas fluently in writing. Students may take the Advanced Placement Examination for possible college credit. Emphasis is on the practical use of the target language.

- Prerequisite: Successful completion of *Pre-AP French 4*.

SPANISH SEQUENCE



SPANISH 1 (#505) **1 year/1 credit**

This is an introductory course, which develops communicative proficiency at the beginning level in the four basic language skills of listening, speaking, reading, and writing. Relevant topics, situations, functional expressions, and structures are introduced by means of personalization and analysis. Culture is integrated into the program by means of projects, the use of authentic materials, and field trips. Students will be assessed at FLACS/Checkpoint A proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

SPANISH 2 (#506) **1 year/1 credit**

This course is a continuation of the introductory level. Communicative proficiency is developed through additional topics, situations, functional expressions and structures, which are analyzed and personalized. The four skills of listening, speaking, reading, and writing are further developed. Appreciation of Hispanic culture is integrated into the program by means of projects, the use of authentic materials and field trips. Students will be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

- Prerequisite: *Spanish 1* at the High School or *Spanish 1* and successful completion of the New York State FLACS Examination/Checkpoint A in Spanish at the Middle School.

SPANISH 3 (#507) **1 year/1 credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading and writing are expanded by means of intermediate level topics, situations, functional expressions and structures. Appreciation of Hispanic culture is integrated into the program through the use of authentic materials. Classes are conducted in the target language. Students are prepared for the FLACS examination, which serves as the final examination for the course. Students will again be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

- Prerequisite: Successful completion of *Spanish 2*.

SPANISH 3 PRE-AP (#517) **1 year/1 credit**

This course serves as a bridge between the first two years of basic language instruction and the more advanced courses offered in the Spanish program. Classes are conducted in the target language. Language instruction will continue to expand the students' four skills listening, speaking, reading and writing as well as gain a deeper understanding of the Iberian and Latin American cultures. Emphasis is also placed on more advanced grammatical structures and practical interpersonal activities. To prepare students for the next level, use of broadcast media, online resources from Spanish speaking countries are used as students acquire the necessary skills. This is designed for students who take the AP Spanish Exam.

- Prerequisite: Minimum of 85% in *Spanish 2* or teacher recommendation.

SPANISH 4/Conversation & Culture (#508) **1 year/1 credit**

Communication will take place primarily in the target language continuing the development of the four language skills of speaking, listening, reading, and writing. Classes are conducted in the target language. Specific communication for future careers will be part of the emphasis with an extra focus on careers in which a student will be able to converse with people in the target language whether in business, technology, medical, culinary, restaurant industry, hospitality, hotel, tourism, social services, and current events which will be used to expand on communicative topics and educate students on culture and diversity. Students will be prepared for the global market. Cultural topics will be embedded in all contents encouraging world awareness and fostering a more unified community and world

- Prerequisite: Successful completion of *Pre-AP Spanish 3* or *Spanish 3* with teacher recommendation.

PRE-AP SPANISH 4 (#518) **1 year/1 credit**

This course serves as a pre-requisite for the Advanced Placement Spanish class. The main components of the course are communicative refinement, consistent study of complex grammar, vocabulary expansion, reading comprehension, listening activities and continued cultural studies. Classes are conducted in the target language. Emphasis is also placed on current events and literature. In order to prepare students for the next level, use of broadcast media, online resources from Spanish speaking countries are used as students acquire the necessary skills. This course is designed for students who plan to take the Advanced Placement Exam in Spanish.

- Prerequisite: Successful completion of *Pre-AP Spanish 3*, 90% in *Spanish 3* or teacher recommendation.

ADVANCED PLACEMENT SPANISH (#509) **1 year/1 credit**

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive

communication], and the five goal areas of the National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Classes are conducted in the target language. The course has been to some extent modified with the purpose of reflecting the requirements for the new AP Spanish Language. To accomplish these goals, this course emphasizes the use of broadcast media, online resources from Spanish speaking countries, and literature. Students may take the AP Spanish Exam for possible college credit.

- Prerequisite: Successful completion of Pre-AP Spanish 4 or teacher's recommendation.

ENL (ENGLISH AS A NEW LANGUAGE) (#512) / ENL 2 (#512B) ENL 3 (#512C) 1 year/1 credit

This course develops communicative proficiency in English. The four skills of listening, speaking, reading and writing are developed by means of topics, situations, functional expressions and structures, which are analyzed and personalized. Cultural understanding of the United States is developed. Emphasis is on the practical use of English. Technology will be used to further enhance language learning.

AMERICAN SIGN LANGUAGE (#525)  **1 year/1 credit**

This is an introductory course which develops communicative proficiency at the beginning level in the language. Relevant topics, situations, functional expressions, and structures are introduced by means of personalization and analysis. Culture is integrated into the program by means of videos, projects, the use of authentic materials, and field trips. Students will be assessed at Checkpoint A proficiency, according to the State syllabus. Emphasis is on the practical use of the target language.

- Open to all students in grades 11 and 12.