Curriculum & Program Guide

2020-2021

Plainedge High School
241 Wyngate Drive
N. Massapequa, New York 11758
(516) 992-7550
Guidance (516) 992-7570  Fax (516) 992-7545
www.plainedgeschools.org
Plainedge High School

2020 - 2021

Curriculum and Program Guide

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Dear Parents and Students:

It is time to start considering next year’s schedule of classes. The choices you make over the next few weeks will impact you for the entire 2020-2021 school year. It is important you set goals as parents and students—goals for next year and beyond. Consider whether the courses you are taking will prepare you for whatever future you choose to pursue. If you plan to go to college know that colleges expect you to take a full course load of challenging classes. Is this the schedule you have chosen? If not, why not? Are your expectations for yourself high enough? These are crucial questions you must answer before you request classes for next year.

This program guide is a wealth of important information for you to consider as you plan for next year. Inside you will find course descriptions for every class we offer at Plainedge High School. Classes are listed by department and each department section outlines expectations, goals and requirements. In addition, this guide includes expectations and standards, graduation requirements, and co and extra-curricular opportunities.

Please take time as a family to read this guide carefully and discuss short and long-term goals. Your guidance counselors and teachers will provide you support and answer specific questions you have, but your plans for the future must begin at home. Good luck.

Robert Amster
Principal
In order to earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific testing competencies. Only those students who successfully complete the diploma requirements will take part in the graduation exercises.

<table>
<thead>
<tr>
<th>REQUIRED CORE COURSES</th>
<th>LOCAL DIPLOMA (For students with IEPs only)</th>
<th>REGENTS DIPLOMA</th>
<th>REGENTS DIPLOMA WITH ADVANCED DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits with 1 Regents exam (55 or higher grade)</td>
<td>4 credits with 1 Regents exam (65 or higher grade)</td>
<td>4 credits with 1 Regents exam (65 or higher grade)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits with 2 Regents exams (55 or higher grade)</td>
<td>4 credits with 2 Regents exams (65 or higher grade)</td>
<td>4 credits with 2 Regents exams (65 or higher grade)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits with 1 Regents exam (55 or higher grade)</td>
<td>3 credits with 1 Regents exam (65 or higher grade)</td>
<td>3 credits with 3 Regents exams (Algebra I, Geometry and Algebra II) (65 or higher grade)</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits$^2$ with 1 Regents exam (55 or higher grade)</td>
<td>3 credits$^2$ with 1 Regents exam (65 or higher grade)</td>
<td>3 credits$^2$ with 2 Regents exams (65 or higher grade)</td>
</tr>
<tr>
<td>LOTE$^3$ (Language other than English)</td>
<td>1 credit</td>
<td>1 credit</td>
<td>3 credits$^4$</td>
</tr>
<tr>
<td>Physical Education$^5$</td>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
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<tr>
<td>Art and/or Music</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
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<td>Health</td>
<td>½ credit</td>
<td>½ credit</td>
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<td>Electives</td>
<td>3 ½ credits</td>
<td>3 ½ credits</td>
<td>1 ½ credits</td>
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<td><strong>TOTAL</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>22 credits</strong></td>
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</table>

1. All students must score a 65 or above on 5 required Regents exams. However, the low-pass option of scoring 55-64 on the required Regents exams to earn a Local Diploma will continue to be available for students with disabilities. (The Local Diploma option is not available unless a student is classified with a disability.)

2. Included in the 3 Science credits earned, one must be a Living Environment course.

3. Students are required to complete 1 credit of LOTE in high school or pass in Grade 8.

4. Students must pass the locally developed Checkpoint B LOTE examination with a score of 65 or better. Or students may substitute 5 credits of art, music or career and technical education. However, students who use this substitution option must still earn at least one LOTE credit.

5. All students must take physical education each semester and earn the equivalent of 2 credits in order to graduate. Every year a student attends high school he/she must be enrolled in a physical education course.
Plainedge High School offers courses that can be taken for college credit. Students can register for courses given at the high school that will enable them to earn college credit at Adelphi University, Long Island University at Post, Molloy College, SUNY Farmingdale, St. John’s University, Syracuse University, and also through the College Board Advanced Placement Program. Students planning to take a college credit course should discuss options with their guidance counselor.

**Advanced Placement Program**
Students enrolled in an Advanced Placement course are required to take the Advanced Placement Examination given in the subject, for which there is a fee. To receive Advanced Placement credit, accepted by most colleges and universities, a student must receive a satisfactory grade in the Advanced Placement Examination given in May. **All students enrolled in an AP course must take the exam in May.**

**Adelphi University**
Students planning to take courses for college credit at Adelphi University will have to pay per course. The cost per course is $390.00*. Students with a satisfactory record of performance will be recommended for placement in these courses. In addition, students will have access to Adelphi’s library to use as needed.

**Molloy College**
Students planning to take courses for college credit at Molloy College will have to pay per course. The cost is $250.00* per course.

**LIU Post**
Students planning to take courses for college credit at LIU Post must apply for admission to the college. The cost per three credit course is $290.00*. Students have full use of the campus facilities such as the library and sports center. An instructor from LIU Post is assigned to each of the classes at the high school and will periodically appear as a guest lecturer.

**SUNY Farmingdale**
Students planning to take courses for college credit at SUNY Farmingdale will have to pay per course. The cost is $150.00* for a three credit course.

**St. John’s University**
Students planning to take courses for college credit at St. John’s University will receive 3 credits per semester (fall and spring). After successful registration and completion of course, students receive a total of 6 credits for the academic year. The cost per semester is $325.00*.

**Syracuse University**
Students planning to take courses for credit through Project Advance must pay $115.00* per credit, and have a minimum grade of B in their prior studies. Teacher recommendation is also required.

*Costs for college credits are based on Fall 2019 costs and are subject to change.*
<table>
<thead>
<tr>
<th>Course</th>
<th>AP</th>
<th>Adelphi</th>
<th>LIU Post</th>
<th>Syracuse</th>
<th>Molloy</th>
<th>SUNY Farmingdale</th>
<th>St. John's</th>
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Guidelines for Credits
It is recommended that students complete at least 5 ½ credits a year per schedule below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits Completed</th>
</tr>
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<tbody>
<tr>
<td>9</td>
<td>5 ½</td>
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<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>16 ½</td>
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</tbody>
</table>

GPA
A student’s grade point average (GPA) is the cumulative average of all courses taken at Plainedge High School. Courses taken at other high schools appear on the transcript with the final grades, but they are not factored into the GPA. Summer school grades are averaged into the Plainedge GPA but they do not replace the grades received in the courses during the year. Both the summer school grade and the grade received during the year appear on the transcript.

Honor Roll
Students appear on the Honor Roll if the average of all their courses is 85 or higher, with at least an 80 in all courses. For the High Honor Roll, students need a minimum average of 90 with at least an 80 in all courses. Honors and AP courses are not weighted in the calculation of Honor Roll.

GPA Calculations
Cumulative GPAs will be posted on student transcripts. The weight factor does not appear on the report card or transcript, it appears only in the calculation of the GPA. **Beginning with the high school class of 2021, a tiered weighting system will take effect.** Advanced Placement classes will carry a weight of 1.10. Honors, College, Pre-calculus and Regents Physics classes will carry a weight of 1.05.

Student Recognition
Students with a cumulative average of 90-94.9 GPA at the midpoint of senior year will receive a Cum Laude notation on their mid-year transcript. Students with a 95-99.9 will receive a Magna Cum Laude notation and students with 100 and above will receive Summa Cum Laude. At the end of senior year, the students who have maintained their GPA will receive a seal with the appropriate notation on their high school diplomas. There will be a Valedictorian and Salutatorian for each class and they will be determined by the mid-year GPA.

Repeating Courses
Students who fail required courses during the year may repeat these courses in summer school. Please note that Plainedge UFSD does not offer summer school. If a student does not attend summer school the failed course must be repeated during the next school year in lieu of the scheduled course in that subject area. For example, a student who fails Global History 9 must repeat the course in 10th grade and take Global History 10 in 11th grade. The student cannot take both Global History 9 and 10 in the same year.

Regents Exams
In addition to showing the final average of every course, student transcripts also show the scores of Regents exams taken by the student. If a student retakes a Regents exam, only the higher score appears on the transcript. **In courses where Regents exams are calculated in the final average:** if a student retakes the Regents exam within the same school year and receives a higher score, the final average will be recalculated.
ACADEMIC POLICIES

Dropped Courses
If a course must be dropped due to a schedule change, there is no penalty (the course will not appear on the transcript) for up to five weeks for semester courses and up to ten weeks for full year courses. However, an appropriate course must replace the dropped course based on availability. If the deadline is exceeded the course will appear on the transcript with a withdrawal (W). If the student is failing the course at the time of withdrawal W/F will appear.

Change in Level
Changes in level are based on teacher recommendation and course availability. When a student must change levels, i.e. from AP World to Global 10, after the first or second quarters, the report card grade(s) and weight factor will follow the student into the new course. For example, a first quarter grade of 70 in AP World, with the 1.1 Honors weight factor becomes 77. This grade will stand as the first quarter grade if the student moves to Global 10.

District Programming Policy
Programming procedures are employed that allow for and encourage full participation by students, parents, teachers and other professional staff. Differences of opinion shall be resolved amicably. Where such resolution is not possible, the requests of parents for enrollment in courses shall be granted except for admission to courses for which prerequisites are required and shall be limited to students who meet those prerequisites.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 or English 9 Honors</td>
<td>English 10 or English 10 Honors</td>
<td>English 11 or AP Language</td>
<td>English 12, College English or AP Literature</td>
</tr>
<tr>
<td>Global History 9 or Pre-AP World History 9</td>
<td>Global History 10 or AP World History</td>
<td>US History or AP American History</td>
<td>Political &amp; Economic Perspectives (PEP) College Eco &amp; Gov’t or AP Gov’t/AP Eco</td>
</tr>
<tr>
<td>Biology Biology Honors</td>
<td>Chemistry Chemistry Honors</td>
<td>Physics AP Physics or Science electives</td>
<td>AP Biology AP Chemistry or Science electives</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>World Language Level 2</td>
<td>World Language Level 3</td>
<td>World Language Level 4</td>
<td>World Language College Level, AP Italian or Italian V, AP Spanish or Spanish V</td>
</tr>
</tbody>
</table>
OVERVIEW
In a school district the size of Plainedge, it is obvious that the educational needs of individual students will vary considerably. In order to accommodate these needs, support services have been established within the district for students with disabilities. In cooperation with other districts and with the Board of Cooperative Educational Services (BOCES), special services are also available outside of our local school district.

EVALUATION
Student progress in these programs is assessed on the basis of teacher evaluation of class work, behavior in the class and in the school environment, psychological assessments and standardized class tests.

RESOURCE ROOM
This support service assists the special education student in academic areas. This assistance is provided on a tutorial or group basis and the focus is to supplement the regular or special education program or remediate academic skill deficits as indicated on the student’s Individualized Education Program (IEP).

The students will:
- Learn compensatory techniques
- Improve deficit skill areas

INCLUSION CLASS (Integrated Co-Teaching: ICT)
These integrated classes assist students in academic areas and are designed to assist special education students with the Regents curriculum. With the goal of students passing Regents classes and examinations, the classes are co-team taught by special education and general education teachers. The special education teacher meets with the students in a support class to reinforce material taught in the class.

SPECIAL EDUCATION (Self-Contained)
These classes provide instruction to students with disabilities in the major academic subject areas, and are taught in a group situation with the aid of a teacher assistant. They are designed to meet the academic and behavioral needs of students who have been grouped based on similar needs.
OVERVIEW
Students will acquire and develop the necessary skills, techniques and knowledge to pursue art programs on a college level. The skills acquired will prepare students to compete in university programs for all art careers including architecture, media arts, communication, advertising, art history, art education, interior design, fashion design, industrial design, photography, commercial art, cartooning, art therapy and fine arts.

The visual arts program in the secondary school is intended to:
- Develop aesthetic sensitivity, creative potential, and self-esteem;
- Enable students to develop the necessary skills, knowledge, and attitudes for realizing their creative potential and for making valid aesthetic judgments;
- Preserve, enlarge, and transmit our cultural and artistic heritage;
- Contribute to the development of an increasingly multi-literate, enlightened, and humane population.

Homework
Some courses may include homework at the discretion of the teacher.

Evaluation:
Students will be evaluated on the basis of:
- Class participation/performance
- The quality and creativity of assignments

Advanced Independent Study
Full year – 1 Credit - Half year – ½ Credit
This opportunity is for students who would like to continue in-depth work for his or her portfolio. An independent study can be considered in September after consultation with an art teacher and guidance counselor. Students must have completed several advanced level courses including Studio Art, Drawing and Painting and the Foundation course for requested Independent Study.

Students who wish to be exempt from the World Language requirement can complete a 5-credit sequence in art, while remaining eligible for a Regents with Advanced Designation.

5 credits: Studio Art and 4 additional credits of Advanced Art.

For students who wish to complete a portfolio, and possibly pursue higher education in art, it is suggested that they take the following 4 year sequence of courses: Studio Art, Drawing and Painting, Advanced Painting and AP Studio Art.

An asterisk (*) denotes an advanced art course
ART DEPARTMENT COURSES

STUDIO ART – 1 Credit
This course is a springboard to all other art courses! It touches on the building blocks of drawing, painting, sculpture and art history by exploring different media (graphite, pastel, charcoal, watercolor, pen, marker and ink, etc...) and various techniques to use them. Creative thinking is encouraged. At the completion of Studio Art, students will have developed a strong foundation in art that prepares them for additional art courses. Bring your imagination!

STUDIO ART SEMESTER – ½ Credit
Prerequisite: Studio Art ½ credit in Middle School
A comprehensive art foundation course designed to teach the basic skills in drawing, painting, sculpture and art history. This course continues the first part of the Studio Art curriculum taken at the middle school level. This satisfies a graduation requirement.

*ARCHITECTURAL AND INTERIOR DESIGN – ½ Credit
Prerequisite: Studio Art
Do you want to design your dream home just like the pros on HGTV? This course is for students interested in architectural drawing. You will also learn to draw furniture, design textiles and décor to create your own interior designs. Expand your knowledge of perspective while creating an actual 3D model. A field trip to NYC is part of this class experience.

CERAMICS – ½ Credit
This is an introductory half year course that will explore the properties of clay! Come learn one of the oldest art forms while creating decorative and useful projects that will last a lifetime. Hand building, wheel throwing, and glazing methods are just some of the exciting techniques covered in this course. This course includes a field trip to a museum or gallery.

DRAWING – ½ Credit
Everyone is welcome to this class: no pre-requisite required. Develop your personal drawing style. This ½ year course helps build students drawing skills while encouraging them to explore nature, imagination and observation in traditional and experimental styles. Media may include graphite, charcoal, pastel, watercolor pencils, pen, marker and ink, etc. Feel free to bring your ideas of what you would like to draw to class!

*DRAWING AND PAINTING – 1 Credit
Prerequisite: Studio Art (may not be taken simultaneously with prerequisite)
This course builds on the art experience you had in Studio Art. Students will explore many materials and skills using acrylic paints, pencil pastel, marker, ink, watercolors and many more. All projects may be used for a portfolio if you choose. Field trips to NYC museums are an exciting part of this course.

*ADVANCED PAINTING AND DRAWING – 1 Credit
Prerequisite: Studio Art and Drawing and Painting and Advanced painting. (may not be taken simultaneously with prerequisites)
This course builds and expands on what you learned in drawing and painting. In this class, you will learn advanced techniques of painting using oil paint. Also, you will learn advanced drawing techniques using pastels, charcoal, pencil, and markers. This course is an opportunity for you to grow as an artist and create personal work that is suitable for your portfolio (if you choose to make one). NYC field trips to museums and galleries are a part of this course.
*ADVANCED PLACEMENT STUDIO ART – 1 Credit
Prerequisites: Studio Art, Drawing and Painting and Advanced Painting
(Up to 3 college credits upon review)
This is a college level course approved by the AP College Board. Students can earn up to 3 college credits for the successful completion of this course. During this course, students will create work that they design, with the guidance of the teacher. This is an opportunity for students to work of their own choosing and develop their own style including, drawing, painting, photography, graphic design, sculpture, and ceramics. This portfolio can be used for college entrance and the AP exam. NYC field trips to museums and galleries are an important part of the AP course. All students enrolled in this class must take the AP exam in May.

*DIGITAL PHOTOGRAPHY I ½ Credit
Prerequisite: Studio Art
Grades 10-12
Students will explore Digital Photography and learn how to use a Professional DSLR camera to enhance their creative photography skills. Students will learn about the manual functions of the camera and how to manipulate it to create different photographic effects. We will explore portraiture, landscape and visual storytelling both outdoors and in our photography studio. Students will use Adobe Lightroom and Photoshop in our new Mac computer lab to edit their photos.

*DIGITAL PHOTOGRAPHY II – ½ Credit
Prerequisite: Digital Photography I
Students will continue to hone their fine art photography skills with the use of a DSLR camera and Adobe Lightroom software. In this choice based course, students will expand upon basic manual skills to practice and master more advanced techniques. Students will explore new techniques such as green screen, macro, splash photography and photo transfer through a series of classroom challenges. Outdoor experiences will take place during the allotted time and a personal camera may be used if approved. NYC field trips to museums and galleries are included in this class.

*GRAPHIC ART & DESIGN – ½ Credit
Prerequisite: Studio Art
This course introduces art and design created on the computer. Students will learn the basics of Photoshop to visualize, develop, and design various kinds of images. Students will learn about artists while exploring various careers in graphic design. Students will discover how to manipulate photos, draw and paint digitally, and enhance imagination through the elements and principals of design. Course is held in our state-of-the-art Mac computer lab.
ART DEPARTMENT COURSES

*SCULPTURE – 1 Credit
Prerequisite: Studio Art
This is a highly recommended course for all students to use basic skills and create three dimensional design. Projects in this class will break the boundaries of creativity! In Sculpture, students will be able to create with various materials such as glass, clay, plaster, foam, paper mache, and more! NYC field trips are part of this course, which includes Madame Tussauds Wax Museum.

*FASHION DESIGN I – ½ Credit
Prerequisite: Studio Art
This course introduces students to the techniques of Fashion Illustrator and Design. Emphasis will be placed on drawing the fashion figure, rendering fabrics, and drawing garments that the students design. Fashion history and careers will also be covered. A field trip to a fashion show or school is also part of the experience.

*FASHION DESIGN II – ½ Credit
Prerequisite: Studio Art, Fashion Design I
This is an advanced course that continues building on the skills learned in Fashion I. Students will be encouraged to develop their individual styles as designers along with improving students’ skills of illustration. A portion of the course will be dedicated to garment construction. This course also addresses the needs of students wishing to develop a fashion portfolio for entrance to college. A field trip to the Fashion Institute of Technology is part of the course.
Above are suggested courses to complete to achieve a 5 credit sequence in Career and Technology Education.

Students who wish to be exempt from the World Language requirement can complete a 5-credit sequence in Career & Technology Education, while remaining eligible for a Regents with Advanced Designation.
OVERVIEW
Plainedge High School Career and Technology Education Department offers varied programs of instruction designed to prepare students for collegiate study, future employment, and develop advanced technical skills. Our department is steadfast in our approach to meeting the needs of our students as the need for state-of-the-art academic, technical and career skills increase in our society.

Students will have the opportunity to select from a list of exciting courses. Furthermore, the department is expanding its focus by developing meaningful experiences that simulate real-life business and career situations.

Courses in Career & Technology Education

- **Accounting** – Learn basic bookkeeping and related life skills.
- **College Accounting** – College level class, three college credits. – In this course, students will learn advanced accounting concepts.
- **College Marketing** – College level class, three college credits. This course is designed to introduce students to the principles of advertising and marketing in today’s complex and dynamic business environment.
- **Sports Marketing** – Learn about the fun and exciting industry of sports marketing. This course deals with the marketing of sports products and services.
- **Website Design** – In this course, students will learn to create, edit, maintain and publish a website.
- **Advanced Website Design** - Expand and develop your web design skills! Use rich media (Flash) to address the latest web design practices.
- **CISCO Networking Academy** – College level class, three college credits. In this course, students will learn advanced computer networking and Internet skills. Two semesters—CCNA Routing and Switching 1-2.
- **AP Computer Science Principles** – Entry level course that introduces students to the foundations of modern computing.
- **Career & Financial Management** – Learn about fiscal responsibility, business etiquette and research career options.
- **Investments and Entrepreneurship** – This course will provide valuable insight on finance, investing, stock exchanges, mutual funds, bonds, banking and savings.
- **Computer Applications** - Build your skills in keyboarding and Microsoft Office programs.
- **Advanced Computer Applications** – Learn advanced Microsoft Office software skills and applications.
- **Internships** – Professional internship opportunities in local area businesses.
- **Video and Television Production** – Learn about all of the components that go into filmmaking: production, editing, camera operation and more.
- **Advanced Television and Video Production** - Be a part of a creative team that writes, directs and produces programs for Plainedge High School.
- **Virtual Enterprise** - Be involved in actual hands-on work experiences, including sales, marketing, accounting and personnel as you and your classmates operate your own simulated business within a network of 5,000 other students.
CAREER AND TECHNOLOGY EDUCATION DEPARTMENT COURSES

CAREER EXPLORATION PROGRAM: INTERNSHIP – ½ Credit – 1 Credit
(depending on the amount of time spent in the Internship)
This is not a class that meets daily, and it is offered as a one-or-two-year program. (54 hours = ½ Credit; 108 hours = 1 Credit). In order for students to be accepted into the program, specific criteria must be met.

This program is PASS or FAIL. If a student is placed in an internship in quarter one, they have until the end of quarter one to drop out of the program. If the student is interning after quarter one, they must complete their commitment of 54 or 108 hours for credit, and will receive a “P” (pass) on their transcript for the Internship course. If the required commitment is not met, students will receive an “F” (fail) on their transcript.

This is a superb opportunity for juniors and seniors to learn from experts in the field of their choice and obtain firsthand understanding and appreciation of the knowledge, skill, and educational requirements necessary for the careers they are considering.

STUDENTS MUST PROVIDE THEIR OWN TRANSPORTATION TO AND FROM THEIR INTERNSHIP SITE.
Areas of professional internship that PHS students have pursued are:
• Accounting
• Management
• Computer Technology
• Medicine
• Physical Therapy/Occupational Therapy
• Law
• Journalism
• Culinary Arts
• Education, Elementary & Secondary
• Psychology/Social Work
• Dentistry
• Engineering
• Veterinary Science
• Communications, Radio & TV

Students are placed according to mentor availability. Students are required to complete an application and interview with the high school internship coordinator to discuss their career interests. Mentor availability, report card grades, teacher comments, school attendance, and grade level are taken into consideration. Upon acceptance into the program, the internship coordinator will match students’ interests with an appropriate mentor in that field. Depending upon the internship selected, students may complete the internship after school, on weekends, and/or school vacations. A final paper reflecting upon internship experience is required.
WEBSITE DESIGN – ½ Credit
Become a Web Master! This course will prepare you to create, edit, maintain and publish a website. Students will complete a six-page website from scratch using an HTML editor.

ADVANCED WEBSITE DESIGN – ½ Credit
Prerequisite – Website Design
Whether you want to design and build websites from scratch or take more control over an existing site, this course will help you create attractive, user-friendly website content. In this course, you will learn to write HTML5 and CSS3, structure web pages and sites, along with preparing images, audio and video. Typography and layout will be covered.

COMPUTER APPLICATIONS – ½ Credit
Computer Applications provides students the opportunity to develop touch keyboarding skills for business, professional and personal data entry. This course will begin with a module to build keyboarding skills and then expand to other computer programs including word processing, spreadsheet and desktop publishing applications.

Microsoft Word
- Document Formatting, Fonts and Graphics
- Bullets, Numbering, Tabs and Indents
- Tables
- Business Letters
- Business Cards and Address Labels

Microsoft Excel
- Formatting Spreadsheets
- Basic Formulas and Functions
- Creating and Formatting Charts

Microsoft Publisher
- Formatting Flyers and Newsletters
- Designing Personalized Documents

Microsoft PowerPoint
- Designing Professional Presentations
- Creating Interactive Slide Shows

ADVANCED COMPUTER APPLICATIONS – ½ Credit
Prerequisite – Computer Applications
Advanced Computer Applications provides students with an advanced level experience with practical applications through “hands-on” instruction. The software includes advanced applications using word processing, graphing, spreadsheets, database management, desktop publishing, electronic communications, advanced Word applications, and advanced Excel applications.
CISCO NETWORKING ACADEMY PROGRAM
CISCO Systems, Inc. is the worldwide leader in networking for the internet. CISCO provides the broadest line of solutions for transporting data, voice and video within buildings, across campuses, or around the world.

The CISCO Networking Academy Program is a comprehensive program designed to teach students internet technology skills. Launched in 1997, the CISCO Academy Program has evolved from a high school network support curriculum to a worldwide educational program to advance the internet economy.

The CCNA curriculum prepares students for two different CISCO certification exams. After completing the first two courses of CCNA, a student has the option to take the CCENT (CISCO Certified Entry Network Technician) exam. CCENT certifies the practical skills required for Entry Level IT positions.

CCENT is the first step toward earning the CISCO CCNA.

ONLY CCNA 1 - 2 will be offered

COLLEGE COMPUTER NETWORKING 1: Introduction to Networks
½ Credit Honors Level; College Credit
This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANS, perform basic configurations for routers and switches, and implement IP addressing schemes.

COLLEGE COMPUTER NETWORKING 2: Routing and Switching Essentials
½ Credit Honors Level; College Credit
This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPvng, single area and multi-area OSPF, virtual LANS, and inter-VLAN routing in both IPv4 and IPv6 networks.

AP COMPUTER SCIENCE PRINCIPLES– 1 Credit
This is a full-year, challenging, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming algorithms, the internet, big data, digital privacy and security and the societal impacts computing. All students enrolled in this course must take the AP exam in May.
ACCOUNTING – 1 Credit  
Grades 10-12  
Accounting is strongly recommended for students planning to pursue the study of any business related field at the college level.  
This course provides a substantial foundation for initial employment and potential advancement in bookkeeping and accounting occupations. In addition, students have the opportunity to explore the use of computers in accounting. Students may wish to continue their study of accounting in our college-level accounting course.

COLLEGE ACCOUNTING – 1 Credit; (3 College Credits) Honors Level  
Prerequisite: Accounting; or Teacher and Counselor Approval.  
College Accounting is strongly recommended for all students pursuing any business degree in college.  
This course is a full year extension of Accounting and enables students to study and learn in-depth and more complex accounting principles and software applications.

COLLEGE MARKETING – 1 Credit; (3 College Credits) Honors Level  
Grades 10-12  
Explore the psychology of promoting and selling goods and services. Learn how and why Six Flags and Disney World sell their amusement parks to you, the consumer. Learn how major stores such as Nike and McDonald's target customers and develop marketing strategies for those customers. Students will examine consumer behavior and government regulations pertaining to the business world. Current events, trends, and case studies will be integrated and evaluated throughout classroom discussions. The course will culminate with the creation of a marketing plan and presentation for a product that the student will invent for the marketplace. Guest speakers and hands-on projects are all part of this exciting course.

VIDEO AND TELEVISION PRODUCTION – ½ Credit  
Have you ever wanted to learn how to produce a television show? Would you like to learn how to create videos or movies like the professionals do? If so, then Video & Television Production is the class for you. In this class, you will learn about all of the jobs needed to produce a television show, from talent to camera operator, while using the same equipment that would be found at a television studio. You will also learn how to edit video and make short commercials or movies using the same software that professionals use.

ADVANCED VIDEO AND TELEVISION PRODUCTION– ½ Credit  
Prerequisite: Video and Television Production  
Have you ever wanted to work on a television production crew creating a program that will be viewed by the entire school community? Advanced Video and Television Production will allow students to write, produce, direct and edit a Daily Announcement show for Plainedge High School while working collaboratively within the production team to ready the broadcast studio and control room for recording. Students will work within a team to create the show and prepare it for broadcast every morning to the High School and the community. Additionally, students will work on individual productions such as human interest stories, interviews, etc. that can be broadcast and streamed on various platforms for the Plainedge High School community.
CAREER & FINANCIAL MANAGEMENT – ½ Credit

Grades 10-12
This course will provide students an opportunity to learn about overall fiscal responsibility, business etiquette, and the opportunity to research career options. Students will be encouraged to develop personal financial goals, plan a career, apply academic skills to solve real world problems and become familiar with the universal foundation skills that are needed to become successful citizens, employers, and employees.

INVESTMENTS AND ENTREPRENEURSHIP – ½ Credit

Grades 11 and 12
This exciting half year course will provide valuable insight on finance, investing, stock exchanges, mutual funds, bonds, banking and savings. It will prepare students to become responsible investors, consumers and savers. Students will select investments, manage assets, and create a portfolio as part of a virtual stock market game with results based on actual market activity. Current and creative projects relative to investments, companies and the stock markets will amplify the learning experience in a practical manner. The class may be enhanced through field trips and guest speakers from professionals in the industry.

SPORTS MARKETING – ½ Credit

Grades 10-12
Would you like to be part of an exciting and lucrative industry? The world is comprised of sports fans and participants. Consider how many people either compete in sports at some level and/or watch sports. This course will deal with the marketing of sports products and services. Topics that will be explored include: supply and demand in sports, professional sports trades, discrimination in sports, and sports promotion. Skills acquired in this class will be used to market an event and design your own team.

VIRTUAL ENTERPRISE – 1 Credit

Grades 11 and 12
The Virtual Enterprise (VE) is a simulated business environment. The VE employees (i.e., the students) will be involved in actual “on-the-job” work experiences, including sales, marketing, accounting, personnel, and more! Virtual Enterprise firms conduct business across a network of 5,000 student-run companies spanning 42 countries and a breadth of products and services—from banking, insurance and technology to publishing, advertising, cosmetics, tourism and fashion. The transfer of funds is made electronically through a web-based banking system that links all U.S. firms with our virtual firms worldwide. By engaging in business and trade across industries, borders, and cultures, VE students experience the expectations of the workplace and the global marketplace. Students will work in one or more of the departments in the VE organization. In each department, students will be expected to work individually and as a member of a team to fulfill the responsibilities and tasks associated with the department. Students will develop initiative, creativity, responsibility, and enhance oral and written communication skills, as well as improve their ability to work on a team.
ENGLISH DEPARTMENT

Grade 9
- English 9
- English 9 Honors

Grade 10
- English 10
- English 10 Honors

Grade 11
- English 11
- AP Language and Composition

Grade 12
- English 12
- College English
- AP Literature and Composition

English Electives all Grade Levels
- Creative Writing
- Drama
- Journalism I and II
- Multi-Media Study of Horror
- Multi-Media Study of Sports
- Public Speaking and Debate Skills

English Electives Grades 10-12
- Film Studies
- Multi-Media Study of Sci-Fi
- Mythology
- SAT/ACT Prep (11th grade students)
OVERVIEW
The skills essential to a student’s success in high school and beyond include critical thinking, critical reading, research, and communication. These skills are the prime consideration in the design of our English curriculum.

Each grade level provides writing instruction. The literature and reading program provide for the sequential development of comprehension and inference skills, vocabulary growth, and a heightened awareness of the literary heritage of various cultures.

The English Department maintains a set of objectives for each course, which emphasizes the NYS standards. Fixed guidelines exist with reference to attendance, class participation, and homework. Students are introduced to new vocabulary regularly; writing is assigned regularly; library projects are scheduled for all students.

Evaluation:
Student performance in English courses is evaluated on the basis of:

- In-class response within the context of lesson(s);
- Reading and writing assignments, done at home and in class;
- Application of steps of the writing process to grade level objectives
- Multiple choice exercises, reading comprehension, and vocabulary in context;
- Library projects, as assigned;
- Outside reading and responses, as assigned; and
- Quizzes and examinations
ENGLISH DEPARTMENT COURSES

ENGLISH 9 – 1 Credit
*Prerequisite: English 8*
Ninth graders will read a wide range of literature dating from early civilization to modern works. While studying the literature, students will have an opportunity to explore the connections between an author’s life and his/her works. Students will continue to develop critical thinking, critical reading, communications (written and verbal) and research skills. Students will begin to be exposed to English Regents-style tasks. A portfolio assessment will be completed.

ENGLISH 9 HONORS – 1 Credit
*Prerequisite: English 8 and teacher recommendation*
Nine Honors is designed to prepare students for the work that will come in the AP level course in 11th grade. This course will focus on enhancing high achieving students' critical thinking and writing skills. It is strongly recommended that students interested in taking 9H maintain at least a 90 average throughout their 8th grade year. In addition to the expectations of the 9R programs, students enrolled in this course should expect to:

- work more independently
- complete an independent reading assignment per quarter
- complete research that results in a presentation and a 3-5 page paper
- read and analyze more complex texts (both fiction and non-fiction)
- write analytically demonstrating a higher level of critical thinking

ENGLISH 10 – 1 Credit
*Prerequisite: English 9*
The 10th grade curriculum focuses on the motif of tolerance. Vocabulary enrichment is continued. Assigned works are used to continue development of comprehension skills and to form discriminating habits through recognition of literary genres and themes. Preparation for Regents style tasks is continued. A portfolio assessment through which each tenth grader’s growth and development in reading, writing, and research skills will be completed.

ENGLISH 10 HONORS – 1 Credit
*(Pre-AP Language)*
*Prerequisite: English 9H and/or teacher recommendation*
This is a pre-AP level course intended to bridge the gap between English 9 Honors and English 11 AP Language and Composition. This is an accelerated class that requires students to think deeply and richly about both fiction and non-fiction. The course offers a blend of classic and contemporary works from authors of diverse backgrounds. The course places a heavy emphasis on a variety of reading and writing skills in preparation for the English Regents Exam as well as for the SAT and ACT. Students will continue to build upon their analytical skills by completing AP-level tasks. They will complete several independent reading assignments, an extensive research project, as well as literary critiques. Students should expect a rigorous, challenging, active experience in the course.
## ENGLISH DEPARTMENT COURSES

### ENGLISH 11 – 1 Credit

**Prerequisite:** English 10

Students will explore the growth of the individual as it pertains to American literature and their own lives. This will be accomplished through guided readings and writing. Students will also learn to develop their own individual voices in their writing, both creative and analytical. Library research is fostered and students will continue to develop research skills. Reinforcement of language skills and vocabulary development will continue. Through regular practice of Regents-style tasks, students will be prepared for the tasks in the Regents examination in English. A portfolio assessment through which each eleventh grader’s growth and development in reading, writing, and research skills will be completed.

### ENGLISH 11 AP LANGUAGE & COMPOSITION – 1 Credit

**Prerequisite:** English 10H and/or teacher recommendation

The AP Language and Composition is open to motivated, advanced students who have been recommended by their 10th grade teachers. The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences). Expository, analytical, and argumentative writing assignments are based on readings representing a wide variety of prose styles and genres. Fiction and nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, and criticism) are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. Research skills, and in particular, the ability to evaluate, use and cite primary and secondary sources are taught. A portfolio assessment through which each eleventh grader’s growth and development in reading, writing, and research skills will be completed. Students will be required to take the Regents exam in English. All students enrolled in this course must take the AP exam in May. Students who receive a grade of 3 or above on the AP exam may be allowed to waive the required freshman English course at the discretion of the college or university they attend.

### ENGLISH 12 - 1 Credit

**Prerequisite:** English 11

Seniors will sharpen their communication skills of reading, writing, listening, and speaking. Literature is comprised of various genres, with a full quarter focus on Shakespeare. Through *Hamlet*, students will learn to read and write critically and analyze critique of Shakespeare. Attention is focused on the college admission process with emphasis on college admission essays. The Senior Project is required and will expand the English 12 curriculum into a magnified and intensive exploration of areas of personal interest. A portfolio assessment by which each 12th grader’s growth and development in reading, writing, and research skills will be completed. *See note regarding Senior Project.*
ENGLISH 12 AP LITERATURE & COMPOSITION – 1 Credit

Prerequisite: English 11AP and teacher recommendation

The AP Literature and Composition Course requires that students read a wide spectrum of works produced by twentieth and twenty first century writers. They will be exposed to a variety of poems, dramatic works, novels and short stories that are selected to give students opportunities to identify and explain an author’s use of strategies and techniques. The course teaches students to determine how authors use diction and other devices of language to reveal theme and develop character. Students are taught to recognize the importance of the writing process to develop an essay utilizing revision as a means of “fine tuning” the expression of ideas. Students will learn to write explications of poems and prose passages and will be able to clearly reveal their understanding through expository writing which analyzes poems and prose passages of all eras and genres. Students will become conversant in the language used in literary analysis and use that language to better communicate their understanding of meaning and techniques utilized in a work of literature.

All students enrolled in this course must take the AP exam in May. Students who receive a 3 or above on the test may be given college credit and be allowed to waive the freshman English course at the discretion of the college or university they attend. *See note regarding Senior Project.

COLLEGE ENGLISH – 1 Credit/Honors level

Prerequisite: English 11AP and/or teacher recommendation

College English is a rigorous full year course offered in affiliation with LIU Post. Successful completion of the course requirements allows a student to earn 6 credits while also fulfilling the senior English requirement. Credits are transferable. Students in the course will develop college level reading, writing, and research skills. Emphasis is placed on critical analysis of the various genres, authors’ styles and literary techniques. Additionally, students will be exposed to college reading and writing across the curriculum. Assignments are designed to develop skills in writing, revision and development of style. *See note regarding Senior Project.

*NOTE: All 12th grade students must satisfactorily complete a Senior Project. Students are required to immerse themselves in a self-selected area of importance and to extend their thinking beyond the conventional academic experience. Seniors will conduct developmental research that results in original conclusions, applications, or performance. Each Senior Project must have a research component.
ENGLISH DEPARTMENT COURSES

ENGLISH ELECTIVES
The English Department believes that every student should have the freedom to pursue individual interests, and offers a variety of electives designed to tap their interests.

Creative Writing                  Multi-Media Sci-Fi
Drama                              Multi-Media Study of Sports
Film Studies                       Mythology
Journalism I/II                    Public Speaking and Debate Skills
Multi-Media Horror                 SAT/ACT Prep
Multi-Media Horror

CREATIVE WRITING – ½ Credit
This course is designed for students who have already demonstrated an inclination and desire to sharpen their creative talents. Students will be required to present a portfolio of written materials. Students study various literary forms and models.

Student performance is evaluated on the basis of:
- In-class discussion of materials written and read;
- The completeness and complexity of the student’s portfolio; and
- Reading and writing assignments done at home and in class.

DRAMA – ½ Credit
This course is designed to introduce students to the many facets of the theater while focusing primarily on acting. Experiences in acting, improvisation, play analysis and technical theater are provided through hands-on experience. There will also be chances to write monologues and sketches.

FILM STUDIES – ½ Credit
Prerequisite: English 9
Film Studies is a course in which students will develop the ability to analyze, criticize, understand, and appreciate the cinema, while at the same time examining films within the framework of a larger social, historical, and political culture. Course goals include (but are not limited to): understanding and applying concepts concerning a variety of film techniques and cinematic terminology; gaining an appreciation of the aesthetics of film; understanding how a film reflects and influences society and culture; determining how film relates to and differs from other art forms; learning the various characteristics of different film genres and styles; and identifying important developments in the history of film.

JOURNALISM I AND II – ½ Credit Each
No Prerequisite for Journalism I
Prerequisite for Journalism II: Journalism I
Journalism students receive practical newspaper writing experience and learn the journalist's code of ethics in exercising the freedoms and responsibilities of the press. Students learn to write features, editorials, news, and sports stories
MULTI-MEDIA STUDY OF HORROR – ½ Credit
This course is designed for all students with an interest in this genre. Students will learn about horror literature and film, where it originated, and the various perspectives associated with its art. They will also examine the genre of horror from a psychological perspective. Students will study the leading writers, films, and filmmakers of this genre, such as Edgar Allan Poe, Stephen King, and Alfred Hitchcock, to name a few. We will be analyzing both literature and film in this course. Both R and PG rated films will be shown as supplementary materials. The films are chosen with great care and discretion. Due to some of the films’ mature content, all parents are required to sign a permission slip.

MULTI-MEDIA STUDY OF SCI-FI – ½ Credit
Prerequisite: English 9
Science fiction helps us to define human experience and our potential. Critical reading and viewing of science fiction lead us to a greater awareness of ourselves, our world, and the role of science and technology in our lives. We will ponder definitions of good and evil; self and alien; science and nature; human and machine as we explore how through science the individual can shape and change the future and triumph over forces that threaten us; that man can eliminate both war and poverty; and that miracles are possible. Science fiction is our guide to our future.

MULTI-MEDIA STUDY OF SPORTS – ½ Credit
Michael Jordan or Lebron James? Is Tom Brady the GOAT? Is golf a sport?
If you’ve ever debated these ideas or others, then this course is for you! Multi-Media Study of Sports involves reading, writing and talking about the world of sports. In this course, students will learn about the history of sports and how they have shaped and defined culture. Students will read various seminal and contemporary sports pieces to help gain an understanding beyond the box scores. Students will also write articles, read sports blogs, listen to sports podcasts, analyze sports films, and debate different sports topics. Emphasis will be placed on presenting positions and defending one’s thinking with evidence.

MYTHOLOGY- ½ Credit
Prerequisite: English 10 (open only to grades 11 and 12)
Among our greatest gifts are the stories, myths and legends we have passed down. These stories reflect man’s capacity to dream, to wonder, and to create meaning. This course looks at myths from such various cultures and traditions as the Babylonian, Hebrew, Greek, Anglo-Saxon, Norse and Germanic. Students will also explore traditions of stories including fairytales and legends. Students will be required to write several short papers and complete several projects.

PUBLIC SPEAKING AND DEBATE SKILLS – ½ Credit
This course is designed to increase skills in both listening and speaking. Emphasis is placed on effective speech communication, effective listening, and building confidence. Students will learn how to choose effective language and prepare and deliver speeches. This course involves a variety of speaking experiences such as impromptu speeches, speeches to inform, speeches to persuade, group discussion, and debate. Students will also study rhetorical devices and famous speeches from history.
SAT/ACT TEST PREP – ½ Credit
For 10th and 11th Grade Students
This course is recommended for 10th and 11th graders who wish to prepare for the SAT and/or the ACT. Students will be taught the techniques and strategies needed to be successful on standardized tests. Emphasis will be placed on both critical reading skills and writing skills including grammar, editing and thesis development needed for the exam. In addition, students will receive intensive practice and preparation for the mathematics section of the SAT and ACT examinations. This course is combined with an alternating day math SAT/ACT prep course. Students are required to take both.
HEALTH EDUCATION – ½ Credit
Health education is a New York State Education Department mandated class. In order to graduate, all students must pass one semester of health education. This course is constructed to give students the opportunity to learn how to improve health literacy and health knowledge and to develop life skills which are conducive to individual and community health. Lifestyle changes in areas of mental health, substance abuse prevention, communicable and non-communicable disease, nutrition, physical activity, human sexuality and first aid and safety are discussed in order to promote wellness and provide techniques to maintain healthy lifestyle practices.

CRITICAL ISSUES IN HEALTH – ½ Credit
Prerequisite – Health, Written Parental Permission Grades 11 and 12
This course reinforces the critical issues in health and family living. It will provide an accurate in-depth look at a number of sensitive and controversial issues. Topics include stress management, mental illness, healthy relationships, abusive relationships, acquaintance rape, suicide, parenting, marriage, aging, sleep disorders, and intervention for drug and alcohol abuse. Debates, discussions, and peer teaching will be used along with a variety of student-centered activities. Students will be evaluated on the basis of class work, homework, journal writing, class participation, tests and projects. Students will be required to participate in the Reality Works Baby Project.

INTRODUCTION TO SPORTS MEDICINE – ½ Credit
Grades 10-12
This course is designed for students who are interested in fields such as athletic training, physical therapy, occupational therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT and other sports medical related fields. This course focuses on the basic information and skills important in the recognition of care, prevention, and preliminary rehabilitation of athletic injuries. The course includes class work and hands on application.

MINDFULNESS BASED STRESS REDUCTION – ½ Credit
An increasing number of today’s students face challenges that affect their ability to focus, regulate difficult emotions, and form healthy relationships. Some of the benefits of practicing mindfulness on a regular basis include the following: developing emotional awareness, stress reduction, and increased focus and concentration. Additional benefits include the practice of kindness and self-compassion, and developing a greater sense of self-awareness. This course will provide students with an opportunity to explore and engage in a variety of activities for the mind and body which will include meditation and breathing techniques that will improve health and reduce stress.
OVERVIEW
The Plainedge mathematics program is structured to meet the demands of the twenty-first century. Students need to be prepared for a world that is rapidly changing, rich in information, and technologically complex. The National Council of Teachers of Mathematics (NCTM) asserts that “knowing mathematics is doing mathematics and what students learn depends a great deal on how they learn it.” The Curriculum and Evaluation Standards for School Mathematics written by the NCTM provides a framework for developing curriculum that addresses the needs of the modern student.

The Integrated Mathematics courses support the recommendations of the NCTM and New York State. These courses emphasize mathematical problem solving, critical thinking, applications to the real world and applications to other disciplines. The courses fully prepare students for all math Regents examinations. The outlines for each course and expected learner outcomes are listed in the curriculum guide.

Evaluation
Student performance in mathematics courses is evaluated on the basis of:
- Regular completion of homework assignments;
- Participation in class;
- Tests and Quizzes;
- Notebooks;
- Research Projects; and
- Class work

All students are required to pass the Algebra I Regents examination in order to receive a High School diploma. Students need to pass Geometry and Algebra II Regents exams to receive a High School Diploma with Advanced Designation.

Honors Expectations:
The following denotes what is incorporated in Math Honors courses:
- All rules, formulas and theorems will be derived on a regular basis;
- More rigorous and advanced problems will be modeled on a regular basis;
- All of the above will be reflected on student assessments;
- Supplemental topics outside the scope of the curriculum will be studied;
- Mental Math Strategies will be explored without the use of calculators;
- Summer assignments will also be given in preparation for Math courses.
ALGEBRA I – 1 Credit
This course builds a solid foundation of basic algebra skills and concepts. The flexibility of the program provides teachers with a variety of approaches to make algebra work. Problem-solving strategies, cooperative learning activities, critical thinking and reasoning activities are used to develop algebraic concepts and skills. Real world applications of the material are modeled on an ongoing basis. Students will take the Algebra I Regents examination in June of this year.

TRANSITIONAL GEOMETRY – 1 Credit
Prerequisite: Algebra I
This course is for students who passed the Algebra I course but who had difficulty throughout the year learning all the material. This course is for students who are not yet ready to take a one year Geometry course. In this course students will develop a strong, solid foundation of algebra and geometry skills. This curriculum integrates a variety of learning techniques that will help the students understand the material being taught and use this knowledge to answer Regents level questions. Students who are enrolled in this course are expected to enroll in Geometry the following year, after which they will take the Geometry Regents.

GEOMETRY – 1 Credit
Prerequisite: Algebra I or Transitional Geometry
Students will investigate and develop an understanding of geometric concepts. The curriculum allows students to identify and justify geometric relationships formally and informally. The flexibility of the program provides teachers with a variety of approaches and strategies to make geometry work. Students are actively involved in the learning process through problem solving strategies, cooperative learning activities, and the use of manipulatives and technology. Students will explore different geometric concepts and develop mathematical reasoning skills to solve different real world problems. Student will take the Geometry Regents examination in June of this year.

GEOMETRY HONORS – 1 Credit
Prerequisite: Algebra I and teacher recommendation
It is strongly recommended that students who register for this course demonstrate a grade of 90 or higher on the Algebra I mid-term and Algebra I Regents exam, and for the school year. The scope and sequence of Geometry Honors goes beyond Regents level requirements. In this course, students will develop a solid foundation of advanced geometric skills. The curriculum integrates technology, critical thinking activities, and the opportunities for students to communicate mathematics in a variety of ways. Regular enrichment will include: supplemental topics, SAT type questions, derivations of rules, formulas and theorems as well as the modeling of more rigorous and advanced problems. Student assessments and final evaluation will reflect the enrichment portion of the curriculum. Students will take the Geometry Regents examination in June of this year.

TRANSITIONAL ALGEBRA – 1 Credit
Prerequisite: Geometry
This course is for students who were successful in Geometry but require more fundamental work prior to taking Algebra II. In this course, students will develop a strong, solid foundation of advanced algebra skills. This curriculum integrates technology, cooperative learning, critical thinking activities, and the opportunities for students to communicate mathematics in a variety of ways. Students who are enrolled in this course are expected to enroll in Algebra II the following year, after which they will take the Algebra II Regents.
MATHEMATICS DEPARTMENT COURSES

ALGEBRA II – 1 Credit
Prerequisite: Geometry or Transitional Algebra
In this course, students will develop a solid foundation of advanced algebraic concepts. The curriculum integrates technology, cooperative learning, critical thinking activities, and the opportunities for students to communicate mathematics in a variety of ways. Students will learn the topics needed to be successful in the advanced topics of the Algebra section on the SAT. Students will take the Algebra II Regents examination in June of this year.

ALGEBRA II HONORS – 1 Credit
Prerequisite: Geometry Honors or Geometry with teacher recommendation
It is strongly recommended that students who register for this course demonstrate a grade of 90 or higher on the Geometry Regents exam and also on the Algebra I Regents from the previous school year. In this course, students will develop a solid foundation of trigonometric and advanced algebra skills. The curriculum integrates technology, cooperative learning, critical thinking activities, and the opportunities for students to communicate mathematics in a variety of ways. Regular enrichment will include; supplemental topics, SAT type questions, derivations of rules, formulas and theorems as well as the modeling of more rigorous and advanced problems. Student assessments and final evaluations will reflect the enrichment portion of the curriculum. Students will take the Algebra II Regents examination in June of this year.

PRE-CALCULUS AB – 1 Credit
Prerequisite: Algebra II
Pre-Calculus prepares students for Calculus. Topics include the study of functions, matrices, logarithms, Trigonometry, limits and simple derivatives. Students who successfully complete this course are expected to enroll in Advanced Placement Calculus AB the following year.

PRE-CALCULUS BC HONORS – 1 Credit
Prerequisite: Algebra II Honors or Algebra II with teacher recommendations
Pre-Calculus Honors is a more rigorous and extensively advanced mathematics curriculum. Areas of enrichment include an extensive treatment of graphing of polynomial functions. Topics of calculus will also be covered. This class prepares students for Advanced Placement Calculus BC. Students who successfully complete this course are expected to enroll in AP Calculus BC the following year.

INTERMEDIATE ALGEBRA – 1 Credit
Prerequisite: Algebra II
This class is designed for those students who wish to pursue an additional mathematics course, but without the rigor of a pre-calculus course. Topics include matrices and determinants, sequences and series, a closer look at the conic sections, and an in-depth study of functions.
INTERACTIVE MATHEMATICS – 1 Credit
Prerequisite: Transitional Geometry or Algebra I with teacher recommendation
This course offers an integrated problem-based curriculum that teaches challenging content and emphasizes mathematical reasoning. It will offer students the opportunity to get the practice needed to develop problem-solving strategies based on real world situations. Throughout the course students will use excel and graphing calculators to solve word problems covering topics in Algebra, Geometry, Trigonometry, Pre-Calculus, and Statistics. Students will solve problems using equations, graphs, tables, diagrams, and words to justify the solutions. In addition to the topics covered in class, there will also be outside reading assignments, projects, a portfolio and presentations used to develop and encourage creative critical thinking skills.

COLLEGE CALCULUS – 1 Credit
Prerequisite: Pre-Calculus AB or BC
This course will cover some of the content taught in the Advanced Placement curriculum. Topics include limits and continuity; derivatives - maxima and minima; anti-derivatives; definite integral; fundamental theorem of calculus; and techniques of integration. Technology support using the graphing calculators will be integrated throughout this course. Students will also be given the opportunity to purchase college credits through a local college.

ADVANCED PLACEMENT CALCULUS AB – 1 Credit
Prerequisite: Pre-Calculus AB or BC
This course will cover the content of the AB Advanced Placement curriculum. Students will explore the key concepts, methods and applications of single-variable calculus including functions, graphs and limits, derivatives, integrals and the Fundamental Theorem of Calculus. All students enrolled in course must take the AP exam in May.

ADVANCED PLACEMENT CALCULUS BC – 1 Credit
Prerequisite: Pre-Calculus BC or Pre-Calculus AB with teacher recommendation
This course will cover the content of the BC Advanced Placement curriculum. Students will explore the key concepts, methods, and applications of single variable calculus including all topics in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series. All students enrolled in this course must take the AP exam in May.

COLLEGE STATISTICS – 1 Credit
Prerequisite: Pre-Calculus AB
This course can be taken in conjunction with Pre-Calculus BC
The primary objective of this course is to provide students with knowledge of elementary probability and statistics. Students will learn the basic concepts of descriptive statistics, data collection, probability and random variables. Students will then use these concepts to develop a working understanding of the use of a variety of inferential techniques. Students will have an opportunity to purchase college credits through a local college.
SAT/ACT TEST PREP – ½ Credit
For 10th and 11th Grade Students
This course is recommended for 10th and 11th graders who wish to prepare for the SAT and/or ACT. Students will be taught the techniques and strategies needed to be successful on standardized tests. Emphasis will be placed on intensive practice and preparation for the mathematics sections of the SAT and ACT examinations. This course is combined with an alternating day verbal, SAT/ACT prep course. Students are required to take both. In addition, students will receive intensive practice and preparation for the critical reading sections of the SAT and ACT examinations.

MATH FOR COLLEGE (formerly known as Math 12) – 1 Credit
Prerequisite: Seniors from Transitional Algebra or Discrete Math or Interactive Math
This course is designed to teach and review concepts in algebra which are necessary for college. It provides students the opportunity to practice exams similar to the college entrance exam and review math concepts that are on the entrance exam. All of the units in this course are directly associated with the prerequisites needed for College Level Math 100 or higher placement.

DISCRETE MATHEMATICS THROUGH APPLICATIONS – 1 Credit
Prerequisite: Transitional Algebra, or Algebra II, or Pre-Calculus, or Intermediate Algebra
The Discrete Mathematics Course is all about applying the math you already know to real life situations. You will learn about a variety of professions in which the math you’ve learned in school is used every day. You will apply arithmetic, algebra, and geometry to topics like election theory and estate division. Discrete Mathematics will expose students to the mathematics behind coding, barcode and zip code reading, scheduling and map coloring.

CODE BREAKERS: PATTERNS, PUZZLES AND CRYPTOGRAPHY– ½ Credit
Grades 10-12
ZXIIFKD XII MRWWIB MBLMIB! If you want to find out what that says then Code Breakers: Patterns, Puzzles, and Cryptography is the course for you. Learn the history behind cryptography and what occupations still use it today. Dig deep into numbers and you will be amazed by the mathematical surprises that exist. Students will enhance their problem solving and logic skills in an exciting hands-on course that puts the student in charge of breaking the code!

MONEYBALL: THE MATHEMATICS BEHIND SPORTS– ½ Credit
Fantasy sports, which pride itself on people being able to predict player performances, is a billion dollar industry. Bill James, the pioneer behind Sabermetrics in baseball (which led to the popular phrase and movie Moneyball) used mathematics to change the game. Olympians train for four years to try to shave off a few tenths of a second from their time because this could mean the difference between a Gold Medal and not even qualifying for the event. Mathematics is everywhere in sports and in this course, students will be given the opportunity to analyze data, discover career opportunities, and apply their knowledge to the real world of major league sports.
OVERVIEW
The study of music contributes to the quality of every student’s life in important ways. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives.

Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in musical experiences and to understand and enrich their environment. Since music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. (National Standards for Arts Education)

Co-curricular activities include: Jazz Band, Chamber Orchestra, Jazz Choir and Tri-M Honor Society.

Students are encouraged to participate in NYSSMA to be eligible or recommended to All- State, All-County and LISFA festivals.

Homework/Practice
Students are expected to practice as much as they need to improve their skills and learn (memorize if necessary) the material for performance with 100% accuracy. Reports and other assignments will be required when applicable.

Evaluation
Students in performing groups are expected to attend all related activities for that group. Participation, both in class and during performances, will be evaluated according to time on task, preparation, and cooperation. Individual time on task, preparation and participation will be evaluated during rotating lessons. Written quizzes will be given regularly. A final practical and written assessment will be given in each course.

Music Sequence
In order to obtain a sequence in music, needed for the Regents diploma with Advanced Designation, students are required to complete the following courses:

5 year sequence: 4 units of Band, Chorus or Orchestra and 1 unit of Music Theory. This can be used in lieu of a World Language sequence.
MUSIC THEORY - 1 Credit (Offered 2020 – 2021 school year)
Prerequisite: 1 music credit or by permission of instructor
This course provides students with the opportunity to study, strengthen and enhance their musical abilities and experiences. The course is designed to progressively increase student understanding and depth of the musical language. The year begins with a study of the basic elements of music: rhythm, pitch, chords and form, gradually incorporating increasingly complex musical concepts. Throughout the year students will illustrate their understanding through the making of compositions of their own. Students are encouraged to enroll in the sophomore or junior year. This course is a prerequisite to AP Music Theory.

AP MUSIC THEORY – 1 Credit (Offered 2021 – 2022 school year)
Prerequisite: Completion of Theory I or passing grade on Music Theory I assessment and permission of instructor
This curriculum is one that follows the College Board Advanced Placement Program syllabus. The course is designed to cover the scope of work that would be equivalent to a first year college course in music theory. Students will develop the ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score through ear training, sight-seeing, analysis, composition and rhythmic studies. All students enrolled in this course must take the AP exam in May.

MIXED CHOIR – 1 Credit
The Mixed Choir is open to all first year choir students. This course is designed to provide students with the opportunity to learn proper vocal technique through a wide variety of choral literature. This course is designed to satisfy the musical needs of both beginner and advanced singers and musicians. Students are required to attend all scheduled performances, vocal lessons and rehearsals. Students enrolled in the course who have completed a credit in music or art are required to audition.

CONCERT CHOIR – 1 Credit
Concert Choir is an auditioned performing group open to grades 10-12. Auditions occur in late May of the previous school year. This course explores advanced choral literature, while further developing vocal technique and musical skills. Students are required to attend all scheduled performances, vocal lessons and rehearsals.
CONCERT BAND/MARCHING BAND - 1 Credit
This course is designed to enable students to develop proper playing technique, reading skills, theory, and musicianship through the Band experience. Band provides the student the opportunity to study and perform a wide variety of musical forms (i.e., marches, overtures, suites, symphonic poems, symphonies), and music of all styles and periods, up through contemporary band literature. (Levels 3 ½ – 5) The band student is required to perform in all concerts, as well as participate in the Marching Band. In addition, the Marching Band performs in the Newsday Marching Band Festival in October, and various other community events. Students are required to attend all scheduled performances, parades, instrumental lessons and rehearsals. Students are encouraged to further their musical development through participation in the NYSSMA Solo Festival held each spring.

Students electing band must participate in all marching band rehearsals and all performances, including festivals and parades and community events, as determined by the director.

Note: Transfer students must audition for placement before being scheduled for the class.

ORCHESTRA – 1 Credit
Orchestra is a daily performing group that studies and develops an appreciation for the great literature written for symphony orchestra. Orchestra provides the students with the opportunity to study and perform a wide variety of musical forms from Baroque to Romantic through contemporary popular styles. Students develop individual skills, self-discipline and knowledge of the orchestral repertoire. Students will concentrate on intonation, tone, scales, sight-reading, technique, rhythm, dynamics and musical vocabulary, as applied during rehearsals, lessons and performances. Students are required to attend all rotational sectional lessons, rehearsals and scheduled performances. Placement auditions, lessons, playing and written assessments, concert review and a final exam will address the students’ comprehension of music.

Note: Transfer students must audition for placement before being scheduled for class.
PHYSICAL EDUCATION DEPARTMENT COURSES

PHYSICAL EDUCATION – ½ Credit
Grades 9-12
This course emphasizes enjoyable participation in physical activities that help students develop knowledge, attitudes, motor skills, and confidence with the goal of improving students long term health. Students will be challenged to learn many different classroom activities which will be changed approximately every five weeks and may include: aerobics, badminton, basketball, fitness, pickleball, soccer, softball, dance, team handball, tennis, volleyball, weight training and cooperative games. Students will also have an opportunity to participate in fitness testing with the goal of increasing students awareness of their fitness levels.

FITNESS TRAINING – ½ Credit
Grades 10-12
This course will teach advanced training methods as well as build the foundations of fitness. The five health related fitness components (muscular strength, cardiovascular fitness, flexibility, muscular endurance and body composition) will be the main focus as well as touching upon the skill related components like power, agility, hand-eye coordination and speed. This course will cover an assortment of topics related to fitness. The students will develop an understanding of all of the components necessary for designing a program and maintaining personal fitness throughout their lifetime. Great for athletes and students who are tight on time; these students will now have a place to train without having to join a gym or come home late due to practices, work or studies.

COMPETITIVE SPORTS AND GAMES – ½ Credit
Grades 10-12
This course is designed for the Physical Education student that desires a more competitive and advanced PE experience. Complex strategies and techniques in various sports and games will be taught and utilized in game play and skill development. Basic coaching strategies and techniques will be emphasized. This course is perfect for students who have interest in the field of Physical Education or Coaching.

RHYTHM AND MOVEMENT – ½ Credit
Grades 10-12
This course is designed for the Physical Education student looking for a more unique PE experience. Participation in various dance and rhythmic fitness activities such as hip hop, jazz, ballroom dance, square dancing, Pilates, yoga, cardio kickboxing and more will be explored. Performing various dances as well as developing an understanding of choreographic principles will be emphasized.
INTRO TO RESEARCH  
Grade 10 – 1 Credit*  
Students will be introduced to basic research methods. They will choose an area of research, collect background information, and compose a preliminary research proposal on the topic of interest.

INTERMEDIATE RESEARCH  
Grade 11 – 1 Credit*  
Students continue to improve upon and refine their research skills. Students communicate with experts in their field of study in order to find a mentor. With the help of their mentors, students formulate hypotheses, develop a formal research plan, and execute the experiment to test their hypotheses.

*Students spend the summer before their senior year conducting statistical analysis of their data and composing a preliminary draft of their research paper.

ADVANCED RESEARCH  
Grade 12 – ½ Credit*  
Prerequisite: Intermediate Research  
This research course is designed to provide students with an understanding of research methodology in the social and natural sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both empirical data and bibliographic research. Students are taught the process of online bibliographic researching and are able to access scientific databases. Individual consultations with doctoral level scholars are encouraged. Student commitment to long-term focused research, demonstrating initiative, perseverance, and creativity is developed and fostered. Students are required to write and submit a paper to the Regeneron STS Competition in November of their senior year. After that paper is submitted, they will participate in the Long Island Psychology Fair, Junior Science and Humanities Competition, the Siemens Competition, the Long Island Science and Engineering Fair.

*Students will receive 2 -½ credits and an honors weighted grade of 100 upon satisfactory completion of a competition-worthy paper. If students do not complete a satisfactory paper, no weight will be given. In addition, they will not receive ½ credit in their senior year.
Half year courses include: Marine Biology, Oceanography, Robotics, Applications in Biotechnology, Forensic Science I and Forensic Science II
OVERVIEW
The Plainedge High School Science Department emphasizes academic excellence and the importance of developing each student’s potential for scientific achievement. The importance of “scientific literacy” in an advanced technological society places considerable demands on the educational system to produce graduates with the ability to comprehend and function effectively within that society.

It is for these reasons that the Plainedge Science department has developed a policy statement containing the expectations which we hold for our students. Each student receives a copy of these departmental expectations as well as individual course expectations on the first day of classes.

The essential requirements of these departmental expectations are common to all course offerings and are as follows:
1. Notebooks are required and may be considered in the determination of students’ grades.
2. NY State requires the completion of at least thirty (30) periods of laboratory work and the completion of satisfactory written reports for admission to a science Regents exam. The failure of any student to meet the minimum laboratory requirement for a course will result in exclusion from the Regents exam.
3. Homework is assigned on a daily basis and is counted toward students’ grades.
4. Students are expected to be present and prepared for classes. Work missed during absences is made up by students upon their return to class, and is not “excused”.
5. Under no circumstances is any behavior allowed that is inconsistent with safe laboratory practices.

Evaluation in science courses is based upon regular quizzes and examinations, class work, homework and other assignments, including laboratory work.

Honors Expectations
- High reading comprehension level
- Meeting and/or exceeding standards in writing
- Daily independent reading and note-taking
- Students are expected to take the SAT Subject Test in subject area
- Meeting and/or exceeding standards in mathematics
- Write detailed formal lab reports with data analysis

AP Expectations
- Students are expected to take AP exam in May and/or buy college credit through Adelphi University
- Be able to write insightful lab reports
- Hand work in on time, completely and with effort
- High reading comprehension level; college level recommended
- College level writing recommended
- Daily independent reading and note-taking
- Independent learning
- Meeting and/or exceeding standards in mathematics
SCIENCE DEPARTMENT COURSES

BIOLOGY

BIOLOGY (Living Environment) - 1 Credit
*Prerequisite: Regents Earth Science*
This course includes all content in the New York State Regents level core curriculum in Living Environment. It is designed to provide broad general understanding of fundamental principles of biology and an in-depth understanding in selected areas. This laboratory-oriented program includes such topics as biochemistry, reproduction and development, modern genetics, evolution, ecology, and human physiology. The course involves developing an understanding of all the basic processes that occur in living things that enables them to survive. The State Regents exam in Living Environment is the final exam.

BIOLOGY HONORS (Living Environment) - 1 Credit
*Prerequisite: Regents Earth Science and teacher recommendation*
Due to the rigorous nature of the Biology Honors curriculum, a minimum course grade of 90 is strongly recommended. In addition, an Earth Science mid-term grade and Regents grade of 85 or better is also recommended to be successful in Biology Honors. This course covers all the topics outlined in the Living Environment Regents program in greater depth and in a more comprehensive mathematical manner geared towards the SAT Biology subject test (which students are expected to take). The State Regents exam in Living Environment is the final examination.

ADVANCED PLACEMENT BIOLOGY – 1 Credit
*Prerequisite: Chemistry required, Physics and Pre-Calculus recommended or teacher approval. (Preference given to seniors)*
AP Biology is a second year class which is designed to be comparable to a comprehensive college freshman biology course. Due to the rigorous nature of the AP Biology curriculum, a minimum 1st year course average of 80 in Chemistry is strongly recommended for success in this class. This course offers interested and qualified students an opportunity to do college-level work in a high school setting. The course deals with the topics of biochemistry, cytology, physiology, ecology, genetics, and evolution. All students enrolled in this course must take the AP exam in May (or students may opt for college credit instead through Adelphi University).

APPLICATIONS IN BIOTECHNOLOGY – ½ Credit
*Prerequisite: Biology and Chemistry (Regents Chemistry may be a co-requisite)*
This course is a hands-on science class giving students the opportunity to explore practical applications of biotechnology. They will delve into the molecular aspects of biology such as DNA replication, enzyme function, polymerase chain reaction, and gel electrophoresis. In addition, students will utilize basic chemistry principles involving moles, stoichiometry, concentrations, and acid base chemistry. Students will be gaining the experience in using the techniques that many research labs utilize, which could lead to employment in a biotechnology laboratory.
CHEMISTRY (Physical Setting) - 1 Credit  
*Prerequisite: Living Environment & Geometry*  
*Co-requisite: Algebra II or Geometry with instructor permission*  
This course presents a comprehensive theoretical and quantitative view of the nature of matter as studied through the principles of chemistry. The course follows the topics in the state syllabus and provides a thorough foundation in subject content for a general inorganic chemistry course. Laboratory work is an essential part of this course, and it is designated to encourage students to search for chemical and physical relationships. Much of the laboratory work is of quantitative nature. The State Regents exam in Chemistry is the final examination. A four function scientific calculator is required. Graphing calculators are not permitted.

CHEMISTRY HONORS (Physical Setting) – 1 Credit  
*Prerequisite: Living Environment & Geometry*  
Due to the rigorous nature of the Honors Chemistry Curriculum, a minimum course grade and Regents grade of 85 in Living Environment and Geometry is strongly recommended for success in this class. This course covers all the topics outlined in the Chemistry Regents program in greater depth and usually in a more comprehensive mathematical manner geared towards the SAT Chemistry subject test (which students are expected to take). This program also involves a more extensive laboratory program than the Regents course. Students with strong interests and abilities in science and mathematics should enroll. The State Regents exam in Chemistry is the final examination. A four function scientific calculator is required. Graphing calculators are not permitted.

ADVANCED PLACEMENT CHEMISTRY - 1 Credit  
*Prerequisite: Chemistry required, Physics and Pre-Calculus recommended or teacher approval.*  
*(Preference given to seniors)*  
AP Chemistry is a second year course that is designed to be comparable to a comprehensive college freshman inorganic chemistry course. Due to the rigorous nature of the AP Chemistry curriculum, a minimum 1st year course average of 80 in Chemistry is strongly recommended for success in this class. It provides stimulating challenge of rigorous college-level study that is highly mathematical in approach. Topics briefly described in 1st year chemistry are greatly expanded and developed in a quantitative and analytical manner. Experimentation will be extensive and will be open-ended in nature. Strong emphasis is placed on the areas of atomic theory and chemical bonding, thermodynamics, stoichiometric relations, reaction kinetics and quantum theory. All students enrolled in this course must take the AP exam in May (or students may opt for college credit instead, available through Adelphi University).
PHYSICS (Physical Setting) – 1 Credit
Prerequisite: Chemistry and Algebra II (or permission from the science coordinator)
This course represents a modern view of physics with major emphasis on these topics: waves, mechanics, electricity, and magnetism and nuclear physics. In addition, an overview of particle physics is presented. This course requires grade level reading ability, math competence through trigonometry and laboratory experiences to demonstrate scientific principles. The State Regents exam in Physics is the final examination. Graphing calculator is required.

ADVANCED PLACEMENT PHYSICS I and II - 1 Credit
Prerequisite: Chemistry and Algebra II
Double Period Every Day
This course offers interested and qualified students an opportunity to do college-level work in a high school setting. It provides an in-depth study of Newtonian mechanics, wave phenomena, electricity and magnetism, nuclear and modern physics. Students will take the Advanced Placement Physics 1 and 2 examinations and are required to take the New York State Regents examination in physics. Due to the rigorous nature of the Advanced Placement Physics curriculum, a minimum course grade and Regents grade of 85 in Chemistry and Algebra II is strongly recommended for success in this class. College credit may be obtained either through success on the AP examination or through the Adelphi University college credit program. All students enrolled in this course must take the AP exam in May (or students may opt for college credit instead, available through Adelphi University). The State Regents exam in Physics is the final examination. Graphing calculator is required.

AP PHYSICS C (Calculus Based) – 1 credit
Prerequisites: AP Physics I and II and Pre-calculus (AB or BC is acceptable).
This course offers interested and qualified students an opportunity to do college-level work in a high school setting. AP Physics C focuses on integrating the principles of calculus into AP Physics material and provides an in depth study of kinematics, Newton’s laws of motion, forces, and energy. Students will also get the opportunity to cultivate their understanding of physics through the completion of laboratory activities. All students enrolled in this course must take the AP exam in May (or students may opt for college credit instead, available through Adelphi University.)
FORENSIC SCIENCE I – ½ Credit
Prerequisite: Living Environment
Forensic science is the application of scientific principles to the study of crime scene investigation and analyses, or criminalistics. In the first semester of this two-semester course sequence, topics studied will include: an operational overview of a crime lab, constitutional considerations for criminal investigations, crime scene processing, fingerprinting, and some case study discussions. The course will begin with a study of the history of forensic science and progress through current techniques. Course will include guest lectures, laboratory work, hands-on projects, advanced computer forensic programs, and group discussions. This course complements Criminal Justice. Students that have completed College Forensic Science are not eligible to take this class.

FORENSIC SCIENCE II – ½ Credit
Prerequisite: Forensic Science I
The second semester course expands on the principles learned in Forensic Science I. Students will continue to study techniques related to criminalistics analyses, with topics such as: hair and fiber microscopy, DNA and blood pattern analysis, document analysis and anthropology. This program was designed to enable students to develop a deeper understanding of the diverse problems faced by the forensic investigator. To achieve this goal, students will use guest lectures, laboratory work, hands-on projects, and group discussions. Students that have completed College Forensic Science are not eligible to take this class.

COLLEGE FORENSIC SCIENCE – 1 Credit
Prerequisite: Regents or Honors Chemistry
Due to the rigorous nature of the College Forensic Science curriculum, a minimum course grade of 80 in Chemistry is strongly recommended for success in this class. This is a four college credit course sponsored by Syracuse University Project Advance, in which college level material (textbook, labs and notes) are utilized extensively throughout the year. Students will have the opportunity to purchase Syracuse college credits upon successful completion of this course. This course is intended to provide an introduction to understanding the science behind criminalistics. Scientific methods specifically relevant to crime scene processing and analysis will be presented with emphasis placed upon the techniques used in evaluation of physical evidence. Topics included are blood analysis, DNA, fingerprints, and trace evidence, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. Students that have completed Forensic Science I and II are still eligible for the class.
ANIMAL BEHAVIOR – 1 Credit  
Prerequisite: Living Environment  
This course will examine the world of animal behavior. It will include topics such as defense, social behavior, communication, mating and adaptations of animals. Students will explore their love of animals and learn about specific species such as wolves, lions, orcas, elephants, and many more. Part of the course will be project based. This course is perfect for students who love animals and want to understand more about their behaviors and the importance of conserving them.

ASTRONOMY – 1 Credit  
Prerequisite: Living Environment  
The first semester of this course will be devoted entirely to planetary and solar astronomy, and the second semester will focus on stellar astronomy. Topics in planetary and solar astronomy will include the properties of the known planets, comets and asteroids and an understanding of their observed and actual motion as well as the motion of the associated planetary moons. Characteristics, properties and effects of the sun will be discussed including the nature, causes and effects of electromagnetic phenomena such as sunspots, solar flares and the solar wind. The second semester, which will focus on stellar astronomy, involves the study of solar systems other than our own. Star development and classifications including nebulae and constellations will be studied. Concepts and understandings regarding how the properties of mass and gravity influence the life cycle of stars in terms of the formation of white dwarfs, red giants, neutron stars and black holes as well as the ultimate fate of the universe will be discussed. Topics will also include the study of the Search for Extraterrestrial Intelligence (SETI) and an investigation into UFO’s and aliens.

ENVIRONMENTAL SCIENCE – 1 Credit  
Prerequisite: Living Environment  
The environmental science course is an interdisciplinary study utilizing knowledge and information from the natural sciences (such as biology, earth science and chemistry) and from the social sciences (such as economics, politics, and ethics). The emphasis of study is on the development of the students understanding of how complex and interconnected environmental systems are influenced by both natural and man-made changes. They will study the interrelations that exist between technological and economic decision-making which affect environmental systems. Study will be based upon solid scientific knowledge. The class will stress the interrelationship of different scientific disciplines and provide students with insights into the current and future environmental issues that stem from both natural and human activities. The topics discussed will range from climate change and waste management to human toxicology.

EVERYDAY CHEMISTRY – 1 Credit  
Prerequisite: Algebra, Living Environment or Earth Science.  
This course is perfect for students who have not taken Regents chemistry and would like an introduction or for students who have completed Regents chemistry and would like to explore how chemistry is applied to everyday life. We take an interactive approach to chemistry and do many lab activities including making s’mores, ice cream, crystals and slime and understanding the science behind it. The purpose of this course is to show students that chemistry, though challenging, can be fun! Some students may choose to take Regents chemistry after this course.
COLLEGE ENGINEERING – 1 Credit
Prerequisite: Geometry
This course will introduce students to the field of engineering through hands-on, as well as theoretical problem-solving. This course will allow the students to understand that engineering in the practical application of science and mathematics. Introduction to Engineering will be a problem-solving/application oriented class with a strong emphasis on understanding the scientific principles used in the problem-solving component and in the technology that is used to develop solutions in engineering applications. College credit is available through Farmingdale State College.

INTRODUCTION TO ROBOTICS – ½ Credit
Grades 9 – 12
Robotics is a hands-on course that combines the principles of engineering, math, computer programming and technology together. Students will use LEGO MindStorm kits to gain engineering and design experience in problem solving. The design construction and programming of these table top robots will make use of sensors such as, encoders, gyros, potentiometers and LED intensity sensors. Once given criteria and performance objectives, students will be expected to design a functional robot utilizing the appropriate sensors.

In conjunction with the LEGO MindStorm kits, students will also use LabView. LabView is icon driven programming software that is capable of designing and testing complex electronic software/hardware. This software is used by electrical engineers in industry and is currently being used by the Plainedge High School Robotic Team to program autonomous/remotely operated 130 lb. robot for the USFIRST Robotics Competition.

During the course, students will study the history of robotics and impact on society. This course will provide a glimpse of engineering as a career and will help students see the application of math and science in a real world application.

MARINE BIOLOGY – ½ Credit
Prerequisite: Living Environment
Marine Biology is a study of the life inhabiting the oceans and coastal regions. From the simple single-celled organisms to the multi-cellular plants and animals, life in the ocean is unique. A complete study of the variety of organisms, their anatomy and physiology, and how they interact with each other, will be the focus of this part of the course. An outing to the Great South Bay and/or Long Island Sound will allow students to become amateur marine biologists.

OCEANOGRAPHY – ½ Credit
Prerequisite: Living Environment
Oceanography is the study of the earth’s oceans. A variety of sciences: geology, geography, meteorology, physics, chemistry, and biology, will assist in our attempt to expand our knowledge of the oceans, with an emphasis on climate change. An outing on the Great South Bay will allow students to become amateur oceanographers.
Social Studies Electives
Criminal Justice (9-12)
Crisis and Conflict to 1815 (9-12)
Exploring Psychology and Sociology (10-12)
Crisis and Conflict in Modern Times (11-12)
20th Century Issues in Women Studies (11-12)
College Psychology (11-12)
College Sociology (11-12)
AP Psychology (11-12)
AP European History (11-12)
OVERVIEW
Social Studies utilizes the facts, concepts, generalizations, and skills of history and the social sciences (anthropology, economics, geography, political science, government, sociology, and social psychology) to promote active citizenship. Social Studies may be defined as an integration of experience and knowledge from history and human relationships. Social Studies encourages critical thinking, problem-solving, and a commitment to human dignity. This definition suggests that social, economic, and political actions are an important consequence of civic understanding and decision-making.

In general, evaluation is based upon quizzes, tests, presentations, written reports, special assignments, homework and class participation. Homework is a required part of every Social Studies course, and affects a student's grade. Each teacher will provide students with a specific statement of standards and expectations at the beginning of each course.

All students will be required to take the Regents Exam in Global History and Geography and a United States History and Government Regents examination. Therefore, there will be extensive preparation in all classes that must take these examinations.
GLOBAL HISTORY 9 - 1 Credit
This course covers content and skills ranging from pre-history through the year 1750. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. All students must pass the course to advance to Global History 10.

PRE-AP WORLD HISTORY 9 – 1 Credit
This course is the required first year of a two-year AP World History program which culminates in the AP World History Modern Exam at the end of tenth grade. It is strongly recommended that students who register for this course have a 95 overall average in eighth grade social studies and exhibit advanced reading, writing, and critical thinking skills. This course covers the large scale patterns in world history from prehistoric times through the sixteenth century. Special emphasis is given to developing AP History “Historical Thinking Skill and Reasoning Processes.” As the introduction to an AP course, the individual workload is demanding and students will be required to use a college-level textbook.

GLOBAL HISTORY 10 – 1 Credit
Prerequisite: Global History 9
This course covers content and skills beginning in the year 1750 and continues up to the present day. Students will use a variety of intellectual skills such as document analysis and writing assessments to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in World History and examine the broad sweep of history from a variety of perspectives. Global History 10 includes an extensive review in preparation for the Regents exam at the end of the course.

AP WORLD HISTORY – 1 Credit
Prerequisite: Pre-AP World History
This full year course is for 10th grade students of very high ability and motivation. Students are expected to have successfully completed the Pre-AP World History 9 course with an average of 85 or better. This course continues the overall pattern of World History starting in the 15th and 16th centuries up to the modern era. The final challenge to the student is the National Exam in Advanced Placement World History. All students enrolled in this course must take the AP exam in May. The course also includes an extensive review in preparation for the Regents Exam at the end of the course.

Note: Many students take this course in 10th grade after completing 9th grade Pre-AP World. However, this course can also be taken as a Junior or Senior for elective credit.

UNITED STATES HISTORY – 1 Credit
Grade 11
This course deals with the thematic and chronological study of American History from 1763 to the present. Special emphasis is placed on the themes of power and government, leadership, conflict, and equality/justice. All students are required to take a Regents exam at the end of this year. Extensive review will be provided for the Regents exam at the end of the course.
AP UNITED STATES HISTORY – 1 Credit
Grade 11
A full year course for students of very high ability that deals with American History taught from a chronological approach. It is strongly recommended that students have an 85 and above overall average in AP World History or 90 and above overall average in Global History 10 Regents with a teacher recommendation to take this course. Primary sources are studied, as well as conflicting views and interpretations of events and movements in our national history. All students must take the US History Regents. All students enrolled in this course must take the AP exam in May.

POLITICAL AND ECONOMIC PERSPECTIVES (PEP) – 1 Credit
Grade 12
Prerequisites: Global History and U.S. History
New York State requires all seniors to complete a course in government and economics in order to graduate from high school. This course is designed to introduce students to several basic concepts and understandings needed to function effectively and intelligently as participants in the global economy and political process. Students will explore political parties and reflect on their own beliefs on current issues facing the nation. Students will also explore our capitalistic society and entrepreneurship. Students are expected to complete all requirements including projects, papers and exams.

COLLEGE GOVERNMENT – ½ Credit
Grade 12
This half year course is designed for college-bound students who have demonstrated mastery of basic social studies skills and would like to obtain three college credits in American Politics from LIU Post. Topics include types of government, political ideology and civic responsibility. Current events will be discussed. Students will create political parties and simulate the lawmaking process. Students are expected to complete high quality work and will be graded on a college level. It is recommended that students have an 85 and above overall average in U.S. History to take this course.
Note: You must have an overall GPA of 80 to be accepted in the LIU Post High School Scholars Program.

COLLEGE ECONOMICS – ½ Credit
Grade 12
This half-year course is designed for college-bound students who would like to obtain three college credits from LIU Post. Writing, research, analysis, theory and current economic problems will be stressed in this course. Students are expected to produce high-quality work and will be graded on a college level. It is recommended that students have an 85 and above overall average in US History to take this course.
Note: You must have an overall GPA of 80 to be accepted in the LIU Post High School Scholars Program.
AP UNITED STATES GOVERNMENT & POLITICS – 1 Credit

Grade 12
This is a full year course for students of very high ability and motivation that covers U.S. Government from a contemporary approach. This course is similar to the first two semesters of College Political Science. Primary sources, speeches, polls, and trends in modern government, both American and foreign, will be analyzed. Varying points of view will be compared and contrasted for a more complete understanding of U.S. government and politics. All students enrolled in this course must take the AP exam in May.

AP ECONOMICS – 1 Credit

Grade 12
This is a full year course for students of very high ability and motivation that covers macroeconomics, the monetary system and a study of economics in the broad marketplace. All students will be graded on an advanced placement level. Students may participate in the Federal Reserve Challenge; a simulation/competition where students will role play the Federal Reserve Board. All students enrolled in this course must take the AP exam in May.

SOCIAL STUDIES ELECTIVES
The Social Studies Department believes that every student should have the freedom to pursue individual interests, and offers a variety of electives designed to tap special talents.

AP European History
AP Psychology
College Psychology I
College Sociology
Criminal Justice
Crisis and Conflict to 1815 and Crisis and Conflict in Modern Times
Exploring Psychology & Sociology
20th Century Issues In Women’s Studies

AP EUROPEAN HISTORY – 1 Credit

Grades 11 and 12
This full year elective course is for 11th and 12th grade students of very high ability and motivation. This course covers European history in chronological order from the beginning of the Modern Age (Renaissance) to the present. All students enrolled in this course must take the AP exam in May.

AP PSYCHOLOGY – 1 Credit

Grades 11 and 12
AP Psychology is an exciting exploration of your brain in unprecedented detail. This course combines neuroscience, psychopathology (mental illness) and treatment (counseling, medicine), personality theory and research methodology. Participation in this course will prepare you for the AP Psychology Exam in May and provide grounding for several college PSY101 courses for those with a real passion for learning about the mind, as well as those considering careers in medicine, psychology, and counseling. It is strongly recommended that students have a GPA of 80 and above in previous Psychology courses to take this course. All students enrolled in this course must take the AP exam in May.
SOCIAL STUDIES DEPARTMENT COURSES

COLLEGE PSYCHOLOGY I – ½ Credit - (3 credits available from LIU)
*Grades 11 and 12*
College Psychology is offered to Plainedge High School students with the opportunity to earn three college credits from LIU Post. This course introduces students to the scientific study of behavior and the mental processes of human beings. Students will explore fundamental topics in psychology such as memory, perception, the major psychological theories, psychological disorders and treatment. Class discussions will focus on current topics, real life experiences and applications of psychological theories. Students are expected to produce high-quality work and will be graded on a college level. It is strongly recommended that students have a GPA of 80 and above to take this course.
*Note: You must have an overall GPA of 80 to be accepted into the LIU Post High School Scholars Program.*

COLLEGE SOCIOLOGY (SUPA) – ½ Credit
*Grades 11 and 12*
College Sociology is intended for college bound juniors and seniors with an interest in sociology and sociological research. By reading current works in the field of sociology, students will investigate such sociological phenomenon as the formation of social structures and the social inequalities of gender, race, and class that exist in our world. Heavy emphasis is placed on evaluating commonly held assumptions of society through readings, class discussions, and individual research projects. Sample topics include “teen suicide, clique dynamics, mass media, gender as a socially constructed identity, and The Disneyfication of Children’s Culture.” All students enrolled in this course are eligible and encouraged to earn three college credits through Syracuse University’s Project Advance program. This course complements College Psychology. It is strongly recommended that students have a GPA of 85 and above to take this course.

CRIMINAL JUSTICE – ½ Credit
*Grades 9-12*
This course will focus on providing a practical understanding of law and the legal system that will be of use in everyday life. It will work to improve understanding of the fundamental principles and values underlying the Constitution, laws, and the legal system. Topics that will be covered include rights and responsibilities, crime, law enforcement, the validity and effectiveness of our legal and correctional systems, and an Introduction to Criminal Procedure from the time of arrest through the trial process. Through projects, film analysis, debates and guest speakers this course will attempt to promote awareness of current issues and controversies relating to law and the legal system. This course complements Forensic Science.
SOCIAL STUDIES DEPARTMENT COURSES

CRISIS AND CONFLICT TO 1815 – ½ Credit - (opportunity for Honors credit)
*Prerequisites: NA*
Explore the drama, the horrors, and the heroism of some of the most dramatic events in pre-modern times. For an entire marking period, detailed lessons on one topic are mixed with exciting Hollywood movies and complex simulation games played in class (we have been doing the Roman Civil Wars lately). For the remainder of the class, we'll touch on many topics, each chosen by the class. We learn about the topic briefly and then watch a relevant movie to bring it to life. Favorites include the Crusades, Japanese samurai, the Mongol invasions, the Hundred Years' War, the French and Indian War, and the American Revolution.

Don’t just read about history; discuss it, watch it, and play it! You’ll learn more on these topics than ever before, and in a fun and exciting way.

The course is designed primarily for freshmen and sophomores with an interest in history and drama. Really motivated students (good readers and writers) can register for honors, meaning that they will complete additional assignments and projects for honors credit and weighting.

CRISIS AND CONFLICT IN MODERN TIMES – ½ Credit - (opportunity for Honors credit)
*Prerequisites: Global 9 and Global 10 or equivalent courses (Global 9 Honors and AP World History)*
Explore the drama, the horrors, and the heroism of some of the most dramatic events in modern times. For an entire marking period, detailed lessons on one topic are mixed with exciting Hollywood movies and complex simulation games played in class. Student choices in recent years have included the American Civil War, the Vietnam War, Hitler’s Third Reich, and Islamic Terrorism. For the remainder of the class, we touch on many topics, each chosen by the class. We learn about the topic briefly and then watch a relevant movie to bring it to life.

Don’t just read about history; discuss it, watch it, and play it! You’ll learn more on these topics than ever before, and in a fun and exciting way.

The course is designed for juniors and seniors with an interest in history and drama. Really motivated students (good readers and writers) can register for honors credit, meaning that they will complete additional assignments and projects for honors credit and weighting.

EXPLORING PSYCHOLOGY & SOCIOLOGY – ½ Credit
*Grades 10-12*
In this introductory course, the social sciences of psychology and sociology will be used to explain why we do what we do, and how society affects behavior. In sociology, students will examine relationships among cultures and social institutions, such as family and class structure. Psychology offers explanations for how people learn, grow, behave and interact. By exploring society and the human mind, social scientists can gain insight into current issues such as poverty, crime, deviance, disorders, and conflict.
20th CENTURY ISSUES IN WOMEN’S STUDIES – ½ Credit

Grades 11 and 12

20th Century Issues in Women’s Studies is an elective course for juniors and seniors, which is designed to introduce students to the roles of women throughout modern history. This course will focus on the post suffrage era and the evolution of women in society. Some topics will include feminism, family roles, sexuality, equality in the work place, health and reproduction, media portrayal, rights in the legal system, culture and fashion, violence against women, sports equality and differences in the treatment of women globally. Student will explore mature current issues facing women in society and be expected to analyze/discuss readings, videos, current events and trends. Class participation is an integral component of the course.
VOCATIONAL EDUCATION

Vocational Education is available through Nassau BOCES. Accepted vocational students spend half of the school day at Plainedge High School taking their academic courses, and the other half at their vocational program. Most programs span two years and require a two-year commitment from the interested student.

Space is limited and students must meet certain criteria before being considered for these programs. These criteria include:

- Attendance record at Plainedge High School
- Grade level graduation progress
- Connection between program and post-high school goals
- A complete application including a personal statement

*Programs Available*

- Automotive Technology
- Business/Information Services
- Computer Animation
- Cosmetology
- Culinary Arts
- Electrical Technology
- Engineering Technologies
- Graphic Arts
- Health Services
- Human Services
- Landscape Design and Management
- Medical Assisting/Healthcare
- Natural and Agricultural Sciences
- Police Science/EMT

*First year students (juniors) must take a morning program (7:27 am to 10:00 am) at the technical centers, while second year students (seniors) take an afternoon program (11:45 am to 2:15 pm).*

*Please note the district may not support all programs*

**APPLICATION PROCESS**

1. Meet with your counselor to express interest in attending a vocational program.
3. All applications will be evaluated by committee based on the criteria listed above.
4. If approved by committee, student and parent must meet with counselor, visit program, and complete the Nassau BOCES application process.
OVERVIEW
Why World Languages?
Research shows that students who study world languages...

- Score higher on the SATs;
- Develop greater cultural sensitivity to others;
- Have larger vocabularies;
- Perform better on tests of reading and math;
- Develop better listening and retention skills;
- Possess skills critical to the national defense;
- Prepare to contribute to the local, state, and national economics and compete in the global economy.

The primary goal of second language teaching is the achievement of functional communication in the context of the target language culture. Communication is defined in terms of four components. The integration of these components constitutes learning outcomes. These outcomes are presented at three instructional intervals, Checkpoint A, B and C. The four components are:

1. **Function**: the purpose of communication; socializing, providing and obtaining information, expressing personal feelings, getting others to adopt a course of action.

2. **Situation**: the context in which the communication occurs; listening, listening/speaking, reading, and writing.

3. **Topic**: the subject of communication; personal identification, house and home, services, family life, community, physical environment, meal taking, health and welfare, education, earning a living, leisure, shopping, travel, etc.

4. **Proficiency**: the degree of accuracy and the scope of the communication. The various degree of control of the basic elements of language.

To reach the desired learner outcomes all language classes are conducted in the target languages. The five goals (the 5 C’s) of the World Language Standards are Communication, Cultures, Connections, Comparisons, and Communities. The goals are further broken down into standards. For each standard progress indicators are provided. These tasks which students should be able to perform to demonstrate they have achieved that standard.

**GOAL 1** – “Communications” encompasses three dimensions:

1. Interpersonal Communication – This is interactive and includes face-to-face conversations, telephone conversations and written correspondence. Implied in this is that students must also deal with cultural factors which impact communication, such as gestures, distance and eye contact.

2. Interpretive Communication – This is receptive in nature and requires students to develop listening and reading skills. This includes such activities as listening to news, reading novels and viewing videos. The listener has no opportunity to ask for clarification.

3. Presentational Communication – This includes one-way oral presentations such as formal speeches, oral reports, producing a newscast. In a “real world” setting, there would be no opportunity for feedback or clarification.
GOAL 2 — “Cultures” deal with behavioral practices. It includes three components. By studying the PRODUCTS (books, music, games, sports, etc.) of a society, it is possible to discover their PRACTICES (patterns of social interactions), which provide insight into their PERSPECTIVE (attitudes, values, ideas).

GOAL 3 — “Connections” reinforces the idea that knowledge gained in one place impacts world language, and knowledge gained in world language can bring meaning to other discipline areas.

GOAL 4 — The intent of “Comparisons” is to make students aware of the nature of language and to learn how to learn languages. This includes teaching students about their learning styles.

GOAL 5 — “Communities” indicates that students must be prepared to use the world language in realistic settings outside of the classroom and become life-long learners of the language for enjoyment.

ITALIAN I – 1 Credit
The purpose of this course is to introduce a student to the early stage of the Italian language. Emphasis will be placed on listening, speaking and extensive use of newly acquired vocabulary. Simple grammatical structures will be introduced so that students will develop basic reading and writing skills. Students will also begin to explore Italian culture and the contribution of this country to the world. This course corresponds to Checkpoint A of the NYS Learning Standards.

SPANISH I – 1 Credit
The purpose of this course is to introduce a student to the early stage of the Spanish language. Emphasis will be placed on listening, speaking and extensive use of newly acquired vocabulary. Simple grammatical structures will be introduced so that students will develop basic reading and writing skills. Students will also begin to explore Spanish culture and the contribution of the Spanish speaking countries to the world. This course corresponds to Checkpoint A of the NYS Learning Standards.

SPANISH II TRANSITIONAL — 1 Credit
Prerequisite- Level 1 at Plainedge High School or limited study at Plainedge Middle School or middle school level.
This course will provide a follow up to basic Spanish language and culture learned. This course is for students to build upon their introductory Spanish study. It will include a brief review of Spanish I and new topics in vocabulary and grammar not previously learned.

SPANISH II – 1 Credit Prerequisite Spanish I ITALIAN II – 1 Credit Prerequisite Italian I or teacher recommendation if student has mastered another language
Spanish II and Italian II are the first year of the Checkpoint B Learning Standards. The four components of the World Language, listening, speaking, reading and writing, are displayed through comprehension, communication, expression of personal needs and experiences through writing.

SPANISH III – 1 Credit Prerequisite Spanish II ITALIAN III - 1 Credit Prerequisite Italian II
These courses finish the Checkpoint B Learning Standards. Students will be able to communicate as if they were traveling through a foreign speaking country, i.e. (order a meal, reserve a room, purchase a ticket and understand and give directions.)
SPANISH IV COLLEGE LEVEL - 1 Credit
Honors Level Intermediate Spanish/Structure Review and Culture
Prerequisite – Spanish III
This course affords students the opportunity to demonstrate college level achievement. The purpose of this course is to facilitate students’ proficiency in the areas of reading, grammar, writing and conversation from an intermediate to advanced level. It will also include selected readings and conversations on the culture and civilization of Spain and Latin America.

ITALIAN IV COLLEGE LEVEL – 1 Credit
Honors Level Intermediate Italian/Structure Review and Culture
Prerequisite – Italian III
This course affords students the opportunity to demonstrate college level achievement. The purpose of the course is to facilitate students’ proficiency in the areas of reading, grammar, writing and conversation from an intermediate to advanced level. It will also include selected readings and conversations on Italian culture and civilization.

For Spanish IV and Italian IV (May be taken for College Credit)
See Page 6 for criteria—students may earn up to 6 credits from St. John’s University.

ADVANCED PLACEMENT SPANISH – 1 Credit
Prerequisite – Spanish IV and recommendation
Students will receive an in-depth study of Spanish language and culture, developing written and oral fluency. All students enrolled in this course must take the AP exam in May.

SPANISH V – 1 Credit
Experiences in the Culture and Language of the Spanish Speaking World
Prerequisite – Spanish IV and recommendation
This course will promote student fluency in the Spanish language. This course will emphasize the similarities and differences of the various Spanish-speaking countries as well as the way in which understanding another culture impacts one’s own understanding of his or her cultural belief systems. This course will promote an attitude of acceptance of differences that ultimately should help students accept, respect and work productively with persons different from ourselves. Ultimately, it will help prepare students to live in a culturally complex society.

ADVANCED PLACEMENT ITALIAN – 1 Credit
Prerequisite – Italian IV
Students will receive an in-depth study of Italian language and culture, developing written and oral fluency. All students enrolled in this course must take the AP exam in May.

ITALIAN V:
Modern Italian Culture – 1 Credit
Prerequisite – Italian IV Intended For Seniors
Continuation of the Italian language, primarily focusing on culture and how it is represented in food, art architecture, history, geography, music and film. Class material will be authentic print and audio media in both Italian and English with focus on historical and pop culture. May also be taken for St. John’s University credit. Students can earn 3 credits. Students must have taken Italian IV for St. John’s University credit.
Co-Curricular activities are an important extension of the academic program. Plainedge High School offers a wide variety of clubs and other activities after school, and students are encouraged to become involved in the school community by participating in events after school hours. Students should listen to the daily announcements and check the daily bulletin in PowerSchool for information about the various clubs and organizations available. A list of all co-curricular activities is available from the Guidance Office.

ART CLUB
The High School Art Club, which includes the National Art Honor Society, is an organization formed to allow students the opportunity to further an individual interest in art. It exists to benefit the school and the community. Students will be involved in volunteering their abilities for community displays throughout the district. Students may be involved in fundraising activities.

BEST BUDDIES
Want to make a friend? Want to become involved at Plainedge? Best Buddies matches students with disabilities with high school students from general education to create one-to-one friendships. Our mission at Best Buddies is to spread the message of inclusion and equality for individuals with disabilities. Come join Best Buddies Plainedge!

CHAMBER ORCHESTRA
The Chamber Orchestra is a group that performs a varied repertoire of musical styles and periods. The Orchestra is open to motivated string students performing on a NYSSMA level V and scoring an A or better. Chamber participants perform for school concerts and selected community events.

DRIVER EDUCATION
Driver Education is offered during the fall and spring semesters and in the summer. A contracted auto school provides the lecture portion, as well as the driving experience. Students must be 16 years old at the start of the session and possess a valid learner permit. Students must be in good academic standing.

DRAMA CLUB
The Drama Club members put on a play in the fall and a musical in the spring. Our most recent shows have been Rumors and Beauty and the Beast. Actors, actresses, singers, dancers, and crew members are all essential participants in our shows. If you are interested in any of these, please consider joining. Students from all grades are welcome. No experience is necessary!

ENGLISH HONOR SOCIETY
English Honor Society is an organization composed of students who exhibit academic excellence and who are committed to community service. Students will perform various services for the community throughout the year. Students must have a 90% overall average and an 88% in English.

ETHICS BOWL (BENJAMIN FRANKLIN SOCIETY)
The Ethics Bowl (Benjamin Franklin Society) is a co-curricular activity for students who have an interest in exploring issues of social science and ethics. A primary focus of the Ethics Bowl (Benjamin Franklin Society) Team is to prepare for high school ethics bowl competitions.
FORENSICS CLUB
The Forensics Club is an extracurricular group that allows students who are interested in science, law enforcement, and law to explore how these areas are intertwined and how they play a role in real life. This is done through workshops, guest lectures, movie/documentary viewings, and case-study discussions. Past workshops include areas such as fingerprinting, crime-scene processing, and bite-mark analysis. The group also organizes a CSI competition in which interested members and forensic science students can participate. The club’s goal is to encourage and celebrate interest in the sciences.

FRESHMAN CLASS
The Freshman Class Student Council is an organization consisting of 9th grade student representatives, working to get all freshmen involved in the many social and academic areas of school life. The representatives are the voice of the Freshman Class, responsible for decision-making on behalf of their classmates, fundraising for future events, as well as community service projects throughout the school and community.

GAY/STRAIGHT ALLIANCE (GSA)
This club works to create a more accepting and tolerant environment for LGBT students and their straight allies in the high school and to protect all students from harassment, abuse and mistreatment.

INTERNATIONAL CLUB
The International Club is composed of students interested in becoming more aware of the cultural diversity around them. The International Club plays a major role in promoting World Language Week in March as well as “International Night,” which is a celebration of the diversity in our school and community. Our mission is to touch the lives of others and appreciate the diverse cultures and heritages in our world.

JAZZ BAND
The Jazz Band meets throughout the school year after school once a week. Interested students are encouraged to enroll in band. This group gives advanced students some freedom to explore the more personal and creative aspects of their instrument and music. Charts to be played range from the big band sounds to updated jazz/rock arrangements. This club is open to students through audition. Performances also include a spring concert.

JAZZ CHOIR
The Plainedge Jazz Choir is a group of auditioned students that performs music from the popular and jazz repertoire. Jazz Choir performs in annual concerts, as well as for organizations and schools in the area that are looking for special entertainment. The Jazz Choir rehearses weekly after school. Interested students are encouraged to enroll in either Mixed Choir or Concert Choir during the school day.
JUNIOR CLASS
The purpose of the Junior Class Council is to give the 11th grade class members an opportunity to express themselves through their elected officers. The officers of the Junior Class (one president, one vice president, one secretary, and one treasurer) meet on Wednesdays (more frequently when activities or fundraisers are in progress) to plan and discuss matters pertinent to the class as a whole. All 11th grade students are invited to attend these meetings.

KEY CLUB
The Key Club is a volunteer organization dedicated to helping others in the community. Annual projects, such as the Field of Honor and Blood Drive, are organized and run by the club. If you are looking to make a difference in the Plainedge community and beyond, come join us!

KICKLINE
Fall Season
Dancing, marching, and pom-pom work are combined to add a colorful pictorial effect at marching band performances. Performances are at home football games, parades and community events. Practice is three times a week during football season and as needed for parades.

Competition Season
Kicking and dancing are combined to create exciting routines to be performed at local and regional competitions. Practice is three times a week from November through March. Participation in the Fall Season is a prerequisite for participating on the kickline competition team through March.

LITERARY MAGAZINE (Ventures)
Published annually, Ventures magazine features the best writing, artwork and photography of Plainedge High School students. A student-run publication, Ventures provides staff members with valuable experiences in all aspects of editing and magazine production. The Ventures club meets twice a month. All students are invited to submit stories, poems, essays, and illustrations throughout the year.

MATHLETES
Mathletes is a club open to any student attending Plainedge High School who wishes to compete mathematically against other students from across New York State. Students sharpen their math skills in preparation for a monthly math competition by attending bi-monthly meetings. Cumulative scores are kept for each student so that students can compare their scores with students from other Long Island and New York State schools. Participants who score well are recognized locally and regionally.
CO-CURRICULAR ACTIVITIES

NATIONAL HONOR SOCIETY
The National Honor Society, with chapters throughout the United States, is a leadership and service organization for 11th and 12th grade students. Membership in the National Honor Society is highly regarded by high schools, colleges and universities. In order to be considered eligible to join NHS, one must maintain an unweighted GPA of 90 or a weighted average of 92. All eligible sophomores and juniors will be invited to apply in the early spring of each year. These students must also be recommended by the faculty for service and leadership. All students who qualify are welcome to apply. The Plainedge chapter is involved in many aspects of high school and community life. Services range from sponsoring cultural events to ushering at dramatic and musical events, teacher conferences and career nights. Our members have volunteered at various walks and participated in numerous fundraising events. The National Honor Society Members also provide tutoring throughout the district in a variety of subjects.

NEW YORK STATE MATHEMATICS HONOR SOCIETY
NYSMHS accepts applicants who have successfully completed a minimum of three semesters of High School Mathematics. Prospective candidates must meet the following criteria:
• Mathematical scholarship, service, character, and citizenship
• Minimum mathematics average of 85, and overall scholastic average of 85
Members work through a credit system and must maintain a certain number of credits to remain active. Activities include an annual toy drive, St Jude’s fundraiser, pizza sales, as well as the annual Pi Day celebration.

NEWSPAPER (Devil’s Tale)
The Newspaper Club is responsible for the publication of the Devil’s Tale. Members of the club receive practical newspaper experience by writing features, news stories, sports stories, editorials and columns, learning about photojournalism and practicing layout design. The club meets weekly before or after school.

QUIZ BOWL
The Quiz Bowl Club is comprised of ninth through twelfth grade students who have the desire to compete by using their intellectual prowess in a variety of academic areas including history, English, math, science, music and art. The students compete against each other in our weekly intramural league and against other schools in regional NAQT tournaments, the History Bowl and QuizNet.
ROBOTICS CLUB
The Robotics Club offers all students the unique opportunity to apply the concepts they are learning in school to a real-world application. Students working with teacher mentors will design, construct and test a radio controlled 120 lb. (max) robot capable of meeting specified design requirements. The team will then operate this robot in the USFIRST Robotics Competition, complete with referees, cheerleaders and time clocks. This National Engineering Contest which immerses high school students in the exciting world of engineering, scientific and mathematical principles, is designed to inspire students to choose a career in engineering, computer programming or another high-tech skilled position. The Robotics program is a team effort; every student that participates will walk away with a sense of accomplishment and success.

SADD (STUDENTS AGAINST DESTRUCTIVE DECISIONS)
SADD is a club that unites students around a passion for caring about others and a dedication to creating social change. SADD’s positive influence on youth extends well beyond the issue of drinking and driving. Students work to eliminate underage drinking and other teenage destructive decisions by educating students of the dangers of negative decisions. Programs such as Red Ribbon Week, American Cancer Society’s “Great American Smokeout” and the Prom Pledge are some of the various activities in which SADD participates.

SCIENCE HONOR SOCIETY
The Science Honor Society is a club dedicated to supporting scientific activities and promoting scientific literacy throughout the science department, school, and community. Prospective candidates must have:
- Completed their freshman year of high school;
- A minimum weighted GPA of 85;
- A minimum weighted science average of 85;
- A minimum weighted math average of 75.

SENIOR CLASS
The purpose of the Senior Class Council is to give the 12th grade class members an opportunity to express themselves through their elected officers. The officers of the Senior Class (one president, one vice president, one secretary, and one treasurer) meet regularly (more frequently when activities or fundraisers are in progress) to plan and discuss matters pertinent to the class as a whole. The Senior Class Council engages in the planning and preparation of several memorable events, such as Homecoming, Pep Rally, Senior Prom and sports activities, all of which add to the spirit that makes a student proud to be a senior at Plainedge High School.
SOPHOMORE CLASS
The purpose of the Sophomore Class Council is to give the 10th grade class members an opportunity to express themselves through their elected officers. The officers of the Sophomore Class (one president, one vice president, one secretary, and one treasurer) meet regularly (more frequently when activities or fundraisers are in progress) to plan and discuss matters pertinent to the class as a whole. The elected officers of the Sophomore Class involve classmates in activities that exhibit their concern and interest in others.

TRI-M MUSIC HONOR SOCIETY
TRI-M is a nationally recognized Honor Society for musicians who have achieved the following minimum requirements:
• Grade 9: NYSSMA Solo Rating of IV O;
• Grades 10, 11 and 12: Level V 90, Level VI 85, or better.
This diverse group provides an added outlet for musical performance and community service. Students must have an 85 overall average and a 95 in music.

TV PRODUCTION
The TV Production club goes beyond the high school’s TV production studio and engages student in a world of media. From learning how to manage lighting, sound, and displays during school productions, to working with various components to wirelessly capture and livestream high school events, the TV Production Club will expose students to old and new technologies and will further develop students’ collaborative, management, and technical skills.

YEARBOOK
Yearbook is a senior-only activity. The staff has the responsibility of preparing the class yearbook. Club meetings begin in April of junior year. Students with interests in photography, copy writing, art layout, staff management, business and publishing will find participation on the yearbook staff challenging and rewarding.
**INTERSCHOLASTIC ATHLETICS**

The mission of the Plainedge Public Schools Interscholastic Athletic Program is to provide students with the opportunity to positively represent their school and community in a wide range of quality interscholastic programs.

The program is governed by the regulations established by the Commissioner of Education’s basic code for extra-class athletic activities, the New York State Public High School Athletic Association, the Nassau County Public High School Athletic Association, as well as by the Board of Education and school policies.

**INTERSCHOLASTIC ATHLETIC INFORMATION**

**FALL**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Girls Soccer</td>
<td>Varsity, JV MS 7/8</td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>Varsity, JV</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Varsity, MS 7/8</td>
</tr>
<tr>
<td>Golf</td>
<td>Varsity</td>
</tr>
<tr>
<td>Girls Tennis</td>
<td>Varsity</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Varsity, JV</td>
</tr>
<tr>
<td>Boys Volleyball</td>
<td>Varsity</td>
</tr>
</tbody>
</table>

**WINTER**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Basketball</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Girls Basketball</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Girls Bowling</td>
<td>Varsity</td>
</tr>
<tr>
<td>Boys Bowling</td>
<td>Varsity</td>
</tr>
<tr>
<td>Indoor Track</td>
<td>Varsity</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Varsity, JV</td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>MS 7, MS 8</td>
</tr>
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</table>

**SPRING**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Softball</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Boys Lacrosse</td>
<td>Varsity, JV, MS 7/8</td>
</tr>
<tr>
<td>Girls Lacrosse</td>
<td>Varsity, JV, MS 7&amp; 8</td>
</tr>
<tr>
<td>Boys Track &amp; Field</td>
<td>Varsity, MS 7/8</td>
</tr>
<tr>
<td>Girls Track &amp; Field</td>
<td>Varsity, MS 7/8</td>
</tr>
<tr>
<td>Boys Tennis</td>
<td>Varsity</td>
</tr>
</tbody>
</table>
WORKSHEET FOR SCHEDULE REQUESTS

You can make your online course requests in PowerSchool at:
https://powerschool.plainedgeschools.org/public/

Please be aware of the following:

• Which courses require pre and/or co-requisites and which courses are limited to certain
grade levels, i.e. juniors and seniors only
• On page 8 of the curriculum guide there is a chart for “Recommended Course of Study”
• You must select alternative electives (courses you would not mind taking if your first choice
does not work with your schedule)
• Lunch will automatically be programmed into your schedule - for all students
• Seniors must take a minimum of 7 credits plus physical education class
• If you are taking a non-lab science please be sure to select an “Alt Day Elective” to go
opposite your physical education class
• Your requests must be completed in PowerSchool prior to meeting with your
counselor

Entering Your Course Requests

1. Log on to your PowerSchool account.
2. Select the class registration icon on the left and follow the course group instructions.
3. You will be able to view teacher course recommendations as you make your requests.

Use this section as a worksheet. Please note that lunch will be automatically
scheduled for you – be sure to add lunch as one of your periods of the day

1.__________________________________________
2.__________________________________________
3.__________________________________________
4.__________________________________________
5.__________________________________________
6.__________________________________________
7.__________________________________________
8.__________________________________________
9.__________________________________________

Alternative Electives
1.__________________________________________
2.__________________________________________
3.__________________________________________
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Raymond Paris, Vice President
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Lisa Madison
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Jeanine Medina, Special Education
Claudia LaPlante, World Language
Louise Ryan, Social Studies
Erin Lehane, Science

Title IX and SEC. 504 OF THE REHABILITATION ACT
No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most educational program, or activities receiving federal assistance.

The Rehabilitation Act prohibits any discrimination based on a person’s handicapping condition. For questions or issues concerning Title IX, contact Guy LeVaillant, Ed.D., Deputy Superintendent at 516- 992-7450, the District Title IX Coordinator.

For questions or issues concerning The Rehabilitation Act, contact Verdel A. Jones, Director of Guidance at 516- 992-7485.