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The 2020-2021 Course Catalog Booklet is a publication of the Uniondale High School Guidance Department in collaboration with district directors and the Assistant Superintendent for Curriculum and Instruction.

*Some courses printed in the catalog may no longer be offered based on student enrollment and/or staffing.

**Please be advised that any changes made after the publication date will not be reflected in the booklet.
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Diana Boucher
Natacha Boyce
Mary Iannotti
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Lexoune Marcellin
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Ellen Reed
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School Counselors
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Karla Mitchell
Fabio Perez

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Social Studies
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Shelby Streeter
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Dr. Kimberlee Pierre
Technology & Library Media Services
Dr. Kimberlee Pierre
Technology
Ana Ritter
This issue of Educational Opportunities represents the educational philosophy for the Uniondale School District’s Secondary Schools. The courses listed in this publication will allow students to plan an academic program that will enable them to develop the necessary skills and capabilities to achieve academically and meet the rigorous standards implemented by our district in alignment with those outlined by the New York State Department of Education.

We, both the educators and the parents, share the responsibility to assist our students in their endeavors to become happy, productive citizens, ready to meet the challenges of the 21st century. Therefore, it is vitally important for all students and their parents to familiarize themselves with the courses listed in this booklet. This will allow you to select those courses that have the most impact on your educational and social development.

Over the years, the professional staff has evaluated and modified the offerings listed in this publication to meet the diverse needs of our student population. Our graduating Class of 2020 consisted of 533 graduates that attended various colleges and universities across the country and some of which entered the workforce.

The information in this booklet is integral in preparing our current and future graduates for the demands of post-secondary studies and/or the world of work.

TITLE IX AND SECTION 504 COMPLIANCE

The Uniondale Union Free School District, Goodrich Street, Uniondale, New York, does not discriminate on the basis of sex, race or handicap in the educational programs or activities which it operates, and it is required by Title IX of the Federal Education Amendments of 1972, and the regulations implementing the same not to discriminate in education programs and activities extends to employment therein and admission thereto. Inquiries or complaints concerning the application of Title IX regulations and said regulations to said school district may be referred to Mrs. Myrtle Dickson, Uniondale High School, Goodrich Street, Uniondale, New York, 11553, telephone (516) 560-8822. Inquiries or complaints concerning the application of Section 504 regulations may be referred to Ms. Mary Klein (516) 560-8969. All complaints of violation of noncompliance with said law or regulations shall be committed in writing to the above named employee and shall be promptly investigated. Such hearings or other procedures on any and all such complaints shall be promptly taken as shall be necessary to enable the prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by said law or regulation.
INTRODUCTION

Both students and parents are urged to carefully read the material contained in this publication. The vast array of course and program offerings coupled with specific requirements for graduation call for informed decision making. Subject and program selections should be made only after studying the course catalog and discussing the implications with the professional school staff.

The “best” program should be one that is challenging in nature, fosters personal growth and understanding, and paves the way for individual success. All students will take Regents level or higher classes with the expectation that they will earn a NYS Regents or Advanced Regents Diploma upon graduation.

THE GUIDANCE PROGRAM

The Uniondale School District strives to provide a comprehensive guidance program that assures student/youth development focused on the whole child. We aspire to cultivate atmospheres that are conducive to academic, social, emotional, and physical growth.

The district provides a vast array of course offerings to meet the needs of our diverse school population. It is imperative that both parents and students have a clear understanding of these offerings to make informed decisions that will motivate and challenge students as they meet promotional standards.

Each of our K-12 scholars have access to a school counselor. School counselors work diligently with all stakeholders (parents, students, staff, administration, and the community) to maximize student achievement. Our department seeks to identify and determine each student’s ability and interests to maximize their learning experience in preparation for post-secondary studies and/or employment in order to become productive members of our larger more complex society.

Any parent/guardian who has any questions or concerns and/or would like to find out more about our program and our department is welcomed to contact the Guidance Department to schedule an appointment or call to speak to the assigned school counselor or the Director of Guidance of their respective school(s) to schedule an appointment.

PROGRAM PLANNING

Students will meet with their school counselors for the purpose of selecting their courses for the following year. The academic planning meeting is an important appointment. Here are a few points to consider before participating in this conference:

1. The students should read the material in this booklet before meeting with their counselors.

2. The students should discuss their program with their parents.

3. Parents are encouraged to confer with their child’s counselor. By working together, we can be of greater service in helping to plan the student’s high school education.

4. Please remember that at the time of the conference students are expected to select courses to be taken next year. This means that one must give serious thought to this matter before coming to the academic planning meeting. ONCE THAT DECISION IS MADE THE STUDENTS WILL BE RESPONSIBLE TO FOLLOW THEIR SELECTED PROGRAM. If corrections are not made by the final course selection change date (last week in March.) This meeting is very important. Every student will participate in an academic planning meeting.
**NEW YORK STATE GRADUATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSES REGENTS</th>
<th>DIPLOMA</th>
<th>ADVANCED REGENTS DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Health</td>
<td>1/2 credit</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Art or Music</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 credit</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3.5 credits</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>Total Credits Required for Graduation</td>
<td>22 credits</td>
<td>22 credits</td>
</tr>
</tbody>
</table>

**New York State Testing Requirement**

The following chart outlines the Regents exam requirement for each diploma. Minimum passing grades are listed after each exam.

<table>
<thead>
<tr>
<th>REGENTS DIPLOMA</th>
<th>ADVANCED REGENTS DIPLOMA</th>
<th>LOCAL DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Algebra (65)</td>
<td>Integrated Algebra (65)</td>
<td>Eligibility for alternatives will</td>
</tr>
<tr>
<td>Global Studies (65)</td>
<td>Global Studies (65)</td>
<td>be discussed as applicable*</td>
</tr>
<tr>
<td>U. S. History (65)</td>
<td>U. S. History (65)</td>
<td></td>
</tr>
<tr>
<td>English 11 (65)</td>
<td>English 11 (65)</td>
<td></td>
</tr>
<tr>
<td>Science Regents (65)</td>
<td>Science Regents (65)</td>
<td></td>
</tr>
<tr>
<td>2nd Science Regents (65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry (65), Alg. II w/Trig (65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Checkpoint B (65)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that New York State requirements for graduation may differ for other graduation years.

**Uniondale High School Elective Credit Requirements**

* Personal Financial Literacy .5 credit

* Microsoft Office 1 credit
MINIMUM PROGRAM REQUIREMENTS
To provide a minimum standard for a quality comprehensive educational program, and to ensure all Uniondale High School graduates are well prepared for post high school education and/or the ‘world of work,’ all students in grades 9-12 will be required to carry a minimum of 6 courses plus physical education. Upper classmen (with parental consent) may opt to carry a modified schedule with a minimum of five periods and physical education.

PREREQUISITES/COREQUISITES
The basic philosophy of instruction in our District is one of encouraging higher levels of academic expectations from our students. Any student who maintains a passing grade in a course is eligible for the next course in sequence in a respective department provided the student has teacher and department director approval. If approval is not given by the teacher and department director, a conference between the Principal and the parent should take place. During this conference, the nature of the recommendation will be explained to the parent. If the parent still wishes that the child take the next level course, a conditional placement request must be signed by the parent and placed in the student’s folder. The student should then be permitted to take the course.

The District does not maintain strict numerical prerequisites for entrance into the next level course, however, students must take courses in proper sequence, such that, one level of the course must be successfully completed before beginning study in the higher level course.

PROMOTIONAL STANDARDS

To Grade 10
5 credits, including English 9, Global Studies 9, 1 credit Math or Science, 2 additional credits.

To Grade 11
10 credits, including English 9 and 10, Global Studies 9 and 10, 1 credit of Science, 1 credit of Math, 1 additional credit in Math or Science, 1 Physical Education (1/2 credit)

To Grade 12
15 credits, including English 11, US History and Government, 2 Physical Education Courses (1 credit) and be eligible for June graduation.

CLASS RANK AND GPA
1. In order to be ranked with his/her graduating class, students must have completed, minimally, grade 11 at Uniondale High School.
2. If a student was ranked with any previous senior class at any high school, the student is not ranked.
3. Students with transcripts containing P or F (excluding College Pathways and Phys. Ed.) do not receive class rank or GPA.
4. Students entering Uniondale High School in grade 12 will only receive a GPA.

UNIONDALE HIGH SCHOOL GRADE CONVERSION TABLE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 to 100</td>
<td>A+ or 4.0</td>
</tr>
<tr>
<td>90 to 94</td>
<td>A or 4.0</td>
</tr>
<tr>
<td>85 to 89</td>
<td>B+ or 3.5</td>
</tr>
<tr>
<td>80 to 84</td>
<td>B or 3.0</td>
</tr>
<tr>
<td>75 to 79</td>
<td>C+ or 2.5</td>
</tr>
<tr>
<td>70 to 74</td>
<td>C or 2.0</td>
</tr>
<tr>
<td>Below 65</td>
<td>F</td>
</tr>
</tbody>
</table>

LIBRARY
The library is open during class hours every school day as well as both before and after school, offering students a variety of services and resources unique to a media center. These include:
1. Individualized instruction for research papers, projects and daily work assignments
2. Class instruction in all subject areas for every level of student
3. Reading guidance
4. Extensive collections to satisfy a wide range of tastes, interests, and research needs in all curricular areas
5. Books for leisure and outside interest reading
6. Daily newspapers
7. Online, full-text databases that address research requirements including periodicals, encyclopedias, and specialized reference sources
8. A cybrary of Internet resources supports the instructional program (available http://uhs.uniondaleschools.org; click on Uniondale High School Library Media Center)
9. Access to computers for research purposes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 to 100</td>
<td>A+ or 4.0</td>
</tr>
<tr>
<td>90 to 94</td>
<td>A or 4.0</td>
</tr>
<tr>
<td>85 to 89</td>
<td>B+ or 3.5</td>
</tr>
<tr>
<td>80 to 84</td>
<td>B or 3.0</td>
</tr>
<tr>
<td>75 to 79</td>
<td>C+ or 2.5</td>
</tr>
<tr>
<td>70 to 74</td>
<td>C or 2.0</td>
</tr>
<tr>
<td>Below 65</td>
<td>F</td>
</tr>
</tbody>
</table>
COLLEGE ENTRANCE REQUIREMENTS

Each school has its own admission requirements. To be absolutely certain you are following the correct program, check the admissions office of the schools in which you are interested. Check with your school counselor for careful analysis if the college simply requires 22 academic credits evenly distributed.

General college entrance requirements are as follows:

1. LIBERAL ARTS COLLEGE

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 to 4 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 to 4 years preferred by most colleges</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3 to 4 years</td>
</tr>
</tbody>
</table>

2. ENGINEERING SCHOOLS

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 years</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3 to 4 years</td>
</tr>
</tbody>
</table>

3. NURSING SCHOOLS

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years, including Biology and Chemistry with at least a 75 average</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 to 4 years</td>
</tr>
</tbody>
</table>

Keep in mind that there are various nursing programs such as:

a. A 4-year college program which leads both to a Registered Nursing and a Bachelor of Science degree.
b. A 3-year program in a Hospital School which leads to a Registered Professional Nursing License.
c. A 2-year program in a Community College which leads to a Registered Professional Nursing License.

4. TECHNICAL INSTITUTES AND JUNIOR COLLEGES

   Technical Institutes offer both technical and non-technical programs.
   Technical courses require mathematics and physical science with at least a 75 average in these courses.
   Non-technical and junior colleges’ requirements differ with the institutions. See colleges’ catalogues.
JUNIOR (11th GRADE) CHECKLIST FOR COLLEGE ADMISSION

September/October
1. Sign up and take the PSAT.
2. Have your counselor evaluate your transcript for college preparation.
3. Make sure you are taking the correct classes for college bound students and are on target to graduate.
4. Attend the College Fair at UHS.
5. Join activities and/or continue to participate in co-curricular community service.

November
1. Speak with other college bound students regarding information on college choices and opportunities.
2. Talk to family, counselors, friends about your plans; and how they might help.
3. Keep a list of colleges and careers that might appeal to you.

December
1. Write to college admission offices for information, catalogs and visitation dates.
2. Plan college campus visits with your family.
3. Update skills and areas you'd like to use in a career.

January
1. Visit college campuses on semester break holidays.
2. Review your PSAT scores with your Math and English teachers.
3. Plan a strategy for getting the SAT I scores you want. (Your strategy could include review of test taking skills and practice of specific skills areas.)
4. Select challenging academic courses for senior year in areas you might study in college.
5. Sign up for the Saturday SAT prep course.

February & March
1. Register for the May and/or June SAT I and SAT II / ACT including signing up for the student search service.
2. Explore careers in more depth, collecting information by reading and talking to people using skills you'd like to use or develop.

April & May
1. Visit distant colleges during Easter break. (Some colleges can arrange for you to stay over-night in the dorms for your visit.)
2. Attend College Fairs.
3. Look into the ACT and register for the June test.
4. Meet with your counselor and parent for a junior conference.

May-August
1. Narrow down your college choices.
2. Continue to collect information on your top colleges and career choices.
3. Plan visits and continue to collect information about colleges.
4. Review your SAT I scores and GPA with your counselor.
5. Sit for SAT I and SAT II/ACT's.

SENIOR (12th GRADE) CHECKLIST FOR COLLEGE ADMISSION

September
1. Have a counselor evaluate your transcript for college admissions.
2. Make sure you are taking the correct classes for graduation and admissions for your college choices.
3. Register if needed to take admission tests (SAT I, ACT and SAT II) for your college choices.
4. Read Knights News for open house and college tours.
5. Research scholarships and write for applications (monthly)
6. Finalize essay for college applications.
7. NCAA eligibility of counselor and coach.

October
1. Attend the Uniondale High School College Fair and others in the area.
2. Take SAT or ACT.
3. Ask teachers and counselors to complete recommendations for you, if needed, for scholarships and/or admissions. (Sept/Oct)
4. File all college applications. Processing time is approximately two weeks. Private schools have varying filing dates, so check with each individual school.

November
1. Read Knights News weekly for scholarship information.
2. Take additional Standardized Test.
3. Speak to your counselor regarding HEOP/EOP eligibility.

December
1. Begin preparing for financial aid procedures (FAFSA). Gather income tax records, and your family income figures. Familiarize yourself with types of financial aid and how to apply. Request forms from individual colleges.
2. Take subject tests (SAT II). Retake SAT I and/or ACT.

January/February/March
1. Submit all supplementary documents to colleges and financial aid institutions as requested (i.e. copy of income tax forms, transcript). All materials should be forwarded to all the colleges you are applying to.
2. Continue to apply for scholarships.

April/May
1. Admissions notifications usually come out in mid-April for private colleges. State universities usually notify by mid-May. Acceptance/denial notices continue through July.
2. Be sure to visit every college you have been accepted to.
3. May 1 is the official reply date for private colleges.

June
1. Request final transcript be sent to the college of your choice the last two weeks of school.
2. Complete senior survey form.

July
1. Prepare to take the August college course placement tests in English and Math if needed.

At all times
1. Keep in contact with your counselor and college going network.
2. Carefully read all correspondence from colleges: KNOW YOUR DEADLINES!!
3. Ask questions if you do not understand.
4. Read Knights News every week.
5. YOU CAN DO IT!!
Additional Advanced Placement courses descriptions and prerequisites can be found in the content area sections.

<table>
<thead>
<tr>
<th>ADVANCED PLACEMENT COURSES OFFERED AT UNIONDALE HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
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<td>*AP English Literature and Composition</td>
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<td>AP Calculus AB</td>
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<td>AP French Language (Adelphi University Credit)</td>
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<td>*AP United States History</td>
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<td>*AP United States Government and Politics</td>
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<td>Sociology (Syracuse University Credit)</td>
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<td>Economics (Syracuse University Credit)</td>
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* Molloy College Partnership - (Pending)
Students may have the opportunity to earn 3-6 college credits based on the articulation agreement (Please see school counselor for information.)

** Students enrolled in an Advanced Placement course must take the corresponding AP examination in order to receive weighting.
AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions (collegeboard.org, 2017).

AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections

AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

How AP Capstone Works

The College Board’s AP Capstone is an innovative college-level program based on two new courses—AP Seminar and AP Research—that complement and enhance discipline-specific AP courses.

The program gives students a chance to practice core academic skills they need to complete college. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

AP Capstone has the potential to differentiate and transform high schools and their students by elevating the learning environment through a challenging, college-level program with high standards of assessment.

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<th>AP CAPSTONE DIPLOMA</th>
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<td>End-of-Course Exam</td>
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4 AP Courses & EXAMS (Taken throughout high school)
**A.P. SEMINAR**
Course No. 0013
Grade Offered: 10
Examination: AP Examination + additional paper and video submissions
Recommended Prerequisite: English 9H and a 90 or above in English 8 and 9

The A.P. Seminar course emphasizes the development of skills in investigating real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidenced-based arguments. A.P. Seminar is for independent students capable of doing college level work who are willing to devote the time and energy necessary to succeed in this rigorous course. Students will demonstrate their achievement in college level work by taking the National Advanced Placement Examination Seminar. The long-term goals of the course are to enable students collect and analyze information with accuracy and precision, develop arguments based on facts and effectively communicate them skills essential for success during and after college.

**A.P. RESEARCH**
Course No. 0017
Grades Offered: 11-12
Examination: Academic paper, oral presentation and defense
Required Prerequisite: AP Seminar

The AP Research course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. A.P. Research is for independent students capable of doing college level work who are willing to devote the time and energy necessary to succeed in this rigorous course. Students will demonstrate their achievement in college level work by writing an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a giving a presentation with an oral defense.
BOCES PROGRAMS

BARRY TECH

an exciting way to learn...
a great way to build the future you want

Whether you want to get a head start on your college major or be ready to start a career right after high school, Barry Tech has a program for you. Barry Tech programs offer you an opportunity to combine your academic course work with career exploration and preparation while you are still in high school. All 11th and 12th grade students are eligible to apply to the Barry Tech School through their guidance counselor. Students must be meeting graduation requirements to qualify.

Each year that you attend Barry Tech you will earn four credits toward your Regents diploma. In addition, some colleges grant Barry Tech graduates college credit or advanced standing.

Students attend Barry Tech daily from high schools throughout Nassau County. Making Barry Tech part of your high school experience can give you many advantages to help shape the future you want. Listed below are the half day courses available at Barry Tech.

Animal Care
Animal Care Skills
Animation and Digital Media Design
Animation and Digital Media Skills
Audio Production
Auto Collision Technician
Auto Skills
Automotive Technology
Aviation Operations
Barbering Technician
Carpentry
Child Care Skills
Computer Game Design and Programming
Computer Game Design and Programming Skills
Computer Technology
Construction Electricity
Construction Trades
Construction Trades Skills
Cosmetology
Culinary Arts
Culinary Arts Skills
Dental Assisting
Early Childhood Education
Fashion Design Technology and Merchandising
Health Care Skills
Horse Science and Management
Horse Science and Management Skills
Horticultural Technology
HVAC/Plumbing
Medical Assisting
Network Cabling Technician/ Home Technology Integration (HTI)
Nurse Assisting
Office Assistant Skills
Personal Trainer and Exercise Medicine
Physical Therapy Aide and Rehabilitation Medicine
Police Science and Criminal Justice
Power Sports and Small Engine Repair
Retail Skills
Veterinary Science
Video Production and Digital Film Making
Welding

Long Island High School for the Arts-
Art, Dance, Film, Playwriting, Musical Theatre, Drama, Music, and Theatre Technology
(AUDITION IS REQUIRED).

A half-day program is available to students in grades 11 & 12.

Please refer to the latest BOCES literature available in the Guidance Office for any possible new course offerings.

BARRY TECH (BOCES)

Students interested in applying for one of the following educational programs must have a conference with their guidance counselor. Before obtaining an application for admission it is necessary to insure that Barry Tech candidates be mature and responsible students. They must be in Grade 11 to pursue all programs. Good attendance will be a strict criterion, students enrolled in these courses and illegally absent more than 10 days may be required to drop the program.

The Uniondale Union Free School District will not pay for tuition for any BOCES program for any student in such programs who have either completed their attendance in the Uniondale Union Free School District schools or have graduated.

All applications for enrollment in the first year of a program or requests to continue or change a program must be finalized with the guidance counselor by March 15th preceding September enrollments in BARRY TECH.

A BARRY TECH site visitation is required of all students interested in attending the program.
Overview
Special Education programs provide instruction and support to students with special learning needs that have been identified by the District Committee on Special Education (CSE). Students pursue courses of study with equivalent curricula to those offered in the general education program. Special Education students are given every opportunity to achieve a New York State sanctioned diploma. Most of our students do achieve high school diplomas at the conclusion of their courses of study. A non-Diploma credential may be recommended by the CSE for students who achieve goals prescribed by their Individual Educational Programs (IEP’s) and do not earn high school credits. The goal of the Special Education Department is to provide each of our students with the most appropriate educational program based upon his/her individual needs. Students may not be scheduled for Special Education classes without prior approval from the Department of Special Services and recommendation from the CSE.

Programs Services

Consultant Teacher Services:
This service is provided to students who are making the transition to the least restrictive educational setting. Consultant teacher services provides direct or indirect services to students with disabilities attending classes in the general education setting.

Integrated Co-Teaching Program:
This program is available to students with disabilities identified by the CSE as requiring alternative teaching strategies and in-class support. Students attend Regents level general education classes and receive support services from a special education teacher within the class in collaboration with the general education teacher. Adaptations of curriculum, methodologies, assessments, assignments and environment are assessed and individualized for students in accordance with each student’s IEP. Integrated Co-Teaching is provided in the subject areas of English, Math, Science, and Social Studies. See Subject Area classes for description of each class. Students earn one credit per subject area.

Resource Room
This program is provided to offer students remedial instruction and support for general education content area classes. Students are provided with tutorial assistance and practice compensatory strategies designed to help them succeed in Regents level classes. Small group and individualized instruction provide students with support in basic academic skills, oral and written language, study and organizational skills. Class size is limited to five students.

Special Class
This program is designed to include the standards set by the NYS Education Department through a modified curriculum and smaller class size. Special class is provided in curricular areas of English, Math, Science, Social Studies and Language Arts/or Reading. Special Class is designed to allow for the selection of individualized and customized support for students with various abilities. Emphasis is placed on differentiation and mastery of basic skills. Class size is limited to fifteen students. Students earn one credit per subject area.

Skills for Life
This program is for students with disabilities who have been identified by the CSE as requiring Alternate Assessment Students attend smaller classes which are designed to emphasize a functional real life approach. Students are provided with modified academic instruction and social skills guidance with opportunities for integration into the school and community environments. As appropriate, students are provided with the opportunity to participate in other programs and classes in the high school. Students in the Skills for Life program may also participate in pre-vocational courses, supervised pre-vocational training in the community, Adaptive Physical Education classes, and/or instruction in activities of daily living with functional skills being mastered so they may learn to be independent throughout their lives.

Related Services
Related services are offered to students as designated by the CSE. Services can be offered independently to students in general education classes or in combination with any program listed above. Services are offered in: Speech and Language, Psychological Counseling, Physical Therapy, Occupational Therapy, Vision, Hearing, and Behavioral Intervention.
UNIONDALE ARMY JUNIOR ROTC

The U.S. Army Junior Reserve Officers’ Training Corps (JROTC) is one of the largest character development and citizenship programs for youth in the world. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. In 1964, Congress expanded the program to all military services and changed from active duty to shared support from the services and schools. As congressionally mandated by Title 10 United States Code, Section 2031, each military service must have a JROTC program to “instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment.” JROTC’s mission, “To Motivate Young People to be Better Citizens”, is the guide post for the program’s success (usarmyjrotc.com).

THE JROTC CURRICULUM

Since 2005, the U.S. Army JROTC program has been accredited as a Special Purpose Program by the national accrediting agency known as AdvancED (www.advanc-ed.org). JROTC curriculum provides equitable and challenging academic content and authentic learning experiences for all Cadets. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence. The curriculum is rigorous and relevant to 21st century education (usarmyjrotc.com) .
JROTC Mission

JROTC LET I
Course No. 3880
Prerequisite: None
During the first semester, this course includes classroom instruction and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an application for diversity, and active learning strategies are integrated throughout the course. It also instructs on personal portfolios which capture cadet achievements.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the communication skills and conflict management and resolution curriculum taught in JROTC LET I first semester. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas.

The performance standards in all JROTC courses are based on the performance standards identified in the curriculum for the U.S. Army JROTC.

1 year - 1 credit

JROTC LET II
Course No. 3882
Prerequisite: JROTC LET I
During the first semester, this course includes classroom instruction and laboratory instruction expanding on skills taught in JROTC LET I. This course introduces equal opportunity and sexual harassment issues. It provides instruction on leadership styles and practical time to exercise leadership theories as well. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It also instructs on personal portfolios which build from the previous year.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET II, first semester. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government the teaches the role of political parties in the election process, and the importance of the Bill of Rights.

1 year - 1 credit

JROTC LET III
Course No. 3884
Prerequisites: JROTC LET II
During the first semester, this course includes classroom instruction and laboratory instruction expanding on the Visitations begin in December and end in March. Dates and times for visitations are sent to all tenth graders in order to select visitation dates and programs. skills taught in JROTC LET 1-2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides opportunities to handle various leadership situations. The research, identification, planning, and execution of service learning activities are included. It also instructs on personal portfolios which build from previous years.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET 1-2 and JROTC LET 3 first semester. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. Instructs on the creation of career portfolios and plans for college or work. Financial management principles including investing, credit, and insurance are studied in depth. Skills for orientating and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems.

1 year - 1 credit

JROTC LET IV
Course No. 3886
Prerequisites: JROTC LET III
During the first semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as developing a positive attitude, preventing violence and managing anger. It provides instruction on etiquette, daily planning, financial planning, and careers.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET 1-111. It includes requirements for the practical application of leadership duties. Included are exercises in writing skills. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed.

The performance standards in all JROTC courses are based on the performance standards identified in the curriculum for the US Army JROTC.

1 year - 1 credit
ENGLISH
Dr. Beverly Wolcott, Director (516) 918-1064

ENGLISH 9 REGENTS
Course No. 0160
Grades Offered: 9
Examination: School Exam
Prerequisite: English 8
Credit: 1.0

Ninth grade English includes a review of the basic fundamentals of the English language. In the area of composition, special emphasis is given to the development of correct essay structure. The reading of literature includes plays, short stories, poetry and essays. In addition to emphasizing appreciation and enjoyment of good literature, teachers will strive to help students improve their reading skills. The depth and amount of work required for this class will be appropriate for the ninth grade level of preparation needed to meet the Next Generation Standards.

ENGLISH 9 HONORS
Course No. 0170
Grades Offered: 9
Examination: School Exam
Recommended Prerequisite: English 8H
Credit: 1.0

Ninth grade English Honors begins an in-depth study of all aspects of English: reading, writing, listening and speaking. Students will develop and sharpen these skills as they begin to prepare to take the new English Language Arts Regents in eleventh grade. Literary analysis will be emphasized as students read a variety of works from world literature. They will read novels, short stories, poetry and plays as well as various non-fiction forms of writing. In addition, students will be writing in these genres to gain a better understanding of purpose and audience. Vocabulary will be stressed throughout the year. The depth and amount of work required for this class will be appropriate for the ninth grade level of preparation needed to meet the Next Generation Standards.

ENGLISH 10 REGENTS
Course No. 0150
Grades Offered: 10
Examination: School Exam
Prerequisite: English 9
Credit: 1.0

This course affords the students an opportunity to develop their skills analyzing literature, writing in a variety of genres and increasing their vocabulary. The basic textbook is an anthology of various works by writers throughout the world. Students will read a wide sampling of literary selections including short stories, plays, essays, poetry and novels. As all students will be expected to take the English Regents at the end of eleventh grade, expectations for all students are high. The depth and amount of work required for this class will be appropriate for the tenth grade level of preparation needed to meet the Next Generation Standards.

ENGLISH 10 HONORS
Course No. 0140
Grades Offered: 10
Examination: School Exam
Recommended Prerequisite: English 9H
Credit: 1.0

Tenth grade Honors places a great emphasis on literature, writing, vocabulary, speaking and listening. Students are required to read a variety of literary forms including short stories, novels, plays, poetry and essays, both in breadth and depth. Composition work becomes even more intensive in its practical application as students will write numerous works in a variety of genres. Vocabulary building is stressed throughout the year. Classes in research are held at specific times culminating in the writing of formal research papers. The depth and amount of work required for this class will be appropriate for the tenth grade level of preparation needed to meet the Next Generation Standards.
ENGLISH 11 REGENTS
Course No. 0110
Grades Offered: 11
Examination: English Language Arts Regents
Prerequisite: English 10
Credit: 1.0

Students will continue to hone their skills analyzing literature, writing for a variety of purposes in various genres and increasing their vocabulary. The basic textbook is an anthology of works by American writers. This anthology is enhanced throughout the year with the use of supplementary resources. The depth, amount and level of work required for this class is appropriate for the preparation needed to meet the Next Generation Standards.

ENGLISH 11 HONORS
Course No. 0100
Grades Offered: 11
Examination: English Language Arts Regents
Recommended Prerequisite: English 10H
Credit: 1.0

Eleventh grade Honors continues an emphasis on literature, writing, vocabulary, speaking and listening. As in any honors course the expectations for student achievement is high. Students are expected to respond to their reading of short stories, novels, plays, poetry and non-fiction in considerable depth. As always vocabulary is stressed throughout the year. Writing takes on an extra importance as the students prepare for Advanced Placement coursework. Students are required to write individual research papers and complete creative group projects in addition to completing extensive reading and writing assignments. The depth, amount and level of work required for this class is appropriate to meet the Next Generation Standards.

ENGLISH 12 REGENTS
Course No. 0090
Grades Offered: 12
Examination: School Exam
Prerequisite: English 11
Credit: 1.0

Throughout the semester a variety of contemporary literary materials are read and analyzed. Written composition is stressed and importance is placed on reviewing the fundamentals of language arts. Class readings generate discussions of relevant topics from issues in today’s modern society. Students will spend one quarter of the year completing a research project of their own design where they will be exposed to project-based and technology-centered learning where they will craft an investigation into a topic of interest and utilize varied resources to probe and make discoveries about the topic; this will be completed in conjunction with the high school librarian. The depth and amount of work required for this class will be appropriate for the twelfth grade level of preparation needed to meet the Next Generation Standards.

AP SEMINAR
Course No. 0014
Grades Offered: 10
Examination: A.P. Exam
Recommended Prerequisite: English 9H and a 90 or above in English 8 and 9
Credit 1.0

The A.P. Seminar course emphasizes the development of skills in investigating real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidenced-based arguments. A.P. Seminar is for independent students capable of doing college level work who are willing to devote the time and energy necessary to succeed in this rigorous course. Students will demonstrate their achievement in college level work by taking the National Advanced Placement Examination Seminar. The long-term goals of the course are to enable students collect and analyze information with accuracy and precision, develop arguments based on facts and effectively communicate them skills essential for success during and after college.
AP ENGLISH: LANGUAGE AND COMPOSITION
Course No. 0012
Grades Offered: 11
Examination: A.P. Exam
Credit 1.0
Recommended Prerequisite: English 10H and a 90 or above in English 9 and 10
The A.P. course in Language and Composition emphasizes the development of skills in reading literature critically and in writing about/analyzing style, rhetoric, and the writer’s craft. It is for students capable of doing college level work in English who are willing to devote the time and energy necessary to succeed in this rigorous course. Students will demonstrate their achievement in college level work by taking the National Advanced Placement English Examination in Language and Composition. The long-term goals of the course are to enable students to deal with sophisticated literature and writing styles and to refine reading and writing skills important for success during and after college. Through this course students’ will cultivate effective reading, writing, and critical thinking habits in order to emphasize the importance of life-long learning and reading.

AP ENGLISH: LITERATURE AND COMPOSITION (0010)
Course No. 0010
Grades Offered: 11
Examination: A.P. Exam
Credit 1.0
Prerequisite: English 11H, or A.P. Lang. plus min. 85 on ELA Regents
The A.P. course in Literature and Composition emphasizes the development of skills in critical reading of literature and in writing about literature and related ideas. It is for students capable of doing college level work in English who are willing to devote the energy necessary to succeed in this rigorous course. Students will demonstrate their achievement in college level work by taking the National Advanced Placement English Examination in Literature and Composition in May. The long term goals of the course are to enable students to learn at a rate commensurate with their ability to deal with sophisticated materials, refine reading and writing skills important for success, not only in college, but also in the business world, and to cultivate habits of reading, writing and thinking that characterized lifelong learning and reading.

AFRICAN AMERICAN LITERATURE
Course No. 0018
Grades Offered: 12
Examination: School Exam
Credit: 1.0
Recommended Prerequisite: English 11
This course will provide students with the opportunity of immersing themselves in a historical journey through the eyes of various minority writers. Students will trace the history of African American literature from slavery through the Civil Rights Movement. During the year students will focus on a wide selection of the best literature from this ethnic group. Short stories, short nonfiction selections, a wide variety of poetry, and novels written by the best classic authors and the finest contemporary voices will provide engaging and analytical reading experiences leading to relevant classroom discussion and writing endeavors.

CREATIVE WRITING
Course No. 0021
Grades Offered: 12
Examination: School Exam
Credit: 1.0
Recommended Prerequisite: English 11
Creative Writing is a course designed not only for active writers who love to write and are serious about improving their skills but also for anyone who wishes to strengthen his abilities as a writer. Students will have the chance to try out a wide range of different styles and will be taught how to develop their own voices as authors. The course will review many of the components of the writer’s craft, use models from various works of literature, and provide opportunities for creativity within a workshop setting. Many clear-cut and easy-to-use writing techniques will be explored such as the use of narration, characterization, dialogue, symbolism, and imagery. Students’ work will be “published” and shared. Along with the composition of many short pieces of writing, students will complete four extended works such as a memoir, short story, one-act play, and a children’s book. This course will open the doorways to allow flight of one’s imagination and creativity.
JOURNALISM
Course No. 0040
Grades Offered: 12
Examination: School Exam
Recommended Prerequisite: English 11
Credit: 1.0

Students are required to write for and participate in producing the school newspaper, The Black and Gold. This is a full-year course during which students study the various kinds of newspapers and write news stories, feature stories, editorials, columns, reviews of books, theater, movies, TV and radio. Students will also study other items concerning the newspaper: libel, censorship, budget, advertising, layout, headlines, photography, cartooning and general production.

LATINO/CARIBBEAN LITERATURE
Course No. 0020
Grades Offered: 12
Examination: School Exam
Recommended Prerequisite: English 11
Credit: 1.0

This course will examine how major writers of Latin America and the Caribbean address questions of cultural and national identity in their poetry, fiction, and drama. Discussion will encourage critical thinking, clear argumentation, and personal connections to literature. Students will explore the similarities of cultural experiences, how they are expressed through literature and how those experiences shape the writer and the reader’s experience.

REBEL IN SOCIETY
Course No. 0019
Grades Offered: 12
Examination: School Exam
Recommended Prerequisite: English 11
Credit: 1.0

Rebel in Society is a half-year course which might also be named self-understanding through literature. It investigates through psychology readings, class discussion and films the rebel as a symbol of man’s search for individuality in a society that rewards the person who accepts traditional values. The student is encouraged to get in touch with his/her beliefs and values in order to fully understand his/her own identity.

FILM AS LITERATURE
Course No. 0022
Grades Offered: 12
Examination: School Exam
Recommended Prerequisite: English 11
Credit: 1.0

The main goals of this course are to introduce students to the study of film as an academic subject and to use the literary analytical skills developed in the eleventh grade as a means for scrutinizing film. Since the eleventh grade English class focuses heavily on literary elements and devices in order to analyze texts, these elements will serve as a bridge and a foundation for the analysis of film as a kind of text. Films will be examined in order to uncover a director’s or screenwriter’s use of devices such as narrative, symbolism, irony, foreshadowing, theme, and characterization. The course will introduce students to rhetorical devices and strategies film makers employ in order to establish a connection with viewers. These rhetorical devices and strategies will help prepare students for discourse they will encounter next year in college English and film courses.

SCREENWRITING
Course No. 0028
Grades Offered: 12
Examination: School Exam
Recommended Prerequisite: English 11
Credit: 1.0

This course will explore how films are constructed and how stories are told through a writer’s perspective. Films and television shows start with a script. Students will analyze scripts from blockbuster hits and even from their favorite movies and television shows. Students will analyze the 3-Act and 5-Act structures in television shows and films.

In this course, students will start off writing two-page dialogue scenes between two characters. By the end of the course, students will have written a short film script using screenplay format.

This course is for students with a passion in film and television. Students do not need to have strong writing skills. An imagination and a desire to tell stories is the only prerequisite.
**SUPA - PRESENTATIONAL SPEAKING**  
Course No. 0023  
Grades Offered: 12  
Examination: School Exam  
Recommended Prerequisite: English 11  

Credit: 1.0

Presentational Speaking presents the conceptual and practical dimensions of formal presentations in organizational settings. Analysis, adaptation, strategic arrangement, development of ideas, verbal and nonverbal presentational skills are examined. This course is directed at teaching speaking skills by breaking down all the skills needed to present a proper image. Hence, many other elements of communication will require study and reflection.

This course is designed to build a solid understanding of the fundamentals of public presentations and competency in employing the required style flexibly so that a speaker can adjust selected topics specific to audiences. SUPA is a College course under the direct supervision of Syracuse University and meets their standard for a college level course. Students can earn three college credits upon successful completion of this course and payment of appropriate tuition.

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<td>Course No. 0024</td>
<td>Credit: 1.0</td>
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<td>Grades Offered: 12</td>
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<td>Examination: School Exam</td>
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<td>Recommended Prerequisite: English 11</td>
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This course is designed to engage students in an analysis of the way American crime is anthologized through literature. The students will explore a variety of texts and media in order to evaluate the historical context of the crime literature and the relationship between crime and history in the United States. Additionally, students will write arguments in response to controversial topics related to crime, engage in character analysis, close read and write in response to thought-provoking essential questions, and analyze what distinguishes true crime from the abundance of fictional crime narratives that have captured readers' imaginations through time.

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<th><strong>FEMINIST LITERATURE</strong></th>
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This course pertains to fiction or non-fiction literature which supports the feminist goals of defining, establishing and defending equal civil, political, economic and social rights for woman. The intention of this course is to investigate feminist ideas through both fiction and non-fiction throughout various parts of American and World History. The historical and older material will serve as the backbone of the course, establishing the plight of the female writer and the feminist movement from the turn of the century through the 1980s. The focus of the course will then shift to analyzing more contemporary literature that will be relatable and current, covering political and social issues feminists are discussing in our modern, pop-culture crazed society. Students will explore the relationship between interpretation and experience, identity and performance, from both the social feminist angle and the literary-critical angle.

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This course is designed to educate the students to think critically about the human experience and role of sports in the American society. The students will analyze works of fiction and nonfiction to better understand the connection between sports and society. The students finally will examine films and documentaries to gain a deeper understanding of historical and political influences. The course will be primarily writing based with the students developing arguments, presentations, debates, and college-level term-papers to assess their understanding of the essential questions.

<table>
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<th><strong>SCIENCE FICTION AND MAGICAL REALISM IN LITERATURE</strong></th>
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This course is designed to educate the students to think critically about the human experience and role of Science Fiction and Magical Realism in works of fiction. The students will analyze works of fiction and nonfiction to better understand the connection between Science Fiction and Magical Realism and how it is represented both in society and in pieces of literature. The students will have an opportunity to read and discuss their favorite characters with others allowing them to learn with like-minded people. Throughout the course, students will read novels, poetry, short stories, and essays from a diverse group of authors.
READING
Dr. Beverly Wolcott, Director (516) 918-1064

**LANGUAGE ARTS 9-10**
Course No. 0469 and 0473
Grades Offered: 9 and 10
Examination: School Exam
Recommended Prerequisite: None

The purpose of this course is to provide instructional assistance in reading and writing to students in grades 9 and 10 who score below the designated proficiency level on the eighth grade English Language Arts Assessment, fall below the district benchmark on a standardized test of reading and writing, and are at risk of not achieving the ELA standards in grades 9 and 10. Students receive intensive instruction in improving basic skills in vocabulary, comprehension, written expression, language conventions and study skills to prepare for required content courses and exams. Instruction will be provided in a small class setting by the reading teacher as well as in the content classes by both the reading and content teacher.

**LANGUAGE ARTS 11**
Course No. 0483
Grades Offered: 11
Examination: School Exam
Recommended Prerequisite: None

The purpose of the course is to provide instructional assistance to students preparing for the English Regents. It is mandatory for any student who has scored below the designated proficiency level on a state English assessment. Students work on materials modeled after those presented on the tests, on content area reading and writing assignments, and on real-life reading and writing tasks. Students will be given an opportunity to develop their language arts skills through computer-assisted instruction. Since this is essentially a remedial course, no credit will be given.
MATH FOUNDATIONS I & II (BILINGUAL)
Course No. 1759
Grades Offered: 9
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: New Entrants Scoring Unsatisfactory on Diagnostic Test.

New entrants scoring unsatisfactory on the diagnostic test will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirements in mathematics. Through the investigation of meaningful problems individually or in cooperative groups, while using appropriate technology, students will strengthen their foundations of mathematics.

In Math Foundations I (Semester I), students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. Formative assessments identify areas of weakness and prescribes lessons to improve performance. Summative assessments track progress and skill development.

In semester II, students will move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake the high school Algebra 1 course with confidence. Students will sit for the district created final examination at the end of this course. It is recommended that students provide their own scientific calculator.

ENL FOUNDATIONS IN MATH
Course No. 1362
Grade Offered: 9 & 10
Course Length: One Year
Examination: District Created Final Exam
Recommended Prerequisite: Grade performance below 65% in Math 8 or on entrance level math exam.

ENL Algebra Foundations is designed for students who may be new to the country and who need instruction to prepare for Algebra, Mathematics instruction is delivered by a licensed math teacher and a TA. The teacher’s role is to help English-Language Learners understand mathematical terminology as they are building their understanding of English at the same time. Students will benefit from additional support in fundamental mathematics and will become familiar with the properties of mathematics; the language of algebra; solving one step and two step equations; adding, subtracting, multiplying and dividing rational numbers; solving inequalities; graphing equations and inequalities; proportion; percent; statistics and graphs; probability; applying algebra to geometry; measurement; introduction to trigonometry; and the study of polynomials. It is recommended that students provide their own TI-84 graphing calculator.

ALGEBRA 1 HONORS
Course No. 1406
Grades Offered: 9
Course Length: One Year
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance of 85% or better in Math 8 and teacher recommendations

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. It is associated with mathematics content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. The concept of function is emphasized throughout the course. The course guides students in the development of critical thinking skills and algebraic problem solving skills which provide the foundation for real world problem-solving. Modeling and problem solving are at the heart of the curriculum. This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation. It is recommended that students provide their own TI-84 graphing calculator.
**ALGEBRA 1**
Course No. 1523
Grades Offered: 9
Course Length: One Year
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance of 75 - 84 in Math 8 and teacher recommendation.

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. It is associated with mathematics content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. The concept of function is emphasized throughout the course. The course guides students in the development of critical thinking skills and algebraic problem solving skills which provide the foundation for real world problem-solving. Modeling and problem solving are at the heart of the curriculum. This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation. It is recommended that students provide their own TI-84 graphing calculator.

**BILINGUAL ALGEBRA 1**
Course No. 1482A
Grades Offered: 9
Course Length: One Year
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance of 75 - 84 in Math 8 and teacher recommendation.

This course is taught in English and Spanish by a licensed math with a Bilingual Extension and is designed for English Language Learners who will benefit from bilingual instruction to support learning. The course will begin primarily in Spanish but will slowly build toward more reliance on English throughout the year. Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. It is associated with mathematics content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. The concept of function is emphasized throughout the course. The course guides students in the development of critical thinking skills and algebraic problem solving skills which provide the foundation for real world problem-solving. Modeling and problem solving are at the heart of the curriculum. This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation. It is recommended that students provide their own TI-84 graphing calculator.

**ENL ALGEBRA 1R**
Course No. 1356
Grades Offered: 9
Course Length: One Year
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance of 75 - 84 in Math 8 and teacher recommendation.

This course follows the same New York State Algebra 1 curriculum as 1523. This course is taught in English only by a licensed math teacher who is trained in SIOP or co-taught with an ENL teacher. Students will receive support through SIOP instruction which is a method for reaching students who are developing their English proficiency. This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation. It is recommended that students provide their own TI-84 graphing calculator.

**ALGEBRA IE**
Course No. 1561
Grades Offered: 9
Course Length: One Year (Double period every other day)
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance below 74% in Math 8.

This course follows the same New York State Algebra 1 curriculum as 1523. This course is designed to provide intensive extra support to students who have been identified for strategic intervention. It includes an additional period of instruction on alternate days to support learning in the core algebra class through the development of conceptual algebraic understanding and critical Algebraic skills. The primary goal of this course is to help maximize student success in passing the Algebra I Regents exam, which is a Regents diploma graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.
BILINGUAL ALGEBRA IE
Course No. 1562
Grades Offered: 9
Course Length: One Year (Double period every other day)
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance below 74% in Math 8.
This course follows the same New York State Algebra 1 curriculum as 1523. This course is designed to provide intensive extra support to students who have been identified for strategic intervention. It includes an additional period of instruction on alternate days to support learning in the core algebra class through the development of conceptual algebraic understanding and critical Algebraic skills. The primary goal of this course is to help maximize student success in passing the Algebra I Regents exam, which is a Regents diploma graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

ENL ALGEBRA IR
Course No. 1356
Grades Offered: 9
Course Length: One Year (Double period every other day)
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance below 74% in Math 8.
This course follows the same New York State Algebra 1 curriculum as 1523. This course is designed to provide intensive extra support to students who have been identified for strategic intervention. It includes an additional period of instruction on alternate days to support learning in the core algebra class through the development of conceptual algebraic understanding and critical Algebraic skills. The primary goal of this course is to help maximize student success in passing the Algebra I Regents exam, which is a Regents diploma graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

INTEGRATED ALGEBRA
Course No. 1520R
Grades Offered: 9 (If took and failed exam in Grade 8) 10, 11, 12
Course Length: 1 Year
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance of 65% in the Algebra 1 course.
This course is for students who obtained a minimum course grade of 65%, but failed the Algebra 1 Regents Exam June or August. This course prepares students to retake the Algebra 1 Regents Exam in January, June and August. Students who failed the January Regents MUST continue with this courses. Students who obtained a course grade less than 65% MUST retake the Algebra I course (1523).

BILINGUAL INTEGRATED ALGEBRA
Course No. 1521RB
Grades Offered: 9 (If took and failed exam in Grade 8) 10, 11, 12
Course Length: 1 Year
Examination: Algebra I Regents Exam
Recommended Prerequisite: Minimum grade performance of 65% in the Algebra 1 course.
This course is for students who obtained a minimum course grade of 65%, but failed the Algebra 1 Regents Exam June or August. This course prepares students to retake the Algebra 1 Regents Exam in January, June and August. Students who failed the January Regents MUST continue with this courses. Students who obtained a course grade less than 65% MUST retake the Algebra I course (1523).

COLLEGE PREP ALGEBRA
Course No. 1471
Grades Offered: 11, 12
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Must passed Regents Exams in either Algebra 1 and/or Geometry and one other High School Math Credit. (Total of 2 Math Credits).
This course is designed to prepare students to be successful on the college-level entrance exam (Accuplacer) and avoid the need for remedial mathematics classes in college. Topics include Integers and rational numbers, fundamental operations with integers, fractions and decimals, ratio and proportion, percent, consumer and job related problems; fundamental processes of arithmetic and algebra, factoring, linear and fractional equations, exponents, radicals, quadratic equations and right triangle trigonometry, systems of real numbers and equations, inequalities, functions and their graphs, rational expressions and the study of both irrational and complex numbers. It is recommended that students provide their own TI-84 graphing calculator.
COLLEGE ALGEBRA
Course No. 1350
Grades Offered: 11, 12
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Must passed Regents Exams in Algebra 1 and Geometry or Algebra II and one other High School Math Credit. (Total of 3 Math Credits)
This course will give students experience with rigorous college-level mathematics focusing on algebraic ideas including matrices, determinants, polynomial functions, conic sections, exponential and logarithmic functions, sequences, and series, trigonometry functions and graphs, along with probability and statistics. It is recommended that students provide their own TI-84 graphing calculator.

GEOMETRY I
Course No. 1444
Grade Offered: 10, 11
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Exam and Teacher Recommendation.
This non-Regents course meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Exam. Students with be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum.
Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3 Topic A: Extending to Three Dimensions are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. Students will take Geometry Regents after the second year of study (GEOMETRY II). It is recommended that students provide their own TI-84 graphing calculator.

BILINGUAL GEOMETRY I
Course No. 1361
Grade Offered: 10, 11
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Exam and Teacher Recommendation.
This non-Regents course meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Exam. Students with be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum.
Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3 Topic A: Extending to Three Dimensions are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

ENL GEOMETRY I
Course No. 1358
Grade Offered: 10, 11
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Exam and Teacher Recommendation.
This non-Regents course meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Exam. Students with be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum.
Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3 Topic A: Extending to Three Dimensions are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.
GEOMETRY II
Course No. 1445
Grade Offered: 10, 11
Course Length: One Year
Examination: Geometry Regents Examination
Recommended Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Exam, Completion of Geometry I course with class grade performance of 80% or better, and Teacher Recommendation.

This non-Regents course is the second half of a two year course and meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Exam and completed Geometry I course with class grade performance of 80% or better. Students will be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Module 3 Topic B: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles with and Without Coordinates are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

BILINGUAL GEOMETRY II
Course No. 1364
Grade Offered: 10, 11
Course Length: One Year
Examination: Geometry Regents
Recommended Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Exam, Completion of Geometry I course with class grade performance of 80% or better, and Teacher Recommendation.

This non-Regents course is the second half of a two year course and meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Exam and completed Geometry I course with class grade performance of 80% or better. Students will be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Module 3 Topic B: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles with and Without Coordinates are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

ENL GEOMETRY II
Course No. 1363
Grade Offered: 10, 11
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Exam, Completion of Geometry I course with class grade performance of 80% or better, and Teacher Recommendation.

This non-Regents course is the second half of a two year course and meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Exam and completed Geometry I course with class grade performance of 80% or better. Students will be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Module 3 Topic B: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles with and Without Coordinates are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

GEOMETRY EXTENDED
Course No. (PROPOSED NEW COURSE TO REPLACE GEOMETRY I & II)
Grades Offered: 9, 10, 11
Course Length: One Year (Double period every other day)
Examination: Geometry Regents Exam
Recommended Prerequisite: Minimum grade performance below 65% in Algebra I Regents Examination.

This course follows the same New York State Geometry curriculum as 1472N. This course is designed to provide intensive extra support to students who have been identified for strategic intervention. It includes an additional period of instruction on alternate days to support learning in the core geometry class through the development of conceptual algebraic understanding and critical Algebraic skills. The primary goal of this course is to help maximize student success in passing the Geometry Regents exam, which is a Regents diploma graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.
BILINGUAL GEOMETRY EXTENDED
Course No. (PROPOSED NEW COURSE TO REPLACE GEOMETRY I & II)
Grades Offered: 9, 10, 11  
Course Length: One Year (Double period every other day)
Examination: Geometry Regents Exam
Recommended Prerequisite: Minimum grade performance below 65% in Algebra I Regents Examination.

This course follows the same New York State Geometry curriculum as 1472N. This course is designed to provide intensive extra support to students who have been identified for strategic intervention. It includes an additional period of instruction on alternate days to support learning in the core geometry class through the development of conceptual algebraic understanding and critical Algebraic skills. The primary goal of this course is to help maximize student success in passing the Geometry Regents exam, which is a Regents diploma graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

ENL GEOMETRY EXTENDED
Course No. (PROPOSED NEW COURSE TO REPLACE GEOMETRY I & II)
Grades Offered: 9, 10, 11  
Course Length: One Year (Double period every other day)
Examination: Geometry Regents Exam
Recommended Prerequisite: Minimum grade performance below 65% in Algebra I Regents Examination.

This course follows the same New York State Geometry curriculum as 1472N. This course is designed to provide intensive extra support to students who have been identified for strategic intervention. It includes an additional period of instruction on alternate days to support learning in the core geometry class through the development of conceptual algebraic understanding and critical Algebraic skills. The primary goal of this course is to help maximize student success in passing the Geometry Regents exam, which is a Regents diploma graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

GEOMETRY
Course No. 1472N
Grade Offered: 10
Course Length: One Year
Examination: Common Core Regents Exam
Recommended Prerequisite: Minimum grade performance of 71-84% in the Algebra 1 Regents Exam and Teacher Recommendation.

This course follows the New York State Geometry curriculum and is the second course of a three-year sequence required for the Regents Diploma with Advanced Designation. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles with and Without Coordinates are the main areas of focus in this course. Students will take the NYS Geometry Regents Examination at the end of this course. It is recommended that students provide their own TI-84 graphing calculator.

BILINGUAL GEOMETRY
Course No. 1359
Grade Offered: 10
Course Length: One Year
Examination: Common Core Regents Exam
Recommended Prerequisite: Minimum grade performance of 71-84% in the Algebra 1 Regents Exam and Teacher Recommendation.

This course is designed to support English Language Learners. It follows the New York State Geometry curriculum and is the second course of a three-year sequence required for the Regents Diploma with Advanced Designation. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles with and Without Coordinates are the main areas of focus in this course. Students will take the NYS Geometry Regents Examination at the end of this course. It is recommended that students provide their own TI-84 graphing calculator.
GEOMETRY HONORS
Course No. 1453
Grade Offered: 9 & 10
Course Length: One Year
Examination: Common Core Regents Exam
Recommended Prerequisite: Minimum grade performance of 85% in the Algebra 1 Regents Exam and Teacher Recommendation.

This is a weighted Honors course designed for those students who have performed at a mastery level in the accelerated middle school Algebra Regents program. The course includes enrichment topics that enhance the New York State Geometry curriculum and also serves as the second course of a three-year sequence required for the Regents Diploma with Advanced Designation. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles with and Without Coordinates are the main areas of focus in this course. Students will take the NYS Geometry Regents Examination at the end of this course. It is recommended that students provide their own TI-84 graphing calculator.

ALGEBRA II (1.5 PD)
Course No. 1470
Grade Offered: 11, 12
Course Length: One Year (1.5 PERIODS)
Examination: Common Core Regents Exam
Recommended Prerequisite: Must passed Algebra 1 and Geometry Regents Exams with a grade performance of 75-84% and Teacher Recommendation.

This course follows the New York State Algebra II curriculum and is the third course of a three-year sequence required for the Regents Diploma with Advanced Designation. The course discusses a review and organization of the postulates of the real-number system, transformations of the plane, exponents, logarithms and trigonometry are all treated as functions of the real numbers. Additional work on logic, probability and statistics is also included. The College Board SAT II Subject Test in Math Level I, may be taken at the completion of this course. This course culminates with the NYS Algebra II Regents Examination. This course includes an extended support period every-other day. It is recommended that students provide their own TI-84 graphing calculator.

ALGEBRA II HONORS
Course No. 1469
Grade Offered: 10, 11
Course Length: One Year
Examination: Common Core Regents Exam
Recommended Prerequisite: Must passed Algebra 1 and Geometry Regents Exams with a minimum grade performance of 85% and Teacher Recommendation.

This is a rigorous weighted course that designed for those students who have performed at a mastery level in Geometry Honors. This course includes enrichment topics that enhance the New York State Algebra2/Trigonometry curriculum and also serves as the third course of a three-year sequence required for the Regents Diploma with Advanced Designation. Topics include complex numbers, relations and functions, coordinate geometry, trigonometric functions, statistics and probability. It is recommended that students provide their own TI-84 graphing calculator.

BUSINESS MATH
Course No.
Grade Offered: 10, 11, 12
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Must passed Algebra 1 Regents Exam

This course is one of 4 University in the High School Courses. Students enrolled in this course will receive 3 Farmingdale State College credits if they choose to pay the required fee of $75 or $150. Business Math is designed to introduce the basic mathematical skills needed to understand, analyze, and solve mathematical problems encountered in business and finance, and in investment decision making. This course applies students’ interpretation of basic mathematical concepts to common business usage covering such topics as percentages, interest, trade, bank and cash discounts, payroll, time value of money, and business loans. In this course, students will: apply basic mathematics including addition, subtraction, multiplication, division, decimals, fractions, and percentages to solve business application problems; reconcile and analyze various banking statements and services; solve a variety of interest formulas and calculate payroll; utilize correctly the mathematics of buying and selling; utilize calculations to analyze investments, business and consumer loans, and charge accounts; and apply business statistics where applicable; and accurately translate descriptive problems into mathematical formulas and solve them [Quantitative Literacy].
INTRODUCTION TO STATISTICS
Course No. 1341
Grade Offered: 11, 12
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Must passed Algebra 1 Regents Exam Plus One Additional High School Math Credit
This course is one of 4 University in the High School Courses. Students enrolled in this course will receive 3 Farmingdale State College credits if they choose to pay the required fee of $75 or $150. This course is designed for students who have an interest in pursuing careers in which probability and statistics are an important element of the work, such as business, industry, advertising, finance; the social sciences of psychology and sociology, human resources, teaching and guidance; agriculture, architecture, and sales. The course will prepare students for Advanced Placement (AP) Statistics the following year. This introductory course focuses on collecting and analyzing real world data, calculating results, drawing conclusions and reporting findings in writing. It is designed to help students strengthen their ability to communicate their thinking while providing support for their statements through the tool of mathematics. An understanding and foundation in algebra is highly recommended. It is recommended that students provide their own TI-84 graphing calculator.

AP STATISTICS
Course No. 1345
Grade Offered: 11, 12
Course Length: One Year (2 periods daily)
Examination: AP Exam
Recommended Prerequisite: Must passed Algebra II Regents Exam plus Teacher Recommendation
This is a course in statistics designed for students who are interested in pursuing careers in the social sciences of psychology and sociology, human resources, teaching and guidance; agriculture, architecture, and sales. Topics include exploring and analyzing data, methods of statistical inference, statistical models, binomial and normal distribution, and t-distribution. All students enrolled in this class are expected to take the College Board AP exam. It is recommended that students provide their own TI-84 graphing calculator.

PRE-CALCULUS
Course No. 1400
Grade Offered: 11, 12
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Must passed Algebra 1, Geometry and Algebra II Regents Exams with a minimum grade performance of 80% and Teacher Recommendation.
This course is one of 4 University in the High School Courses. Students enrolled in this course will receive 4 Farmingdale State College credits if they choose to pay the required fee of $100 or $200. This course is designed to prepare students for the study of college level calculus. Topics include real and complex numbers, higher degree equations and inequalities, sequences and series, functions and their graphs, vectors, matrices, conic sections, exponential and logarithmic functions, polar coordinates, areas of sectors and segments, trigonometric applications, statistics, and an introduction to limits and derivatives. It is recommended that students provide their own TI-84 graphing calculator.

PRE-CALCULUS HONORS
Course No. 1390
Grade Offered: 11, 12
Course Length: One Year
Examination: District-Created Final Exam
Recommended Prerequisite: Must passed Algebra 1, Geometry and Algebra II Regents Exams; Topics in Pre-Calculus Honors I & II with a minimum grade performance of 85% and Teacher Recommendations.
This course is one of 4 University in the High School Courses. Students enrolled in this course will receive 4 Farmingdale State College credits if they choose to pay the required fee of $100 or $200. This is a weighted course designed to prepare students for the study of college-level or AP Calculus. Topics include real and complex numbers, higher degree equations and inequalities, sequences and series, functions and their graphs, vectors, matrices, conic sections, exponential and logarithmic functions, polar coordinates, areas of sectors and segments, trigonometric applications, statistics, and an introduction to limits and derivatives. This is a college-level course that is taught on campus by a Uniondale teacher who has been approved by Molloy College. Students having maintained 85 average or above in Algebra 2/Trigonometry will receive Honors credit with differential weighting. It is recommended that students provide their own TI-84 graphing calculator.
AP CALCULUS AB
Course No. 1300
Grade Offered: 12
Course Length: One Year
Examination: AP Exam
Recommended Prerequisite: Must passed Pre-Calculus with a minimum grade performance of 85% and Teacher Recommendations.
This course is one of 4 University in the High School Courses. Students enrolled in this course will receive 4 Farmingdale State College credits if they choose to pay the required fee of $100 or $200. This is a college-level course equivalent to the first semester of college calculus. Most colleges grant up to 3 credits for this course with an AP exam score of 3, 4, or 5. Students study topics such as functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus. All students enrolled in this class are expected to take the AP exam in May. It is recommended that students provide their own TI-84 graphing calculator.

GEOMETRY REGENTS SEMINAR
Course No. 1430R
Grade Offered: 10-12
Course Length: 1/2 year
Examination: January/June Regents Exam
Recommended Prerequisite: Need to retake Geometry or Algebra 2/Trig Regents Exam
This is a review course designed for students who wish to succeed in passing the Geometry or Trigonometry Regents examinations in effort to obtain a Regents Diploma with Distinction. It meets every day and focuses on reviewing for the Regents to prepare students to retake the exam in January and/or June. It is recommended that students provide their own TI-84 graphing calculator.

ALEGRA II REGENTS SEMINAR
Course No. 1431R
Grade Offered: 10-12
Course Length: ½ year
Examination: January/June Regents Exam
Recommended Prerequisite: Need to retake Geometry or Algebra 2/Trig Regents Exam
This is a review course designed for students who wish to succeed in passing the Geometry or Trigonometry Regents examinations in effort to obtain a Regents Diploma with Distinction. It meets every day and focuses on reviewing for the Regents to prepare students to retake the exam in January and/or June. It is recommended that students provide their own TI-84 graphing calculator.
INTRODUCTION TO COMPUTER SCIENCE
Course No. 1404
Grade Offered: 9-12
Course Length: ½ year
Examination: District-Created Final Exam
Recommended Prerequisite: Successful completion of Math 8 or departmental recommendation

This course meets every day for the school year and is designed to focus on computer programming as a method of problem solving. Students will learn how to write programs to solve a variety of problems using the visual basic programming language. A large emphasis is placed on analysis of problems and the development of effective algorithms and flowcharts. In addition, the course introduces programming concepts such as operators, decision statements, loops, functions, arrays and sub-procedures. Assignments will include simulations, games, and applications. Students are not required to have a background in computer programming.

COMPUTER SCIENCE JAVA
Course No: 1405
Grades: 9-12
Course Length: ½ year
Examination: District-Created Final Exam
Prerequisite: Successful completion of Computer Science - JAVA or departmental recommendation

This course is designed to teach computer programming logic and reasoning skills using a robotics engineering context. It contains a sequence of projects and challenges organized around key robotics and programming concepts. You will learn how to program a robot to perform different tasks by utilizing “drag and drop” programming software, while not spending much time building the robot itself. Successful completion of this course will prepare the students for future Computer Programming courses.

COMPUTER SCIENCE: CODING FOUNDATIONS
Course No. 1407
Grade Offered: 9-12
Course Length: Full Year
Examination: District-Created Final Exam
Recommended Prerequisite: Successful completion of Math 8 or departmental recommendation

This course meets every-other day for the school year (as of the 2018-2019 school year; it could be switched to fall/spring semester-based) and is designed to focus on computer programming. Students will learn how to write programs using SCRATCH, which is a block-based programming language. A large emphasis is placed on the development of effective algorithms. In addition, the course introduces programming concepts such as operators, decision statements, loops, functions, and sub-procedures. Assignments will include a mixture of creating and analyzing simulations, games, and applications. Students are not required to have a background in computer programming. Towards the second half of the year, students will move to learning how to program in Python in a more text-based environment.

COMPUTER SCIENCE: PROGRAMMING I – GAMING
Course No: 1411
Grades: 10, 11, 12
Course Length: ½ year
Examination: District Created Final Exam
Prerequisite: Successful completion of Computer Science- JAVA or departmental recommendation.

This course emphasizes gaming applications. Exploration of different coding techniques to produce “games” will be discovered in this course.
COMPUTER SCIENCE: PROGRAMMING II - APPLICATIONS
Course No: 1412
Grades 10, 11, 12
Course Length: ½ year
Examination: District Created Final Exam
Prerequisite: Successful completion of Computer Science-JAVA or departmental recommendation.
This course is an extension of Computer Programming I with emphasis on creating applications. Exploration of programming for android devices will be discovered in this course.

AP COMPUTER SCIENCE PRINCIPLES
Course No: 1310
Grades: 11, 12
Course Length: One Year (1 period daily)
Examination: AP Exam
Recommended Prerequisite: Successful completion of Computer Programming 1 and Computer Programming II.
The content of Computer Science Principles is a subset of Computer Science AB. In brief Computer Science A consists of a study of:
1) Program specification design, coding, documentation, and those aspects of program correctness that do not include proofs of correctness.
2) Procedures and functions, parameter passing and recursion.
3) Features of highly structured programming languages (Java).
4) Files, arrays, records, and other data structures, but not pointers.
5) Searching and sorting without consideration of efficiency.
6) Basic elements of computer systems.
7) Applications.
Students will be qualified and expected to take the Advanced Placement Computer Science Principles Exam.
The science program at Uniondale High School is geared to prepare each Uniondale graduate to understand the science concepts behind the advances of the 21st century. We want our students to experience science and see how it applies in everyday life. The Uniondale High School Science program gives students a strong foundation for careers in technology, medicine, engineering and/or scientific research. The classes below list the various courses by grade level. The Science Department continues to encourage all students to earn four or more credits in science as the best preparation for careers in the 21st century.

Please see the Uniondale Public School Calendar for the New York State graduation science requirements.

**LIVING ENVIRONMENT REGENTS**
Course No: 2009
Grades Offered: 9-12
Examination: Living Environment Regents
This biology course is aligned to the NYSSLS. This contemporary biology course emphasizes current topics in molecular genetics and ecological relationships, while providing students with a foundation in scientific method, biological concepts, skills and problem solving. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination. This requirement includes successful completion of 1200 lab minutes, plus the four NYS mandated laboratories.

**LIVING ENVIRONMENT REGENTS P TECH**
Course No: 2009PT
Examination: Living Environment Regents
Prerequisite: Scored 80% or better on 8th Grade ILST, Cohort of students approved by Director of Guidance
This biology course is aligned with the NYSSLS. This contemporary biology course emphasizes current topics in molecular genetics and ecological relationships, while providing students with a foundation in scientific method, biological concepts, skills and problem solving. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination. This requirement includes successful completion of 1200 lab minutes, plus the four NYS mandated laboratories. PTECH students will have a broader expansion of learning in engineering and technology.

**LIVING ENVIRONMENT REGENTS (ENL)**
Course No. 2013
Grades Offered: 9-12
Examination: Regents
Prerequisite: LEP/ELL “ENTERING”, “EMERGING”, “TRANSITIONING” designation on NYSITELL, NYSESLAT
This class, taught by a licensed science teacher who holds a bilingual extension or a TSOL license, or who has been trained in the Sheltered Instruction Observation Protocol (SIOP), is especially designed for limited English proficient/English language learner (LEP/ELL) at the “Beginning” or “Intermediate” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Living Environment” Regents Examination. This biology course is aligned to the NYS Living Environment Core Curriculum. This contemporary biology course emphasizes current topics in molecular genetics and ecological relationships, while providing students with a foundation in scientific method, biological concepts, skills and problem solving. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination. This requirement includes successful completion of 1200 lab minutes, plus the four NYS mandated laboratories.

**BILINGUAL LIVING ENVIRONMENT**
Course No. 1886
Grades Offered: 9-12
Examination: Regents
Prerequisite: LEP/ELL “ENTERING”, “EMERGING”, “TRANSITIONING” designation on NYSITELL, NYSESLAT
This class, taught by a licensed science teacher who holds a bilingual extension and who is fluent in the LEP/ELL students’ native language, is especially designed for Spanish language dominant limited English proficient/English language learners (LEP/ELLs) at the “Entering,” “Emerging” or “Transitioning” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Living Environment” Regents Examination. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination. This requirement includes successful completion of 1200 lab minutes, plus the four NYS mandated laboratories.
**EARTH SCIENCE REGENTS**

Course No: 2020F  
Grades Offered: 9-12  
Examination: Earth Science Regents Exam  
Prerequisite: Living Environment Regents  

Credit 1.0  

This course is aligned to the NYSSLS. Topics include Earth and celestial phenomena, the origin of the universe and solar system, weather patterns, seasonal changes, plate tectonics, landforms, the rock cycle, the chemical and physical properties of minerals, weathering and erosion and other related topics. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination, which includes a Laboratory Performance Test that will be administered before the written portion of the Regents examination.

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**BILINGUAL EARTH SCIENCE REGENTS**

Course No. 1883  
Grades Offered: 9-10  
Examination: Bilingual Earth Science Regents  
Prerequisite: Bilingual Living Environment, “ENTERING”, “EMERGING”, “TRANSITIONING”  
Co-Requisite: NYSESLAT (1-3) emerging or transitioning  

Credit 1.0  

This course is aligned to the NYS Physical Setting/Earth Science Core Curriculum and was developed to integrate the Spanish language and culture into the Earth Science classroom. Students will develop English listening, reading, speaking, and writing skills. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination, which includes a Laboratory Performance Test that will be administered before the written portion of the Regents examination. The students may take the Spanish version of the Earth Science Regents examination.

Note: Instruction in Spanish and English.

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**ENL EARTH SCIENCE REGENTS**

Course No: 1896  
Grades Offered: 9-12  
Examination: Earth Science Regents Exam  
Prerequisite: Pre-/Co-Requisite, LEP/ELL “ENTERING”, “EMERGING”, “TRANSITIONING” designation on NYSITELL, NYSESLAT  

Credit 1.0  

This class, taught by a licensed science teacher who holds a bilingual extension or an ESOL license, or who has been trained in the Sheltered Instruction Observation Protocol (SIOP), is especially designed for limited English proficient/English language learner (LEP/ELL) at the “Beginning” or “Intermediate” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Earth Science” Regents Examination. This course is aligned to the NYS Physical Setting/Earth Science Core Curriculum. Topics include Earth and celestial phenomena, the origin of the universe and solar system, weather patterns, seasonal changes, plate tectonics, landforms, the rock cycle, chemical and physical properties of minerals, weathering, erosion and other related topics. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination, which includes a Laboratory Performance Test that will be administered before the written portion of the Regents examination.

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**CHEMISTRY REGENTS**

Course No: 1960  
Grades Offered: 11-12  
Examination: Chemistry Regents  
Prerequisite: Successfully passed Living Environment Regents Exam, and Algebra 1 Regents Exam with 85% or better.  

Credit 1.0  

This course is aligned to the NYSSLS. Chemistry is the study of matter and its changes. The atomic model is approached through studies of the solid, liquid and gaseous states by means of observations, both qualitatively and quantitatively. Included is the study of chemical and nuclear reactions, acid and base composition of solutions, chemical equilibrium, electrochemical energy, and organic chemistry. This course is essential for students interested in science and who plan further scientific study in college leading to careers in biology, chemistry, engineering, mathematics, medicine, nursing, physics, and science education. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination in Physical Setting/Chemistry.
CHEMISTRY REGENTS PTECH
Course No: 1960PT  
Grades Offered: 11-12  
Examination: Chemistry Regents  
Prerequisite: Successfully passed Living Environment Regents Exam, and Algebra 1 Regents Exam. Cohort of students approved by Director of Guidance.

This course is aligned to the NYSSLS. Chemistry is the study of matter and its changes. The atomic model is approached through studies of the solid, liquid and gaseous states by means of observations, both quantitatively and qualitatively. Included is the study of chemical and nuclear reactions, acid and base composition of solutions, chemical equilibrium, electrochemical energy, and organic chemistry. This course is essential for students interested in science and who plan further scientific study in college leading to careers in biology, chemistry, engineering, mathematics, medicine, nursing, physics, and science teaching. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination in Physical Setting/ Chemistry. PTECH students will have a broader expansion of learning in engineering and technology.

CHEMISTRY HONORS
Course No: 1950  
Grades Offered: 9-12  
Examination: Chemistry Regents  
Prerequisite: Successfully passed Living Environment Regents with 85% or better and successfully pass Algebra 1 Regents with 85% or better.

This course is aligned to the NYSSLS and incorporates enrichments to prepare students for advanced study in chemistry including emphasis on laboratory work. This course is recommended for students who plan to take AP Chemistry and/or plan medical, scientific or engineering careers. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination in Physical Setting/Chemistry.

PHYSICS REGENTS
Course No: 1940  
Grades Offered: 11-12  
Examination: Physics Regents  
Prerequisite: Successfully passed Living Environment Regents, Chemistry Regents and Geometry Regents with an 80 or better.

This course is aligned to the NYSSLS. This course is recommended for any student intending to major in any field of science or mathematics in college. Physics is essentially the study of energy and explores the following areas: mechanics, simple machines, light, heat, sound, electricity, magnetism, and atomic structure. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the NYS Regents examination in Physical Setting/Physics.

PHYSICS HONORS
Course No: 1930  
Grades Offered: 9-12  
Examination: Physics Regents  
Prerequisite: Successfully passed Living Environment Regents, Chemistry Regents, Algebra 1 Regents, and Geometry Regents with 85% or better.

This course is aligned to the NYSSLS. Further, this course is recommended for any students interested in scientific, mathematical and/or engineering careers. This enriched physics course integrates extensive laboratory work with challenging problems and assignments. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination in Physical Setting/Physics.

PHYSICS HONORS - PHYSICS FIRST PROGRAM
Course No: 1930A  
Grade Offered: 9  
Examination: Physics Regents Exam  
Prerequisite: Scoring an 85% or better on the Algebra 1 Regents, as well as scoring an 85% or better on Living Environment Regents and recommendation of Middle School Guidance Counselor.

This course is aligned to the NYSSLS. Further, this course is recommended for any students interested in scientific, mathematical and/or engineering careers. This is an enriched physics course that integrates extensive laboratory work with challenging problems and assignments. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement of 1200 minutes to be eligible to sit for the Regents examination in Physical Setting/Physics.
LIVING ENVIRONMENT ENRICHMENT
Course No: 2022
Grade Offered: 9
Max Number of Students: 15
Prerequisite: Recommended by Science Director & Results Grade 8 ILST Examination
Credit: 0.5

This course is mandatory for any student who did not pass the New York State 8th Grade ILST exam and who is currently in the 9th grade and enrolled in a Living Environment Regents course. Students will follow the Living Environment Regents course curriculum with emphasis on Regents examination questions and test taking skills provided in workbooks. The course also allows students to earn a half credit toward graduation. Course is given every other day on A days or B days. Students will use the Achieve 3000 online teaching website as a tool on their journey to success. Achieve3000® believes that every student — mainstream, English language learners, special needs and gifted alike — can reach higher. All students have the ability to improve their reading and writing, with this ability they have the means to master the curriculum to meet the standards set by Common Core and to be prepared for college and career.

LIVING ENVIRONMENT SEMINAR 1
Course No: 1996
Grades Offered: 9-12
Examination: Living Environment Regents – January
Prerequisite: Need to retake Regents exam

This course is offered Semester 1 for any student who did not pass the New York State Regents examination in Living Environment. For a Regents diploma, students must pass one Regents science examination. For the Advanced Regents Diploma, students must pass a New York State Regents science examination in Living Environment and one in Physical Setting. Students will retake the Regents examination in January.

LIVING ENVIRONMENT SEMINAR 2
Course No: 1996
Grades Offered: 9-12
Examination: Living Environment Regents – June
Prerequisite: Need to retake Regents exam

This course is offered Semester 2 for any student who did not pass the New York State Regents examination in Living Environment. For a Regents diploma, students must pass one Regents science examination. For the Advanced Regents Diploma, students must pass a New York State Regents science examination in Living Environment and one in Physical Setting. Students will retake the Regents examination in June.

ENL FOUNDATIONS OF SCIENCE
Course No. 2062
Grades Offered: 9-10
Examination: Class Exam
Prerequisite: ENL/ELL “ENTERING” designation on NYSITELL or NYSESLAT

Credit 1.0

This class is especially designed for limited English proficient/English language learner (ELL) newcomer students who need to be brought up to grade level in science. It introduces them to the items, vocabulary and concepts of science they will need to successfully challenge the “Living Environments” and “Earth Science” Curriculums. This course meets the physical science requirement of the Regents and Advanced Regents Diploma.

ASTRONOMY
Course No: 2065- semester 1 or semester 2
Grades Offered: 10-12
Examination: Class Final
Prerequisite Living Environment Regents, Chemistry Regents.

Credit: 0.5

The course is designed for students to study the history of astronomy as a scientific endeavor, explore astronomical phenomena observable in the day and night sky, and consider the major theories explaining the origins and future of the universe. Students will study the structure and evolution of the solar system, stars, galaxies, and the universe including the applications of tools and techniques such as telescopes and spectral analysis. The course is designed to encourage questions about nature, welcome curiosity, value different points of view, engage learners actively through hands-on learning opportunities, and pose problems with real-life applications. This course meets the Physical Science requirement of the Regents or Advanced Regents Diploma.
FORENSIC CHEMISTRY
Course No: 2060
Grades Offered: 11-12
Examination: Final Exam
Prerequisite: must be 11th or 12th grade
Credit: 1.0
This course approaches the challenges, methods and analyses of forensic science from a fundamental chemical perspective. Topics include drug analysis, arson investigation, questioned document analysis and the analysis of paint and gunshot residue samples. This course meets the Physical Science requirement for the Regents or Advanced Regents Diploma.

ENL FORENSIC CHEMISTRY
Course No: 2060EL
Grades Offered: 11-12
Examination: School Exam
Prerequisite: Must be 11th or 12th grade, “ENTERING”, “EMERGING”, “TRANSITIONING”
Credit: 1.0
This class is especially designed for limited English proficient/English language learner (ELL) newcomer students who need to be brought up to grade level in science. This course approaches the challenges, methods and analyses of forensic science from a fundamental chemical perspective. Topics include drug analysis, arson investigation, questioned document analysis and the analysis of paint and gunshot residue samples. This course meets the Physical Science requirement for the Regents or Advanced Regents Diploma.

FORENSIC SCIENCE
Course No: 2072 - semester 1 or semester 2
Grades Offered: 11-12
Examination: Class Final
Prerequisite: Completion of Living Environment or Earth Science Regents.
Credit: 0.5
This course is a “hands-on” introduction to the contemporary field of Forensic Science. Forensic Science represents an application of the natural sciences (Biology and Chemistry) to the investigation of physical evidence in matters of the law. Laboratory investigation and problem-solving techniques will involve criminalistics (recognition, identification and evaluation of evidence), toxicology (study of physical and chemical agents on living systems), poisoning, arson, fingerprints, and forgery. Questions will be answered such as: Is the signature genuine? Was the ransom note typed on the principal’s typewriter? Was the fire in the boy’s room of natural causes? Are there detectable traces of gasoline? Is the stain on the suspect’s clothes blood? Whose fingerprints are on the stolen mid-year exams? Is the hair sample human or animal? Field trips to professional laboratories, the coroner’s office, police lab, and medical examiner will be an integral part of the course. Forensic Science is recommended for students who are interested in careers in medicine, law environment, police work, or security work. This course meets the Physical Science requirement of the Regents or Advanced Regents Diploma.

HUMAN ANATOMY AND PHYSIOLOGY
Course No: 2100 (course takes place every day for ½ year – semester 1 or semester 2)
Course No: 2100A (course takes place every other day for a full year)
Grades Offered: 11-12
Examination: School Exam
Prerequisite: Successfully passed Living Environment Regent exam or Earth Science Regents exam and currently in 11th grade
Credit: 0.5
Anatomy and Physiology is the study of the structure (anatomy) of the human body and how it functions (physiology). This course is ideal for students contemplating careers in the medical professions, biological sciences or physical education. The gross anatomy of all the body systems will be examined with emphasis on the muscular and skeletal systems. Functions of all systems will be explored. The course will also include topics in nutrition, weight training, and kinesiology. This course meets the Life Science requirement for the Regents or Advanced Regents Diploma.

INTRODUCTION TO GENETICS
Course No: 2075 - semester 1 or semester 2
Grades Offered: 11-12
Examination: Final Exam
Prerequisite: Living Environment Regents or Earth Science Regents, currently in 11 or 12 grade
Credit: 0.5
Genetics is the science of heredity. Classical principles of genetics together with the most modern advances in technology are applied to the study of human traits. Some of the topics include how traits are inherited, genetic diseases and their causes, sex determination, birth defects and the future of genetic engineering. This course meets the Life Science requirement for the Regents or Advanced Regents Diploma.
**MARINE BIOLOGY AND OCEANOGRAPHY**
Course No: 2110
Grades Offered: 11-12
Examination: Class Final
Prerequisite: Successfully passed Living Environment Regents exam or Earth Science Regents exam.

This course is designed to introduce students to the study of Marine Science. Emphasis is placed on the marine ecosystems that surround Long Island. Topics include geological, physical, and chemical oceanography, energy flow, and evolution of marine plants, aquatic organisms, disruptions and threats to ecosystem survival. Laboratory experiences, demonstrations, and field trips are integral components of this course. This course meets the Life Science requirement for the Regents or Advanced Regents Diploma.

**CONCEPTUAL PHYSICS**
Course No: 1941
Grades Offered: 11-12
Examination: Physics Final Exam
Prerequisite: Successfully passed Living Environment Regents and Algebra 1 Regents. Score of 70% or below on Chemistry Regents.

This course is aligned to the NYSSLS. This course is designed to prepare students to take Regents Physics the following year. This course is designed to provide a conceptual exposure to the fundamental principles and process of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Hands-on laboratory work and computer-based exercises are an integral part of the curriculum. Students will have input in selecting areas of interest to study. Upon completion, students will be able to demonstrate their understanding of selected Physics concepts and be able to describe examples and applications of the principles studied. This course meets the physical science requirement for the Regents and Advanced Regents Diploma.

**COLLEGE PREP PHYSICS P-TECH (COLLEGE LEVEL)**
Course No: 1934PT
Grades Offered: 11-12
Examination: Final Exam
Prerequisite: P-Tech Chemistry

College Physics is a one-year course in introductory physics. The mathematical techniques used in this book include algebra, geometry, and trigonometry but not calculus. This course covers the standard topics in classical physics and twentieth-century physics. This course is intended to provide the student with a clear and logical presentation of the basic concepts and principals of physics to strengthen their understanding of them through a broad range of interesting, real world applications.

Sound physical arguments and problem solving methodology. At the same time, we have attempted to motivate the student through practical examples that demonstrate the role of physics in other disciplines. Finally, with the text fully integrated into MindTap we provide a learning path that keeps students on track for success. PTECH students will have a broader expansion of learning in engineering and technology.

**PRE-AP BIOLOGY**
Course No: TBD
Grades Offered: 10-11
Examination: Class Final
Pre-requisite: Living Environment / Regents Chemistry (Co-Requisite)

Pre-AP Biology course will get students ready for college-level AP Biology. This course helps students prioritize and focus deeply on four core areas: ecological systems, evolution, cellular systems, and genetics.

This course is aligned to the College Board AP Biology standards and NGSS. Students are expected to take college level AP Biology the following year.
ADVANCED PLACEMENT BIOLOGY (COLLEGE LEVEL)
Course No: 1910
Grades Offered: 11-12
Examination: AP Exam
Prerequisite: Living Environment R or H with 85% (+) including passing the NY Regents Exam, Chemistry R or H with 85% (+),
including passing the NY Regents Exam and Algebra 1 with 85% (+) including passing the NY Regents Exam. Students not meeting
criteria must be approved by Director of Science.
Advanced Placement Biology is a freshman college-level biology course. Topics include ecological studies, comparative anatomy,
biochemistry, anatomy, histology, microbiology, and genetics. Laboratory work is an essential part of the course. All students will be
required to perform laboratory experiments and to complete laboratory reports. All students are required to take the College Board
Advanced Placement Examination in May.

ADVANCED PLACEMENT CHEMISTRY (COLLEGE LEVEL)
Course No: 1915
Grades Offered: 11-12
Examination: AP Exam
Prerequisite: Living Environment Honors with an 85% or better including passing the NY Regents Exam, Chemistry Honors with an
85% or better) including passing the NY Chemistry Regents Exam and Algebra 1 with 85% (+) including passing the NY Regents
Exam. Students not meeting criteria must be approved by Director of Science. (Completion of Physics is highly recommended)
Advanced Placement Chemistry is a freshman college-level chemistry course. Topics include atomic structure, bonding, stoichiometry,
gas laws, thermodynamics, kinetics, chemical equilibrium, acid/base theory, solutions, organic chemistry, and nuclear chemistry.
Laboratory work is an essential part of the course. All students will be required to perform laboratory experiments and to complete
laboratory reports. All students are required to take the College Board Advanced Placement Examination in May.

ADVANCED PLACEMENT PHYSICS 1 (COLLEGE LEVEL)
Course No: 1900
Grades Offered: 11-12
Examination: AP Exam
Co-Requisite: Algebra 1, Geometry, Algebra 2 Trigonometry (Completion of Physics is highly recommended)
This course is designed to be equivalent to the first semester of an introductory college-level algebra based physics course. This course
would be useful for potential engineering, pre-med, science and computer science majors as well as anyone interested in Physics. This
would also be a fantastic college preparatory course. As AP Physics 1 is taught over a full school year there is time for thorough, in-
depth, student centered inquiry activities activates allowing students to perform careful experiments and design laboratory practical
work to answer real world questions.
The first year is the study of Classical Mechanics including: Kinematics, Projectile Motion, Newton’s Laws, circular Motion,
Gravitation and Kelper’s Laws, Work and Energy, Momentum & Impulse and Torque & Rotational Dynamics. Students will also study
Electrostatics & basic DC Circuits, Simple Harmonic Motion and Mechanical Waves. Year one will culminate with the AP Physics 1
examination in May.
This course is designed to provide students with the necessary tools for the design and implementation of original research for high-level competition such as the INTEL National Science Talent Search competition. Topics include theoretical issues in scientific research, research techniques, design and methodology, data analysis, and proper formatting of scientific reports. The specifics of the course content evolve in response to issues that emerge as students develop their projects. This course affords talented and hard-working High school students the opportunity to participate in scientific research and scholarship. Students will further their skills in performance and achievement as they develop their skills as a researcher and scientist.

**SCIENCE RESEARCH METHODOLOGY**  
Course No: 1987A (course takes place every day for a full year)  
Grade Offered: 9  
Credit: 1.0  
Examination: Class Final  
Prerequisite: Score of 80% or better on the Living Environment Regents Examination, approval of Director of Science and Teacher recommendation.

This course has been designed to introduce incoming high school students to the scientific process through a series of engaging activities and investigations while studying thematic units covering population dynamics, diseases, genetic disorders, and pollution. By the end of the course, students will independently gather information, create hypotheses, and investigate issues with a real world application. Some of the skills that we focus on in this course are designing experiments, gathering sources, collecting and recording data, and presenting the results publically.

**ADVANCED SCIENCE RESEARCH**  
Course No: 1988  
Grades Offered: 11-12  
Credit: 1.0 College Credit – See description below  
Examination: Class Final  
Prerequisite: Science Research Methodology (Course 1987A)

This program affords students the opportunity to participate in the community of science research in the high school setting. Students taking the course will choose and explore a topic of interest. This topic may originate in the fields of mathematics, physical science, life science, social science, or psychology. Students will learn to conduct online bibliographic searches and use international databases as part of the research process. The goal of this course is to create a product that may be presented at a local science or social science competitions such as LISEF, NYSEF, INTEL National Science Talent Search competition.
The Pre-Nursing Program at Uniondale High School is a professional-oriented program designed to help students interested in the Nursing and Allied Health Careers. The program will emphasize the basic skills needed to pursue a career in nursing and other health careers. The students will be required to develop and demonstrate necessary skills through classroom, laboratory, and clinical internships in the community health care institutions. This specialized program will prepare students to advance to institutions of higher learning and successfully pursue training in the health care career of their choice. It is a program in which the students are required to follow a sequence of Science courses such as Biology, Chemistry, as well as Health Career Courses such as Pre-Nursing, Health Care, and Nurse Assistant courses. Students must successfully complete and pass courses in Living Environment and Chemistry. In addition to preparing students to earn a Regents High School Diploma, this program prepares students to obtain positions in health care while they attend college. Upon high school graduation, the students will be prepared to take the New York State Nursing Home Nurse Aide Certification Exam (CNA).

### Grade Level Pre-Nursing Sequence

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-Nursing Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>Health Occupations Education Core</td>
</tr>
<tr>
<td>10th Grade</td>
<td>Career and Financial Management</td>
</tr>
<tr>
<td>11th Grade</td>
<td>Introduction to Pre-Nursing/Nurse Assisting</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Advanced Pre-Nursing/Nurse Assisting</td>
</tr>
</tbody>
</table>

#### HEALTH OCCUPATIONS EDUCATION CORE

**Course No:** 4125  
**Grade Offered:** 10  
**Credit:** 1.0  
**Examination:** Class Final  
**Prerequisite:** Students must be entering the 10th grade, successful completion and passing of the Living Environment course (80% average). Completion of Microsoft Office. Recommendation Form signed by Living Environment Teacher and Guidance Counselor and Science Department Director. Students must maintain a 75% or above average to progress through the full sequence of classes for the Nursing Assistant Program.  

The purpose of this series of four courses is to provide students with an introduction to the skills, knowledge, and abilities required of all health care workers. Topics include an overview of all health careers, legal and ethical responsibilities of a health care worker, principles of infection control, personal health and wellness concepts, safety in the health care setting, CPR and First Aid, basic medical terminology, Anatomy & Physiology, and the basics of vital signs.

#### CAREER AND FINANCIAL MANAGEMENT

**Course No:** 3255N  
**Grade Offered:** 10  
**Credit:** 0.5  
**Examination:** Final examination  
**Co-Requisite:** Health Occupations Education Core

This is an everyday class for half a year.

This course examines the relationship between career planning, life-long goals, and the skills necessary for researching and selecting the appropriate careers. Career and Financial Management examine factors that influence economic decisions relating to financial management while understanding the relevance of fiscal responsibilities.

#### INTRODUCTION TO PRE-NURSING/NURSE ASSISTING

**Course No:** 2112  
**Grade Offered:** 11  
**Credit:** 2.0  
**Examination:** Class Final  
**Prerequisite:** Health Occupations Education Core Required courses for Pre-Nursing/Nurse Assisting sequence students. Students must maintain a 75% or above to progress through the full sequence of classes for the Nursing Assistant Program.

This course is designed to provide the student interested in pursuing a nursing course of study with the opportunity to learn the basic nursing care skills required of the entry level health care provider in an acute-care or long-term care facility. Skills include communication techniques, infection control, personal care and hygiene, vital signs, assisting the client with ambulation, medical terminology, Anatomy & Physiology and disease processes, patient care skills, patient care assessment, and introduction to patient care equipment. The student will be able to practice the skills in our nursing lab under the supervision of a professional nurse instructor.
ADVANCED PRE-NURSING/NURSE ASSISTING AND PRACTICUM

Course No: 2113, 2114
Grade Offered: 12
Examination: Class Final

Credit: 2.0

Prerequisite: Introduction to Pre-Nursing/Nurse Assisting courses required for Pre-Nursing/Nurse Assisting sequence students.

Students must maintain a 75% or above to progress through the full sequence of classes for the Nursing Assistant Program.

This course provides the students with the opportunity to learn and practice the advanced nursing skills required of an entry-level health care provider in an acute or long-term care facility. Topics include human sexuality including the aging process and its implications for client care, nutrition and diet therapy, pre and post-operative care, care of the patient on oxygen as well as job seeking and job keeping skills. Students will be required to complete an internship at local acute-care and long-term care facilities to practice their nursing skills as well as practice in the nursing lab at Uniondale High School. At the completion of the course, students will be eligible to take the New York State Residential Aide certification exam (CNA) which is required for employment as a nurse aide in a long-term care facility, or a PCA (Personal Care Aide) in a hospital setting.

Students in this course will alternate their schedules weekly, as follows:

<table>
<thead>
<tr>
<th>Periods</th>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule 1 A-Days period 1-4</td>
<td>7:00 a.m.-10:20 a.m.</td>
<td>Health Care Facility</td>
</tr>
<tr>
<td>Period 5</td>
<td>10:39 a.m.-11:22 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 6-9</td>
<td>11:26 a.m.-2:30 p.m.</td>
<td>Other Academic subjects</td>
</tr>
<tr>
<td>Schedule 2 B-Days period 1-2</td>
<td>7:25 a.m.-8:55 a.m.</td>
<td>Physical Education, etc.</td>
</tr>
<tr>
<td>Period 3-4</td>
<td>9:05 a.m.-10:35 a.m.</td>
<td>Advanced Pre-Nursing Course at UHS</td>
</tr>
<tr>
<td>Period 5</td>
<td>10:39 a.m.-11:22 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 6-9</td>
<td>11:26 a.m.-2:30 p.m.</td>
<td>Other Academic subjects</td>
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</table>
The Hofstra School of Medicine in partnership with North Shore-LIJ Health System, has launched a program to prepare high school students for health care careers that includes hands-on training, rigorous academic classes on a range of medical issues and mentorship from physicians and other clinicians.

The goal of the Pipeline Program is to identify bright, promising students from economically and educationally under-represented groups from our local communities and to give these students an opportunity to develop the confidence and skills, provide them with exposure, moral and financial support needed for them to enter and succeed in higher education, in the medical field, and, ultimately, in the medical profession itself.

This program introduces students to the overall health care system and basic preparatory skills necessary to pursue a career in health care.

The program includes lectures on topics ranging from the ethics of medical research to the politics of health-care reform, on clinical specialties, SAT prep, exercises to develop leadership and team-building skills, as well as CPR training. Similar to the medical school, students rotate through programs held at Hofstra and at various health system facilities, including:

- The Patient Safety Institute
- North Shore/ LIJ Hospitals
- Feinstein Institute for Medical Research

Some of the many activities that students are involved in:

- Exercises in leadership training
- Lectures regarding health care topics
- Patient care experiences
- Spending time with their physician mentor and a senior clinician at North Shore/LIJ Hospital.

The program is a five-year experience designed to supply a steady stream of physicians and medical professions who reflect the cultural, racial, ethnic and economic diversity of the region.

Students participate in the month-long summer session each year, beginning with their junior year of high school through their junior year in college. The program also includes activities during the school year. A new class of rising juniors will be chosen to begin the program every year.

Students are selected for the program meeting the following criteria:

- Grade 10
- Interest in Pre-Med
- GPA of 85% or above
- A minimum score of at least 1000 on the PSAT
- PSAT Score of 50 or above on both Critical Reading and Math
- Enrollment in Regents Chemistry
- Strong Regents scores in Mathematics/Science
- Recommendation by Director of Science
- Application
- Interview
GLOBAL HISTORY & GEOGRAPHY 9/10 REGENTS
Course No. 1060 & 1050
Grades Offered: 9-10
Examination: Regents Exam (Grade 10)
Prerequisite: None
Credit: 1.0 (each year)

The grade 9/10 global history and geography core curriculum is a two-year sequence designed to focus on the five social studies standards, common themes that recur across time and place, and seven historical eras. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables them to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have the opportunity to explore the content using the social studies practices of the NYSED framework. The 10th grade course culminates with the Global History & Geography II Regents exam.

GLOBAL HISTORY & GEOGRAPHY 9/10 HONORS
Course No. 1070 & 1040
Grades Offered: 9-10
Examination: Regents Exam (Grade 10)
Prerequisite: Teacher recommendation & grade point average of 90+ in a regents level course
Credit: 1.0 (each year)

Honors place a greater emphasis and enrichment on the chronological approach to Global History & Geography. This program is designed for those students who have shown the ability to grasp important concepts and understanding in global history & geography. Material presented in this course will cover the curriculum but will also include enrichment activities and skills to challenge the students to learn more about social studies. Students are required to write individual research papers and complete creative group projects. Students will develop higher levels of abstract thinking necessary to comprehend fully the scope and sequence of history and historical events. Students must maintain a grade point average of 85 to remain in this sequence. The 10th grade course culminates with the Global History & Geography II Regents exam.

UNITED STATES HISTORY AND GOVERNMENT 11 REGENTS
Course No. 1030
Grade Offered: 11
Examination: Regents Exam
Prerequisite: Students will have completed Global History 9 & Global History 10 & have taken the Global History & Geography II Regents exam.
Credit: 1.0

This course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. This course culminates with the U.S. History & Government Regents exam.

UNITED STATES HISTORY AND GOVERNMENT 11 HONORS
Course No. 1020
Grade Offered: 11
Examination: Regents Exam
Prerequisite: Teacher recommendation & grade point average of 90+ in a regents level course
Credit: 1.0

Grade 11 Honors places a greater emphasis and enrichment on the new social studies standards. This program is designed for those students who have shown the ability to grasp important concepts and understanding in United States History. Material presented in this course will cover the curriculum but will also include enrichment activities and skills to challenge the students to learn more about social studies. Students are required to write individual research papers and complete creative group projects. Students will develop higher levels of abstract thinking necessary to comprehend fully the scope and sequence of history and historical events. Students must maintain a grade point average of 85 to remain in this course. This course culminates with the U.S. History & Government Regents exam.
PARTICIPATION IN GOVERNMENT
Course No. 1000
Grade Offered: 12  Credit: 0.5
Prerequisite: Students will have completed Global History & Geography 9; Global History & Geography 10; and United States History and Government 11.

This one semester course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy. Required for graduation.

ECONOMICS
Course No. 0990
Grade Offered: 12  Credit: 0.5
Examination:
Prerequisite: Students will have completed Global History & Geography 9; Global History & Geography 10; and United States History and Government 11.

This one semester course examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges. Required for graduation.
SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS WITH ECONOMICS
Course No. 0941
Grade Offered: 12
Examination: AP Exam in U.S. Government & Politics
Prerequisite: Students will have completed Global History & Geography 9; Global History & Geography 10; and United States History and Government 11. Students must have maintained at least a 90 grade point average in the above courses or have achieved an 85 or higher on the Regents exams (grade 10 and 11). Teacher and/or Director Recommendations are required.
Requirement: All students taking this course will be required to sit for the AP U.S. Government & Politics exam.
This course gives students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U. S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course fulfills the graduation requirement of one semester of Government. Although previous experience in A.P. courses is not required, it is strongly recommended. Course activities include reading periodicals and daily newspapers, as well as a college textbook and supplementary readings. Students will be required to integrate information obtained from readings, discussions, and lectures to answer detailed multiple-choice questions as well as writing analytical and argumentative essays. This course prepares students for the Advanced Placement Test in American Government and Politics given in May. Additional topics, lessons, and assignments will satisfy the requirements for Economics. Topics will include credit, budgeting, taxes, prices, investments, insurance, and an analysis of the total American economy and its operation. Fundamental economic principles are included when needed to put personal economic activity into perspective.
This course will satisfy the NYS graduation requirements for both Participation in Government and Economics.

ADVANCED PLACEMENT UNITED STATES HISTORY
Course No. 0920
Grade Offered: 11
Examination: AP Exam in U.S. History
Prerequisites: Global History & Geography 9 and Global History & Geography 10 or Advanced Placement World History; Students must have maintained at least a 90 grade point average in the above courses or have achieved an 85 or higher on the Regents exam (grade 10); Teacher and/or Director Recommendations are required.
Requirement: All students taking this course will be required to sit for the AP U.S. History exam & the U.S. History Regents.
This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The demands made upon the students are equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability and their importance and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in essay format. The course deals with United States History taught from a chronological approach beginning with the discovery and settlement of the New World and continuing through the development of the United States since 1974.
ADVANCED PLACEMENT WORLD HISTORY
Course No. 0930
Grade Offered: 10
Examination: AP World History Exam
Prerequisites: Students will have completed Global History & Geography 9 Regents or Global History & Geography 9 Honors and maintained at least a 90 grade point average in Global History 9R or at least an 85 grade point average in Global History 9H.
Teacher and/or Director Recommendations are required.
Requirement: All students taking this course are required to sit for the AP World History exam & the Global History & Geography II Regents.

The AP World History course provides a perspective and understanding of history as a foundation which students can analyze the complexities of today’s global interdependency. It investigates the interactions and events of human histories in a balanced worldly ecumenical approach. The basic parameters of our AP World history course are impacted by the four historical thinking skills; which are outlined in the course descriptions provided by the College Board. The course outcomes allow students to think critically and metacognitively to be fully engaged in the learning process. The course will be broken down on units of study based on historical periodization. AP World History will use the approach of analyzing global events and interactions from the foundations of history to present. The primary goal of the course is to provide a student-centered learning environment and engage the student in a comprehensive curriculum. The culminating objective is for students to demonstrate a complete picture of world history. It is expected that students who want to take the AP exam will be prepared for the challenge.

AFRICAN-AMERICAN HISTORY
Course No. 1111
Grades Offered: 11-12
Examination: Class Final
Prerequisite: None

This course is designed to expose and deepen students understanding of the familiar and unfamiliar experiences of Africans in America. The course also aims to thoroughly study the African diaspora, by taking a closer look at those Africans living outside of Africa and the United States. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview, which will introduce the student to the study of the African and African American experiences. In addition, the course will examine the rich history Africans built in America despite the many obstacles they faced. Lastly, by examining historical, as well as contemporary issues, the course will examine the strength of the human spirit through African-American art, fiction and non-fiction works. Through the use of interactive activities, an online textbook, video lectures, documentaries, guest speakers, trips, and films, students will be fully immersed in the African-American past.

INTRODUCTION TO PSYCHOLOGY
Course No. 1215
Grades Offered: 11-12
Examination: Class Final
Prerequisite: None

Topics in this half-year course include: (1) The history and method of psychology; (2) Theories of learning and conditioning; (3) Behavioral modification; (4) Theories concerning thought, memory, and problem solving; (5) Perception, sensation and the various levels of consciousness; (6) Personality theory and ego development; (7) Neurotic and Psychotic disorders; (8) Freudian Theory and Psychoanalysis; (9) Comparative forms of Psychotherapy.

ABNORMAL PSYCHOLOGY
Course No. 1180
Grades Offered: 11-12
Examination: Class Final
Prerequisite: Introduction to Psychology

This is a half year psychology course that may be taken in either the 1st or 2nd semester. The course will concentrate on the emotional, social, and hereditary factors that cause abnormal, neurotic, or psychotic behavior. Emphasis will be placed on various techniques that will reduce anxiety and help the student to become more satisfied with his own existence. Students will be exposed to personality analysis and motivations for certain types of behavior, as well as various theories concerning phobias, dream interpretation, psychotherapies and other related areas.
FEMINIST THOUGHT AND WOMEN OF COLOR
Course No. 1170
Grades Offered: 11-12
Examination: Class Final
Prerequisite: None

Credit: 0.5

This course will examine the modern women’s movement from the 1960’s until present day and its political impact upon women of color. Participants will actively engage in a discourse on the political thought that touches gender, race, ethnic origins, class and the impact it has on women of color. The course will also examine key figures within Black feminism, Latina feminism, and Postcolonial/Decolonial feminism. The course will consider how oppression and resistance are conceptualized by these women, focusing on their attention to the intersection of gender, race, and class. Students will be exposed to seminal texts by Bell Hooks, Audre Lorde, Patricia Hill Collins, Kimberlé Crenshaw, Ngozi Chimamanda, Melissa Harris-Perry, Gloria Anzaldúa, María Lugones, Mariana Ortega, Linda Alcoff, Gayatri Spivak, Chandra Talpade Mohanty, Uma Narayan, Chela Sandoval, and Yuderkis Espinosa-Miñoso.

PSYCHOLOGY (SUPA)
Course No. 1218
Grades Offered: 11-12
Examination: Syracuse University Assessments
Prerequisite: Teacher recommendation & grade point average of 80+ in a regents level course

Credit: 0.5

This SUPA course, Psychology 205, parallels Foundations of Human Behavior (Syracuse University) and three (3) credits may be available through Syracuse University for eligible students. A half-year course, it is designed to provide students with information regarding major areas of psychology such as learning, memory, cognition, development, personality, and social psychology. Students will learn the basic principles, concepts, and research findings in psychology. Students will become familiar with psychological research methods and procedures and be supervised in conducting and documenting their own research while developing their oral and written communication skills. Students will have opportunities to discuss current topics, events, real life experiences, and applications of psychological theories and research. They will learn the organizational and study skills important to succeed in college courses.
The Department of World Languages and Cultures of the Uniondale Union Free School District (UFSD) houses language programs geared at providing services to pupils in order for them to meet the rigorous academic standards of the curricula constructed to prepare them for college and/or careers for the 21st century. The department houses three major programs with four substantial sub-programs, all aimed at providing the best possible educational experience for the students of the district.

The three major programs are:
1. The Transitional Bilingual Education (TBE) Program;
2. The English as a New Language (ENL) Program, and
3. The Languages Other Than English (LOTE) Program.

The four sub-programs are:
1. The Foreign Language in the Primary Schools (FLES) Program;
2. The Dual Language (DL) Program;
3. The Students with Interrupted/Inconsistent Formal Education (SIFE) Program, and
4. The New York State Seal of Biliteracy (NYSSB) Program

THE TRANSITIONAL BILINGUAL EDUCATION PROGRAM (ELEMENTARY)
The transitional bilingual education (TBE) Program in the elementary schools is designed to meet the instructional needs of pupils who are native speakers of Spanish, and who evidence limited proficiency in speaking and/or understanding the English language. In the elementary schools, the bilingual classes are taught by duly licensed elementary teachers with the bilingual extension to their licenses and they assist the pupils in adjusting to the school environment, developing a sense of social comfort and acquiring the linguistic and academic skills necessary for full integration into mainstream classes. Pupils requiring bilingual classes are identified at the time of registration.

THE TRANSITIONAL BILINGUAL EDUCATION PROGRAM (SECONDARY)
The transitional bilingual education program (TBE) at the secondary level is designed to meet the instructional needs of pupils who are native speakers of Spanish, and who evidence limited proficiency in speaking and/or understanding the English language. The bilingual classes are offered in the content areas of Math, Science and Social Studies as well as the Spanish native language arts (NLA) classes provided by the licensed bilingual teachers in the LOTE program. The bilingual content classes provide the pupil with native language support to enhance understanding and performance as well as assist them in adjusting to the new school environment and transition to the English mainstream classes. The program also allows those bilingual pupils to develop a sense of social comfort while acquiring the linguistic and academic skills necessary for full integration into the American educational system and society. Pupils requiring bilingual content classes are identified at the time of registration.
ENGLISH AS A NEW LANGUAGE (ENL)

The English as a New Language (ENL) Program is designed to meet the instructional needs of pupils who are native speakers of a language other than English, and who evidence limited proficiency in speaking and/or understanding the English language. The ENL classes, the Bilingual content classes as well as the “Sheltered” content assist the pupil to adjust to the school environment, develop a sense of social comfort and to acquire the linguistic and academic skills necessary for full integration into mainstream classes. Pupils requiring ENL, Bilingual or Sheltered content classes are identified at the time of registration.

LEVELS OF ENGLISH PROFICIENCY AS DETERMINED BY THE NYSITELL OR THE NYSESLAT

<table>
<thead>
<tr>
<th>LEVEL</th>
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<tbody>
<tr>
<td>1-ENTERING</td>
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<tr>
<td>2-EMERGING</td>
</tr>
<tr>
<td>3-TRANSITIONING</td>
</tr>
<tr>
<td>4-EXPANDING</td>
</tr>
<tr>
<td>5-COMMANDING</td>
</tr>
</tbody>
</table>

ENL – ENTERING
Course No. 1808
Grades Offered: 9-12
Examination: NYSESLAT
Prerequisites - Designation of “ENTERING” on the NYSITEL, or the NYSESLAT

ENL – ENTERING is a stand-alone ENL class designed to provide English language communicative skills to newcomer ELL students so that they may quickly acclimate to their new school and community environment. This class is taken in conjunction with the ELL student’s grade-level Integrated English class.

ENL – EMERGING
Course No. 1796
Grades Offered: 9-12
Examination: NYSESLAT
Prerequisites - Designation of “EMERGING” on the NYSITEL, or the NYSESLAT

ENL – EMERGING is a stand-alone ENL class designed to provide academic English language communicative skills to ELL students so that they may progress in their acquisition of the English language, specifically in an academic environment. This class is taken in conjunction with the ELL student’s grade-level Integrated English class.

ENL – TRANSITIONING
Course No. 1797
Grades Offered: 9-12
Examination: NYSESLAT
Prerequisites - Designation of “TRANSITIONING” on the NYSITEL, or the NYSESLAT

By the completion of this stand-alone ENL class, ELL students will be able to comprehend main points and most important details in oral and written discourse in moderately demanding contexts of English language use. ELL students will be able to understand implications beyond surface meaning and will recognize and understand an expanded inventory of concrete and idiomatic language. This class is taken in conjunction with the ELL student’s grade-level Integrated English class.
**ELL STUDENTS WITH INCONSISTENT/ INTERRUPTED FORMAL EDUCATION (SIFE)**

S.I.F.E. Students are defined as LEP/ELL students who have attended school in the United States for less than twelve (12) months, and at initial enrollment are two (2) or more years below grade level in their home language literacy and/or two (2) years below grade level in math due to inconsistent or interrupted schooling before arriving in the United States.

In the Uniondale Public Schools:
1. Designation of “SIFE” on the forthcoming SIFE Assessment from the NYSED
2. New to USA
3. Has not been identified as having and disability or handicapping condition
4. Between the ages of 13 and 17
5. Has documentation that s/he has not been in school for two or more years

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**ENL – SIFE**

Course No. 1752
Grades Offered: 9
Examination: NYSESLAT
Prerequisites - Has met all criteria enumerated above

ENL – SIFE is a class designed to provide “basic” and “survival” English language communicative skills to newcomer LEP/ELL students that have met the criteria enumerated above. In addition, these students are provided with the necessary literacy skills in English so that they may “catch-up” with their peers and eventually fully integrate in the Bilingual/ENL program at the high school.

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**HOME LANGUAGE ARTS (HLA) FOR ELLS LEVEL-I (NEWCOMER & SIFE)**

Course No. Spanish - 1839
Haitian Creole – TBD
Grades Offered: 9
Prerequisites: Has met all criteria enumerated above

Credit: 1.0 Examination: Class Examination

HLA is a class designed to provide home language arts skills to newcomer LEP/ELL and SIFE students that show a deficit in reading and writing skills in their home language. These students are provided with the necessary literacy skills in their home language so that they may “catch-up” with their peers and eventually fully integrate in the Bilingual/ENL program at the high school.
ELL students coming from grade 8 in the Middle Schools to grade 9 in UHS may NOT be placed in any “Foundations” class at UHS.

ELL students coming from grade 8 in the Middle Schools to grade 9 in UHS

<table>
<thead>
<tr>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>
| ENL/ELA-9 | ENL/ELA-10 | ENL/ELA-11 | Mainstream ELA classes, if they passed the English Regents in grade 11. English 12RA, if they did not pass the English Regents in grade 11.

ELL students coming from a foreign country to grade 9 in UHS

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>ENL/ELA-Foundations</td>
<td>ENL/ELA-9</td>
<td>ENL/ELA-10</td>
<td>ENL/ELA-11</td>
</tr>
</tbody>
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ELL students are not allowed to skip a grade-level ENL/ELA class.

Content Classes for English Language Learners (ELLs)
ENL/ELA Classes for English Language Learners (ELLs)

FOUNDATIONS IN ENGLISH LANGUAGE ARTS (ELA) FOR ELLS
Course No. 1794
Grades Offered: 9-12
Examination: Class Examination
Prerequisites: Placement Examination

English Credit: 1.0

This class is especially designed for ELLs who are newcomers to the United States. It introduces these ELL students to the basic fundamentals of English literacy and reading. This class also emphasizes the development of English literacy skills, composition and essay writing. In addition, the ELL student is introduced to the reading of literature including plays, short stories, poetry and essays all leveled/differentiated for the students’ level of English proficiency. In addition to emphasizing appreciation and enjoyment of good literature in the English language, teachers will strive to help the ELL students improve their reading skills. The depth and amount of work required for this class will be differentiated for the ninth grade level of preparation needed to meet the Common Core Standards.

ENL/ELA 9
Course No. 1801
Grades Offered: 9, 10, 11
Examination: Class Examination
Prerequisites: ELL student MUST be in grade 9 or above Placement Examination, or successful completion of ENL/ELA FOUNDATIONS

English Credit: 1.0

Ninth grade ENL/ELA includes a review of the basic fundamentals of the English language in which the curriculum is made accessible to English language learners (ELLs) at their level of English proficiency. In the area of composition, special emphasis is given to the development of correct essay structure. The reading of literature in English includes plays, short stories, poetry and essays. In addition to emphasizing appreciation and enjoyment of good literature, the ENL and ELA teachers that co-teach this class strive to assist the ELL students improve their English reading skills. The depth and amount of work required for this class is appropriate for the ninth grade level of preparation needed to meet the Common Core Standards as differentiated with the prescribed Bilingual Progressions of the New York State Education Department (NYSED).
ENL/ELA 10
Course No. 1802
Grades Offered: 10, 11
Examination: Class Examination
Prerequisites - ELL student MUST be in grade 10 or above

In this class the ELL students are taught to develop their skills in analyzing literature, writing in a variety of genres and increasing their vocabulary. The basic textbooks include an anthology of works by writers throughout the world. ELL students read a wide sampling of literary selections including short stories, plays, essays, poetry and novels. As all students (including ELL students) are expected to take the English Regents at the end of eleventh grade, expectations in this class are high with regards to preparing the ELL students for the work they will undertake in the English 11 (or ENL/ELA 11) class. Also, the depth and amount of work required for this class is appropriate for the tenth grade level of preparation needed to meet the Common Core Standards as differentiated with the prescribed Bilingual Progressions of the New York State Education Department (NYSED).

ENL/ELA 11
Course No. 1803
Grades Offered: 11, 12
Examination: English Regents Examination
Prerequisites - ELL student MUST be in grade 11 or above

This class emphasizes literature, writing, vocabulary, speaking and listening. The expectations for student achievement is high. Students are expected to respond to their leveled/differentiated reading of short stories, novels, plays, poetry and non-fiction in depth. Vocabulary is stressed throughout the year. Writing is important as the students prepare to successfully challenge the New York State Common Core English Regents Examination. ELL students are taught and are expected to write individual research papers and complete creative group projects in addition to completing reading and writing assignments. The depth, amount and level of work required for this class is appropriate to meet the Common Core standards.
MATH CLASSES FOR ENGLISH LANGUAGE LEARNERS (ELLS)

MATH
ENL (1362) Foundations in Mathematics I .5 Credit
Bilingual (1482A) Algebra-1 or ENL (1356) Algebra-1 (R) 1.0 Credit
Bilingual (1361) Geometry I ENL (1358) Geometry I 1.0 Credit
Bilingual (1364) Geometry II ENL (1363) Geometry II 1.0 Credit

ENL FOUNDATIONS IN MATHEMATICS COURSE NO. 1759  Credit: 1.0
Grades Offered: 9, 10, 11, 12
Examination: District-Created Final Examination
Prerequisite: New Entrants Scoring Unsatisfactory on Diagnostic Test.

New entrants scoring unsatisfactory on the diagnostic test will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirements in mathematics. Through the investigation of meaningful problems individually or in cooperative groups, while using appropriate technology, students will strengthen their foundations of mathematics.

In Math Foundations I (Semester I), students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development.

In semester II, students will move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake the high school Algebra 1 course with confidence. Students will sit for the district created final examination at the end of this course. It is recommended that students provide their own scientific calculator.

BILINGUAL REGENTS ALGEBRA 1  Credit: 1.0
Course No. 1482A
Grades Offered: 9, 10, 11
Examination: Algebra I Regents Examination
Prerequisite: Minimum grade performance in Math 8

This course is taught in English and Spanish by a licensed math with a Bilingual Extension and is designed for English Language Learners who will benefit from bilingual instruction to support learning. The course will begin primarily in Spanish but will slowly build toward more reliance on English throughout the year. Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. It is associated with mathematics content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. The concept of function is emphasized throughout the course. The course guides students in the development of critical thinking skills and algebraic problem solving skills which provide the foundation for real world problem-solving. Modeling and problem solving are at the heart of the curriculum. This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation. It is recommended that students provide their own TI-84 graphing calculator.

ENL REGENTS ALGEBRA 1  Credit: 1.0 Examination: Algebra I Regents Examination
Course No. 1356
Grades Offered: 9, Course Length: One Year
Prerequisite: Minimum grade performance in Math 8.

This course follows the same New York State Algebra 1 curriculum as 1523. This course is taught in English only by a licensed math teacher who is trained in SIOP or co-taught with an ENL teacher. Students will receive support through SIOP instruction which is a method for reaching students who are developing their English proficiency. This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation. It is recommended that students provide their own TI-84 graphing calculator.
ENL REGENTS ALGEBRA SEMINAR
Course No. 1428
Grades Offered: 9 (If took and failed Examination in Grade 8) 10, 11, 12 Credit: 0
Examination: Algebra I Regents Examination
Prerequisite: Minimum grade performance of 65% in the Algebra 1 course.

This course is for students who obtained a minimum course grade of 65%, but failed the Algebra 1 Regents Examination June or August. This course prepares students to retake the Algebra 1 Regents Examination in January. Students MUST also be enrolled in another math course. Students will drop this course if they passed Algebra 1 in January and continue in the other math course ONLY. Students who failed the January Regents MUST continue with both courses. Students who obtained a course grade less than 65% MUST retake the course (1523).

ENL GEOMETRY I
Course No. 1358
Grades Offered: 10, 11 Credit: 1.0
Examination: District-Created Final Examination
Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Examination and Teacher Recommendation.

This non-Regents course meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Examination. Students with be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3 Topic A: Extending to Three Dimensions are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

ENL GEOMETRY II
Course No. 1363
Grades Offered: 10, 11 Credit: 1.0
Examination: District-Created Final Examination
Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Examination, Geometry I and Teacher Recommendation.

This Regents course is the second half of a two year course and meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Examination and Geometry I. Students with be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Module 3 Topic B: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles With and Without Coordinates are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

BILINGUAL GEOMETRY I
Course No. 1361
Grade Offered: 10 Credit: 1.0
Examination: Common Core Regents Examination
Prerequisite: Minimum grade performance of 71-84% in the Algebra 1 Regents Examination and Teacher Recommendation.

This course is designed to support English Language Learners. It follows the New York State Geometry curriculum and is the second course of a three-year sequence required for the Regents Diploma with Advanced Designation. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles With and Without Coordinates are the main areas of focus in this course. Students will take the NYS Geometry Regents Examination at the end of this course. It is recommended that students provide their own TI-84 graphing calculator.
SCIENCE CLASSES FOR ENGLISH LANGUAGE LEARNERS (ELLS)

FOUNDATIONS OF SCIENCE (ENL)
Course No. 2062
Grades Offered: 9, 10
Examination: Class Examination
Credit 1.0
Prerequisites - ENL/ELL “ENTERING” designation on NYSITELL or NYSESLAT

This class is especially designed for limited English proficient/English language learner (ELL) newcomer students who need to be brought up to grade level in science. It introduces them to the items, vocabulary and concepts of science they will need to successfully challenge the “Living Environments” and “Earth Science” Curriculums.

BILINGUAL LIVING ENVIRONMENT
Course No. 1886
Grades Offered: 9-12
Examination: Regents
Credit: 1.0
Prerequisites - Spanish fluency; LEP/ELL “ENTERING” or “EMERGING” or “TRANSITIONING” designation on NYSITELL or NYSESLAT

This class, taught by a licensed science teacher who holds a bilingual extension and who is fluent in the LEP/ELL students’ native language, is especially designed for Spanish language dominant limited English proficient/English language learners (LEP/ELLS) at the “Entering,” “Emerging” or “Transitioning” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Living Environment” Regents Examination.

LIVING ENVIRONMENT REGENTS (ENL)
Course No. 2013
Grades Offered: 9-12
Examination: Regents
Credit: 1.0
Prerequisites - LEP/ELL “EMERGING or TRANSITIONING” designation on NYSITELL or NYSESLAT

This class, taught by a licensed science teacher who holds a bilingual extension or an ESOL license, or who has been trained in the Sheltered Instruction Observation Protocol (SIOP), is especially designed for limited English proficient/English language learner (LEP/ELL) at the “Beginning” or “Intermediate” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Living Environment” Regents Examination. This biology course is aligned to the NYS Living Environment Core Curriculum. This contemporary biology course emphasizes current topics in molecular genetics and ecological relationships, while providing students with a foundation in scientific method, biological concepts, skills and problem solving. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination. This requirement includes successful completion of 1200 lab minutes, plus the four NYS mandated laboratories.

EARTH SCIENCE REGENTS ENL
Course No: 1885F
Grades Offered: 9-12
Examination: Earth Science Regents Examination
Credit 1.0
Prerequisites - Living Environment Regents, LEP/ELL “EMERGING or TRANSITIONING” designation on NYSITELL or NYSESLAT.

This class, taught by a licensed science teacher who holds a bilingual extension or an ESOL license, or who has been trained in the Sheltered Instruction Observation Protocol (SIOP), is especially designed for limited English proficient/English language learner (LEP/ELL) at the “Beginning” or “Intermediate” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Earth Science” Regents Examination. This course is aligned to the NYS Physical Setting/Earth Science Core Curriculum. Topics include Earth and celestial phenomena, the origin of the universe and solar system, weather patterns, seasonal changes, plate tectonics, landforms, the rock cycle, the chemical and physical properties of minerals, weathering and erosion and other related topics. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination, which includes a Laboratory Performance Test that will be administered before the written portion of the Regents examination in Physical Setting/Earth Science.
This class is especially designed for limited English proficient/English language learner (ELL) newcomer students who need to be brought up to grade level in science. This course is a “hands-on” introduction to the contemporary field of Forensic Science. Forensic Chemistry applies concepts of chemistry to the investigation of physical evidence in matters of the law. Laboratory investigation and problem-solving techniques will involve chemistry topics involved in criminalistics (recognition, identification and evaluation of evidence), toxicology (study of physical and chemical agents on living systems), arson, fingerprints, and forgery. Questions will be answered such as: Was the fire in the boy’s room of natural causes? Are there detectable traces of gasoline? Is the stain on the suspect’s clothes blood? Forensic Chemistry is recommended for students who are interested in careers in medicine, law, environment, police work, or security work. This course meets the Physical Setting lab requirement of the Regents or Advanced Regents Diploma. Pending NCAA Approval.
SOCIAL STUDIES CLASSES FOR ENGLISH LANGUAGE LEARNERS (ELLS)

FOUNDATIONS IN THE SOCIAL SCIENCES FOR ELLS
Course No. 0889
Grades Offered: Credit:
Examination: Class Examination
Prerequisites: ELL Students whose Score Beginning on NYSITELL Examination and are New Entrants into UHS School
This social studies course is mandatory for all English Language Learners (ELLS) who are newcomers and who score at the “Entering” level on the NYSITELL or NYSESLAT Exams. The course will concentrate on social studies vocabulary, concepts, skills and the foundations of the Social Studies core curriculum.

GLOBAL HISTORY & GEOGRAPHY FOR ELLS YEAR-1 AND YEAR-2/REGENTS
Bilingual Year-1 Course No. 0986
ENL Year-1 Course No. 0894
Bilingual Year-2 Course No. 0898
ENL Year-2 Course No. 0897
Credit: 1.0
Examination: Year-1: Class Examination, Year-2: Global Regents Examination
Prerequisites: ELLs who have passed the ENL- Foundations in Social Studies Class and/or scored “Transitioning” on the NYSITELL or NYSESLAT Exams
This Global History course is aligned to the NYS Global History Core Curriculum. This course was developed to integrate language and cultural differences into the social studies classroom. Students will develop English listening, reading, speaking, and writing skills. At the completion of this two-year sequence, students may take the English and/or Spanish or Haitian Creole version of the Global History & Geography Regents examination. Direct translation may be provided for students when an examination version in their language is not available.

HISTORY & GOVERNMENT FOR ELLS 11/REGENTS
Bilingual Course No. 0911
ENL Course No. 0899
Credit: 1.0
Examination: U.S. History Regents Examination
Prerequisites: ELL Student who have passed the ENL- Global History & Geography Regents Course and/or scored “Transitioning” on the NYSITELL or NYSESLAT Exams
This U.S. History course is aligned to the NYS U.S. History Core Curriculum. This course was developed to integrate language and cultural differences into the social studies classroom. Students will develop English listening, reading, speaking, and writing skills. At the completion of this one-year course, students may take the English and/or Spanish or Haitian Creole version of the U.S. History & Government Regents examination. Direct translation may be provided for students when an examination version in their language is not available.

ENL- PARTICIPATION IN GOVERNMENT
Course No. 0917
Credit: 0.5
Examination: Class Examination
Prerequisites: ELL Student who have passed the ENL- U.S. History Regents Course and/or scored “Transitioning” on the NYSITELL or NYSESLAT Exams
This government course is aligned to the NYS social studies standards and curriculum framework. This course was developed to integrate language and cultural differences into the participation in government classroom. Students will develop English listening, reading, speaking, and writing skills. There is a 10-hour community service requirement for this course.

ENL- ECONOMICS & ECONOMIC DECISIONMAKING
Course No. 0918
Credit: 0.5
Examination: Class Examination
Prerequisites: ELL Student who have passed the ENL Participation in Government Course and/or scored “Transitioning” on the NYSITELL or NYSESLAT Exams
This economics course is aligned to the NYS social studies standards and curriculum framework. This course was developed to integrate language and cultural differences into the participation in the economics classroom. Students will develop English listening, reading, speaking, and writing skills. There is a 10-hour community service requirement for this course.
LANGUAGES OTHER THAN ENGLISH (LOTE)

The Languages Other Than English (LOTE) Program is dedicated to motivating and expanding students’ ability to appreciate the worth of studying a foreign language as well as becoming fluent and bi-literate in either French or Spanish. To achieve this, the program offers a complete language immersion experience in the middle schools and the high school. In order to build fluency, audio-lingual, student-oriented activities are used in every class. The program aims to prepare qualified students for the Advanced Placement class, which is offered in both French and Spanish. Teacher and peer tutoring are available in these languages. Checkpoint A examinations are given after the completion of the Intermediate-I class and Checkpoint B examinations are given after the completion of the Advanced class. All students must complete one year of a LOTE to graduate. Additional levels are offered for advanced students who demonstrate proficiency in the language.

UNIONDALE HIGH SCHOOL LOTE PROGRAM PHILOSOPHY

The District’s LOTE Program is built on the philosophy of three major New York State documents. They include the Learning Standards for Languages Other than English, Modern Languages for Communication Syllabus, and The Learning Centered Curriculum and Assessment. The high school aim is to provide students with learner-centered classrooms that emphasize a communicative approach. We believe that the purpose of our LOTE Program is to:

- Cultivate an awareness of, and sensitivity to other languages and cultures in order to broaden an individual’s world and to promote personal growth.
- Give students language skills so that they are able to communicate in an interdependent world.

Uniondale High School offers language study in two major languages: French, and Spanish. A Regents-level sequence is available in each of the four languages. Students are encouraged to continue their language study through Grade 12. The LOTE curriculum represents a focus on proficiency at Checkpoint A and competency at Checkpoint B, as defined by the New York State syllabi: “Modern Languages for Communication” and “Latin for Communication.”

ADVANCED PLACEMENT COURSES

These courses prepare students for the College Board’s “AP” examinations. All students who enroll in AP courses are expected to take the AP examinations for those courses, and the cost of every examination is paid for by the student. Cost is determined by College Board and varies year to year. Students who take these examinations can have the results forwarded to the college(s) of their choice for evaluation. Some colleges will grant advanced credit, but the taking of AP examinations does not guarantee such credit.

NEW YORK STATE (NYSED) LOTE GRADUATION REQUIREMENT

Students entering 9th grade in the fall of 2002 and thereafter must complete two Units of Study in a second language by the end of 9th grade AND must have a passing grade on a district Checkpoint A Assessment OR must have a passing grade in a high-school level second language course in order to receive a Regents diploma.

- Regents Diploma: 1 high school credit LOTE is required
- Regents Diploma with Advanced Designation: Students must pass Checkpoint B courses AND the District Checkpoint B Assessment in a LOTE
- All students must meet the requirement in LOTE except those who have an IEP that specifically identifies a disability that “...adversely affects the child’s ability to learn a LOTE.”
THE NEW YORK STATE SEAL OF BILITERACY (NYSSB) PROGRAM

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

The NYSSB acknowledges the importance of being bilingual in today’s global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission.

The Uniondale Public Schools offers all its potential high school graduates the opportunity to obtain the New York State Seal of Biliteracy on their high school diplomas and their transcripts by:

• Meeting all requirements for graduating with a Regents diploma and also demonstrate proficiency in both English and another world language. Meeting these requirements entail the following:
  1. Scoring 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core);
  2. Complete all 11th and 12th grade ELA courses with an average of 85 or higher;
  3. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English;
  4. Complete a Checkpoint C level World Language course, with a grade of 85 or higher;
  5. Score at a proficient level on an accredited Checkpoint C World Language assessment
  6. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.
AWARDING LOTE CREDITS TO FOREIGN STUDENTS

Uniondale High School Schools may award three (3) to five (5) units of credit in LOTE for documented school attendance and residence in an “other than-English-speaking” environment, provided that the experience occurs at age 11 or older and that the residence resulted in direct contact with that environment, its language and people.

- If residence and school attendance occurs up to age 11, Uniondale High School may award up to three (3) units of credit under the conditions described above;
- If residence and school attendance occurs up to age 12, Uniondale High School may award up to four (4) units of credit under the conditions described above.
- If residence and school attendance occurs up to age 13 and beyond, Uniondale High School may award up to five (5) units of credit based on the conditions described above.

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BEGINNING FRENCH (1650)
BEGINNING SPANISH (1720)
Grades Offered: 9-12
Examination: Class Examination
Prerequisites: None

These classes are geared at the students at the high school level taking a foreign language class for the first time in their school careers. The four language skills of listening, speaking, reading, and writing are introduced as well as everyday vocabulary is taught through language practice and interaction. Grammatical structures are learned through oral/aural practice as well as written practice. Emphasis is given to communication skills and to culture using the rigorous themes of current world issues such as Global Challenges, Science and Technology, Issues in Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes are covered throughout the foreign language classes and consist of additional studies of geography, social customs, heritage and cultural influences on contemporary living.

It is the goal of these classes to have the students develop proficiency in comprehending spoken and written presentations in the target language. Students will also acquire knowledge and an understanding of the artistic, cultural and intellectual accomplishments of the people and their culture. The aim of these courses is to introduce the themes and strengthen the four language skills. Emphasis is placed upon increasing vocabulary and comprehension while refining the mechanics of language (lexicon).

FRENCH-II (1640)
SPANISH-II (1700)
Grades Offered: 9-12
Examination: Class Examination
Prerequisites:
1. Successful completion of French/Spanish - I, or
2. Successful completion of French/Spanish (Level-I -- grade 8 -- in the middle schools), and
3. Passing of the Checkpoint A Examination

The student continues the use of the communicative skills with more emphasis on conversational language, language structure and pattern. Reading materials from the text and supplementary selections from a reader are used. At this level, students also begin writing guided compositions. They continue to further their ability to understand the spoken language and develop oral fluency while continuing to cover the broad themes of Global Challenges, Science and Technology, Issues in Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

FRENCH-III (1630)
SPANISH-III (1680)
Grades Offered: 9-12
Examination: FLACS Checkpoint B Examination
Prerequisites:
1. Successful completion of French-II or Spanish-II
2. Teacher's Recommendation

During this year, the development of speaking, listening, reading and writing skills are emphasized. The use of the basic, text is continued but additional selections are equally important. Through projects, trips and cultural discussion in the target language, the students are given the opportunity to use skills already developed.
LOTE ELECTIVES

SPANISH FOR HEALTH PROFESSIONALS
Course No. 1724
Grades Offered: 11, 12
Examination: Class Examination
Prerequisites:
  1. Successful completion of Spanish-III
  2. Teacher’s Recommendation

In this course, students will learn simple words for everyday topics including colors, numbers, conversational phrases, family names, and words for asking questions. Next, they will learn to ask about pain, symptoms, medical histories, insurance, and patients’ feelings. They will also learn to talk about body parts, diets, and medical care and treatment. Along the way, entertaining games and stories will help them practice their new vocabulary as they gain awareness about the cultures that speak the language. By the end of this course, students will have a strong foundation in basic medical Spanish that they can build on for years to come.

SPANISH FOR LAW ENFORCEMENT
Course No. 1726
Grades Offered: 11, 12
Examination: Class Examination
Prerequisites:
  1. Successful completion of Spanish-III
  2. Teacher’s Recommendation

This course presents basic law enforcement Spanish vocabulary and terminology. It focuses on customs and communication, including interviews, letter writing and simultaneous interpretation. Instruction is in Spanish.
LOYOLA UNIVERSITY CHICAGO

LOTE ADVANCED COURSES

FRENCH-IV CIVILIZATION COURSE NO. 1610
SPANISH-IV CIVILIZATION COURSE NO. 1670

Grades Offered: 10, 11, 12
Examination: Checkpoint C Examination

Prerequisites:
1. Scoring at the 80th percentile (or above) on the Checkpoint B French or Spanish exams
2. Teacher's Recommendation

This course aims to further develop the four language proficiencies of listening, speaking, reading and writing with emphasis on authentic oral and written communication. The course will enhance the skills, concepts and understandings developed in the first three courses in French/Spanish while advancing the students’ fluency in French/Spanish by preparing them for actual workplace uses of the language with native speakers. The career uses of French/Spanish will be targeted for employment in education, human resources, law enforcement, business and the medical professions. The course will make use of authentic materials in French/Spanish. Students will read, discuss and compose professional quality resumes, application forms, newspaper articles, press releases and brochures. The overall goal is to increase fluency to a near native ability. It is also designed to motivate and equip the students to speak fluent French/Spanish in a variety of professional and career situations.

ADVANCED PLACEMENT (AP) FRENCH LANGUAGE AND CULTURE COURSE NO. 1600
ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE COURSE NO. 1661

Grades Offered: 10, 11, 12
Examination: Advanced Placement (AP) Examination

Prerequisites:
1. Scoring at the 80th percentile (or above) on the Checkpoint C French or Spanish exams
2. Teacher recommendation
3. Director permission

This course is designed to promote proficiency in French/Spanish and for students to explore culture in contemporary and historical contexts. The course helps students develop language skills that can be applied beyond the French / Spanish course in further language study and everyday life. This course's objectives are to help students:

**Focus on communication**

- Demonstrate skills and abilities in the Interpersonal, Interpretive and Presentational modes of communication.
- Engage in conversations,
- exchange opinions,
- Understand and interpret a variety of topics,
- Present information and ideas all using written and spoken French/Spanish.

**Encourages cultural awareness:**

Students will:
- Develop an understanding and appreciation of various aspects of the cultures of the French / Spanish-speaking world including cultural products, customs and perspectives.
- Incorporate themes by studying a variety of topics in interesting, meaningful and engaging contexts such as:
  - Global Challenges
  - Science and Technology
  - Contemporary Life
  - Personal and Public Identities
  - Families and Communities
  - Beauty and Aesthetics
STUDIO IN ART
Course No. 3370
Grades Offered: 9-12
Examination: School Exam
Prerequisite: None
Credit: 1.0

This is a foundation art course based on the elements of art and the principles of design. Various techniques will include basic drawing, painting, collage, and sculpture skills in a variety of mediums. A historical overview of art throughout the ages will be included in the critical analysis process. The student will create works of art that reflect skill and knowledge. This course will satisfy the NYS Art Requirement for graduation.

COMPUTER GRAPHICS IN STUDIO ART
Course No. 3371
Grades Offered: (9th Grade with Departmental Permission), 10-12
Examination: School Exam
Prerequisite: None
Credit: 1.0

This course is designed as an alternative to traditional Studio Art. In this course students will learn how to create composition by using artistic design principles and elements. Students will render their compositions using the computer as their tool instead of traditional tools such as pencils and paint brushes. Students will use Adobe Photoshop and Illustrator to create their works of art. This course will satisfy the NYS Art Requirement for graduation.

CREATIVE CRAFTS
Course No. 3605
Grades Offered: 9-12
Examination: School Exam
Prerequisite: NONE
Credit: 1.0

This course is designed for students who have an interest in creating works of art and artifacts influenced by many cultures. Artwork created by the students will be two-dimensional as well as three-dimensional. Students will create complex craft projects. We will discuss the significance of the artifacts to the culture that produced it. This course will satisfy the NYS Art Requirement for graduation.

GRAPHIC DESIGN
Course No. 3648
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art
Credit: 1.0

This course will examine graphic design concepts at an introductory level. Areas explored include typography, layout design, advertising & packaging and corporate identity. Adobe Photoshop and Adobe Illustrator and a variety of current graphic programs will be explored. Students are exposed to the many career choices this area offers.

FASHION ILLUSTRATION
Course No. 3405
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art
Credit: 1.0

This course teaches clothing design and illustration techniques. Designs will be rendered and created in both printed and woven fabric. Advanced work in fashion textile designs with emphasis on fashion trends, color harmonies, garment collections, flats and specs will be explored.
CERAMICS 1
Course No. 3500
Grades Offered: 10-12
Examination: School Exam
Credit: 0.5
Prerequisite: Studio in Art or Computer Graphics in Studio Art
This course is designed for the student who is interested in working with clay. The focus of the course is hand built ceramics. The techniques include: pinch, coil building, and slab construction. Finished pieces will be glazed and fired.

CERAMICS 2
Course No. 3509
Grades Offered: 10-12
Examination: School Exam
Credit: 0.5
Prerequisite: Ceramics 1
This course builds upon skills learned in Ceramics 1. The works created will be functional, as well as decorative. Throwing on the potter's wheel and creating ceramic sculpture will be incorporated in this course.

ADVANCED CERAMICS
Course No. 3549
Grades Offered: 10-12
Examination: School Exam
Credit: 0.5
Prerequisite: Ceramics 2
This course is designed for students that have taken Ceramics 1 & 2 and would like to expand their skills in ceramics. Students will explore various creative avenues in clay and create work that can be used in an art portfolio.

SCULPTURE 1
Course No. 3630
Grades Offered: 10-12
Examination: School Exam
Credit: 0.5
Prerequisite: Studio in Art or Computer Graphics in Studio Art
This course is designed for the student who is interested in working three-dimensionally. Students will create projects in a variety of mediums in realistic and abstract styles.

SCULPTURE 2
Course No. 3640
Grades Offered: 10-12
Examination: School Exam
Credit: 0.5
Prerequisite: Sculpture 1
This course is for advanced work in sculpture. Students will build upon the skills that were learned in Sculpture 1 and create work that can be used in an art portfolio.

DRAWING/PAINTING
Course No. 3430A
Grades Offered: 10-12
Examination: School Exam
Credit: 1.0
Prerequisite: Studio in Art or Computer Graphics in Studio Art
This course is for improving technical skills in drawing. Emphasis is on drawing from observation. Also included are creative drawing problems. This is an essential course for students pursuing an art sequence. This course is for those who like to paint and are looking to become proficient in various painting technique. Students will be exposed to acrylics, watercolors, tempera and mixed media.
ADVANCED DRAWING & PAINTING
Course No. 3451
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio Art or Computer Graphics in Studio Art, Drawing and Painting or Teacher Recommendation
Credit: 1.0

This course is for the experienced student interested in strengthening their technical skills. It is a continuation, reinforcement, and an expansion of direct observational drawing and painting skills learned in Drawing and Painting. Assignments are designed to allow personal artistic development in drawing and painting media. Art history, critiques and discussions will be explored.

PRINTMAKING
Course No. 3453
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art
Credit: 0.5

Students in this course are introduced to the rich and varied tradition of printmaking, including woodcuts, engravings, lithographs, silkscreening, etchings and other graphic media. The purpose of this course is to introduce students to a different form of art production. Students learn traditional as well as non-traditional forms of printmaking used to produce many things in both fine art and commercial printmaking and their influences on each other. Students are able to use materials that are not readily used in other art courses. Students use and develop their creativity, problem solving and fine motor skills to create their projects.

PORTFOLIO PREPARATION
Course No. 3647
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art
Credit: 1.0

This course will give students necessary instruction and assistance in assembling an art portfolio for college applications and entrance. Advanced opportunities are offered and explored through independent techniques and mediums. Students will be encouraged to relate the beauty and meaning of art to their career choices.

ADVANCED PLACEMENT STUDIO IN ART
Course No. 3350
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Teacher and Department Director Recommendation
Credit: 1.0

The AP Studio Art is an introductory college level course. Emphasis is on making art an on-going process that involves the student in informed and critical decision-making. Students create portfolios through systematic investigation of formal and conceptual issues. The portfolio enables the student to show fundamental competence in technical skills, visual concerns and methods. In May, students submit their portfolios for formal evaluation. Most colleges will grant 3-6 credits depending on their score.

ADVANCED GRAPHIC DESIGN
Course No. 3649
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Graphic Design
Credit: 0.5

This course is a continuation to Graphic Design. In addition to learning new techniques in Adobe Photoshop and Adobe Illustrator, students will also learn Adobe InDesign. This class is an exploration of graphic design through the integration of typography and imagery from planning, conceptualization and creation for a variety of projects. Major themes will include text/image collage and extended magazine discussions will also be included from project to project.
WEB DESIGN
Course No. 3651
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art
Credit: 1.0

This course is an introduction to web design. Students will learn how to create and design web pages using DreamWeaver and Adobe Photoshop. Learn the dos and don’ts of web page design by evaluating existing web pages. Students learn how to critically evaluate website quality, learn how to maintain quality web pages, learn about web design standards and why they are important. Students will learn how to blend text, graphics and color to add accent to any site.

ADOBE ANIMATE
Course No. 3550
Grades Offered: 10-12 Credit 0.5
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art

In this course, students will use Adobe Animate to develop rich media content utilizing vector graphics and animation. Students will learn to develop storyboards, create and manipulate graphics and text, develop animation using the timeline, and create interactive elements using Actionscript 3.0. This course gives students a competitive edge in today’s technologically driven society as they acquire skills using the leading industry software.

ADVANCED ADOBE ANIMATE
Course No. 3551
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Introduction to Adobe Animate and Studio Art or Computer Graphics in Studio Art
Credit: 0.5

This course is a continuation to Intro to Adobe Animate. Students will be focus on producing more complex animations using Adobe Animate. It is a task-based course, with students learning by doing. This class will provide experience developing web-based multimedia material that contain sound, graphics, animation and interactive components.

JEWELRY MAKING
Course No. 3606
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio in Art or Computer Graphics in Studio Art
Credit: 0.5

Jewelry Making is the art of creating consumable accessories such as necklaces, bracelets, and earrings. Students will explore and use a variety of materials to create original designs. This course gives basic practical skills and techniques, and places emphasis on craftsmanship, aesthetics and design such as those in the industry.

URBAN CALLIGRAPHY I
Course No. 3619
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio Art or Computer Graphics in Studio Art
Credit: 0.5

This course would be an introduction to Urban Art and Urban Style Calligraphy. Topics this course will cover include the history of urban calligraphy/street art. Students will create artwork and initiate and take part in discussions based on current artists and their work. Students will study and research Design Theory, Color Theory, Font Styles, Type/Letter Construction, Stencils, Portraits, and Sign Painting. This course will prepare students for careers in Fashion Design, Graphic Design, Advertising, Muralist, and Gallery Artist Entrepreneur.
ADVANCED URBAN CALLIGRAPHY
Course No. 3623
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Urban Calligraphy, Studio Art

This course would be a continuation to Urban Art and Urban Style Calligraphy and would include such topics such as continuation of the history of urban calligraphy/street art. Students will create artwork and initiate and take part in discussions based on current artists in the scene and their work. Students will learn how to use mediums such as markers, acrylic paint, and spray paint. There will be a further look into current/active street artists and the impact that they are having in the art community. Students will also continue study and research Design Theory, Color Theory, Font Styles, Type/Letter Construction, Stencils, Portraits, and Sign Painting. This course will prepare students for careers in Fashion Design, Graphic Design, Advertising, Muralist, and Gallery Artist Entrepreneur.

3D MODELING AND ANIMATION
Course No. 3618
Grades Offered: 10-12
Examination: School Exam
Prerequisite: Studio Art or Computer Graphics in Studio Art

This course will teach students to use 3-D modeling programs in order to create three-dimensional animations. Students will use a program called MAYA to create three-dimensional objects, characters and settings/worlds. Once students understand the basics of modeling they will learn how to texture their models. Students will also learn the art of storytelling. Students will learn the purpose of storyboarding and how to successfully storyboard in order to create an animation. Students will also use the knowledge they acquire to create a short animation.
MUSIC

Kelvin Jenkins, Director (516) 560-8869

9TH GRADE BAND
Course No. 3725
Examination: School Exam
Prerequisite: Recommendation from previous Band teacher and audition from current 9th grade Band teacher (NYSSMA level 3 or 4 recommended.)

This course is a full-year course for the 9th grade student. This class includes group instructions and weekly lessons sectionals outside of the class. The focus will be to improve upon specific skills, techniques, note-reading and sight-reading. The Band rehearses daily utilizing a standard instructional text and varying styles of music repertoire. Performances by the Band are mandatory for the completion of the course; these include Winter and Spring Concerts. Students must pass quarterly proficiency exams (which include a mid-term and a final) in order to pass the course.

MARCHING/CONCERT BAND
Course No. 3720
Grades: 10-12
Examination: School Exam
Prerequisite: Audition Required

The course is a full year course, which includes group instructions and daily lesson sectionals. The band members meet daily utilizing standard instruction texts and varying styles of music repertoire. Fall marching band activities, Winter and Spring Concerts, and other pertinent performances are integral parts of this program.

JAZZ BAND
Course No. 3726
Examination: School Exam
Prerequisite: Audition Required

The Jazz Ensemble course will enable the students to become familiar with the “standard” jazz ensemble literature. (Basic, Ellington, etc.) In a structured setting the students will rehearse and prepare selections to be performed in and outside of the school environment. Students will participate in the NYSSMA Major Organizational Festival. The prerequisite for the ensemble is a working knowledge of all fifteen major scales and the competent technique utilizing eighth and sixteenth notes.

CONCERT ORCHESTRA
Course No. 3710A
Examination: School Exam
Prerequisite: Audition Required

This course is a full year and meets daily. The class includes group instruction and weekly lesson sectionals. The focus will be to improve basic skills of various string techniques and note reading. Winter and Spring performances required.

SELECT STRINGS
Course No. 3700
Examination: School Exam
Prerequisite: Department Permission/Recommendation

Concert Orchestra meets daily. Participation in the program includes group instructions using standard texts and varying styles of repertoire. Weekly lesson sectionals are required. Students who have not been members of the orchestra program are urged to see the orchestra director prior to signing up for this course. Winter and Spring Concert performances are required.
**Drama Production**
Course No. 3789  
Grades Offered: 9-12  
Examination: School Exam  
Prerequisite: None

Drama Production offers students a general overview of theater arts and lays the foundation of acting skills. Students develop knowledge and skills in acting and directing through various group and solo performances of improvised and memorized scene work, student directing, and basic light and sound operation. Students observe live productions and film versions of plays and respond to them using vocabulary and language of the theater and use criteria for judging and evaluating. Students are introduced to the various technical aspects of a theatrical production through mini-workshops and hands-on projects.

**Show Choir**
Course No. 3788  
Grades Offered: 9-12  
Examination: School Exam  
Prerequisite: Audition Required

This course meets daily. Emphasis will be on singing with choreography in the glee club format. Intermediate to advanced vocal skills and willingness to dance are required. Standard literature and popular music will be explored. Various community activities and performances are involved. One previous year of choral singing or recommendation from music director is required. This course is designed to fulfill the NYS Art/Music requirement for graduation.

**Concert Chorus**
Course No. 3730  
Grades Offered: 9-12  
Examination: School Exam  
Prerequisite: None

This course meets daily. Participation in the Winter and Spring Concerts is mandatory. Emphasis is placed upon building vocal technique, musicianship and appreciation for varied repertoire in vocal music. Previous choral singing or recommendation from music director is required.

**Music Theory**
Course No. 3800  
Grades Offered: 9-12  
Examination: School Exam  
Prerequisite: None

Music Theory is open to students by permission of the Department Chairperson. A comprehensive study of the mechanics of music is made with emphasis on rudiments of music, ear training and diatonic harmony. Music transposition and orchestration will be included in this course. (REQUIREMENT FOR A MUSIC SEQUENCE)

**AP Music Theory**
Course No. 3810  
Grades Offered: 10-12  
Examination: AP Exam  
Prerequisite: Successful completion of Music Theory – Teacher and Department Director Recommendation

The AP Music Theory Course is an introductory college level course. Emphasis is placed on more developmental skills of transposition, orchestration, listening, research, ear training, harmony and composition. Students will be provided with a sophisticated learning experience. Students will be able to demonstrate their achievements by taking the National Advanced Placement Music Theory Examination. Upon successful completion of the exam, most colleges will accept this course for credit.
ELECTRONIC MUSIC & RECORDING WORKSHOP
Course No. 3830
Grades Offered: 10-12
Examination: School Exam
Prerequisite: None

Credit: 1.0

The Electronic & Recording Workshop is a recording/production class, which affords students the opportunity to participate in the creation and production of original music and multi-media projects. Students will explore all aspects of the music and entertainment industry including coordination of promotion and sales.

MUSIC IN OUR LIVES
Course No. 3785
Grades Offered: 9-12
Examination: School Exam
Prerequisite: None

Credit: 1.0

This course is designed to meet the state required credit for graduation. Students pursuing a course of study in this area will gain experiences in each of the following areas: Listening, Performing, Composing, Basic Music Skills, Development of a Special Project.

PIANO
Course No. 3760
Grades Offered: 9-12
Examination: School Exam
Prerequisite: None

Credit: 0.5

This is a half-year course for beginners only. The class meets daily and the class size is limited. No previous musical experience is necessary. Basic music concepts will be explored.

SURVEY OF MUSIC TECHNOLOGY
Course No. 42555
Examination: School Exam
Prerequisite: Departmental Permission

Credit: 0.5

Students will utilize software such as Garage Band to learn to play various virtual and real instruments. Students will apply their knowledge through performance on a specific instrument. Students will compose their own creative multi-media projects using Sibelius notation software, iMovie and Garage Band. Musical terminology and application to real-life careers will be explored and emphasized. In the culminating project students will be assessed on their ability to research a given topic, write a narrative, and record a commentary with digital audio and visual computer applications for presentation. Journals will be maintained to document their experiences.
21ST CENTURY SKILLS
In today’s society, to remain competitive in an increasingly global, knowledge-based economy, today’s employers need graduates who are adept at “21st Century Skills”. These skills include strong academic skills, thinking, reasoning, communicating, teamwork skills, and proficiency in using technology. Business Marketing Education courses are appropriate not only for business majors, but for those students who wish to acquire skills, which will enable them to be eligible for a greater variety of part-time job opportunities. College bound students can gain an insight into the many kinds of careers in the business world as well as acquire skills for their own personal use and transferable skills. Additionally the Business Marketing Department has broadened its horizons to include Career and Technical Education Certification (CTE). CTE is an area of study that includes rigorous academic content closely aligned with career and technical subjects. It provides students with knowledge, skills and behaviors necessary to succeed in a collegiate business program and in a business career. Business and Marketing Education will help students develop skills in finance, information systems, entrepreneurship, marketing, management, and international trade.

In the Business Education department, the following courses can be taken for college credit through Farmingdale State College:

- Personal Financial Literacy
- Sports and Entertainment Marketing
- Business Ownership and Management

CAREER AND FINANCIAL MANAGEMENT
Course No. 3255
Grades Offered: 9-12
Examination: Class Final
Prerequisite: None
Credit: 0.5
This course emphasizes the importance of the business and economic system’s evolving role within our society. The course examines the relationship between career planning, life-long goals, and the skills necessary for researching and selecting the appropriate careers. Career and Financial Management examine factors that influence economic decisions relating to financial management while understanding the relevance of fiscal responsibilities.

MICROSOFT OFFICE APPLICATIONS
Course No. 3131
Grades Offered: 9-12
Examination: Class Final
Prerequisite: None
Credit: 1.0
This year long course includes the principles of keyboarding while ensuring that our students are able to utilize aspects of Microsoft Office. Students will become equipped with the necessary skills to successfully meet the challenges of post-secondary studies and the work world. They will receive hands-on training while learning to utilize the Microsoft Office 2013 software package consisting of Microsoft Word (Word Processing), Microsoft Excel (spreadsheets), Microsoft Publisher (desktop publishing), and Microsoft PowerPoint (presentations).

ENL MICROSOFT OFFICE APPLICATIONS
Course No. 3129
Grades Offered: 9-12
Examination: Class Final
Prerequisite: For ENL students on the Emerging Level or Higher
Credit: 1.0
ENL Microsoft Office is a one credit course designed to provide students with opportunities to develop computer skills for everyday life. The focus of this course will be to develop more effective communicators through the use of technology. In today’s world, the use of the computers has become a common means of communication. Students will be able to type reports, letters, business forms, presentations, and organize data with the use of all Microsoft software throughout this course. The ultimate goal of this course is to maximize your productivity and extend your computer knowledge during our lab time together.
ACCOUNTING
Course No. 3020
Grades Offered: 10-12
Examination: Class Final
Prerequisite: None
Credit: 1.0

This is a course designed to develop occupational competencies in bookkeeping. It is also recommended for students interested in studying accounting after high school. Course content includes the complete accounting cycle but major emphasis is placed on the bookkeeping process through the trial balance. All students who are following a business course of any kind should include this course in their program.

PERSONAL FINANCIAL LITERACY
Course No. 3081/3082
Grades Offered: 11-12
Examination: Class Final
Prerequisite: None
Credit: 0.5

Personal Financial Literacy is a hands-on course designed to teach students how to be on their own financially and appreciate the importance of investing for their future. Students will learn a step-by-step method of approaching smart saving and investing and how to “plan for life” to protect themselves from excess debt and bankruptcy by completing simulations and hands-on lessons. Different money management strategies will be introduced so that students understand that money management may change depending on lifestyle, family circumstances and stage of life teaching young adults to prepare for retirement.

Students have the ability to earn 3 Farmingdale State College credits for this course.

ENL PERSONAL FINANCIAL LITERACY
Course No. 3083
Grades Offered: 11-12
Examination: Class Final
Prerequisite: For ENL students that are on the Transitional Level or Higher
Credit: 0.5

Personal Finance is designed to provide students with opportunities to develop skills for solving real-world problems. The curriculum focuses on areas of study that address personal finance planning, financial services, budgeting, investments, insurance protection, credit management, consumer purchases, and consumer rights and responsibilities. Another integral component of the curriculum is the application of decision-making skills that enables students to become more responsible consumers, producers, or business entrepreneurs.

SPORTS AND ENTERTAINMENT MARKETING
Course No. 3300
Grades Offered: 11-12
Examination: Class Final
Prerequisite: None
Credit: 1.0

This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also delve into promotion plans, sponsorship proposals, sports and entertainment marketing plans, and event evaluation and management techniques.

Students have the ability to earn 3 Farmingdale State College Credits for this course.

BUSINESS AND PERSONAL LAW
Course No. 3030
Grades Offered: 10-12
Examination: Class Final
Prerequisite: None
Credit: 1.0

This course provides a solid foundation in understanding legal issues and an important familiarity with the core topics of law integrated within the course. The essence of the course addresses legal topics ranging from the U.S. Constitution to corporate expansion and regulation; coupled with the examination of citizen’s legal rights and obligations relating to such. Business Law can be used as the 5th unit of Social Studies for a 5-unit sequence.
### MUSIC AND ENTERTAINMENT LAW
Course No. 3303  
Grades Offered: 11-12  
Examination: Class Final  
Prerequisite: Business and Personal Law  
Credit: 0.5

The music and entertainment industries are comprised of multi-billion dollar global businesses. This course will focus on all of the legal, business and financial issues that go on “behind the scenes” in these industries including publishing, recording, promotion, sponsorships, artist management, merchandising, producing and legal counsel. The roles of agents, business managers and attorneys in these industries will be examined also. The topical approach to these concepts will address the state-of-the-art with regard to beginning artists as well as established stars. Additionally, students will view films, videos, and landmark cases related to the topics discussed.

### CRIMINAL LAW
Course No. 3310/3310A  
Grades Offered: 11-12  
Examination: Class Final  
Prerequisite: Business and Personal Law  
Credit: 0.5

Criminal Law seminars will focus on the module of the law: Criminal Law that relates to wrongs committed against society, punishable by fines or imprisonment. Criminal Law is designed to prepare students for taking responsibility for their actions, knowing their rights as a minor, and to understand laws effectively and function within the system. The content of the course will cover criminal, civil, juvenile, and family laws in the United States. Students will have the opportunity to visit the Hofstra Law School, and have guest speakers that may include, local attorneys, Corrections Officers, and/or Police Officers. Additionally, students will view films, videos, and landmark cases related to the topics discussed.

### BUSINESS OWNERSHIP AND MANAGEMENT
Course No. 3040  
Grades Offered: 11-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0

Business Ownership and Management is designed to provide the students with a background in becoming an entrepreneur and managing a small business. The skills necessary to start your business such as writing a business plan will be part of this course as well as learning marketing, management and financial skills which relate to the operation of a business. In addition, students will be able to participate in virtual reality internships which will allow them to obtain real world workplace skills.

Students have the ability to earn 3 Farmingdale State College credits for this course.

### MANUFACTURING AND MARKETING
Course No. 3304  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0

Students will learn about the manufacturing and marketing industry in this collaborative class that joins the UHS Business and Technology departments together. From a Business perspective, students will learn about marketing including new product development, research, data collection, sales, overhead cost evaluation, and pricing/promotion. From a Technology standpoint, students will learn about engineering and design. They will learn about tools, technique, materials study (metals, woods, plastics), and much more. Together the goal will be to unite these two departments in a common goal of giving students a realistic experience of what it takes to develop a product from pre to post production.

### FASHION MARKETING AND MERCHANDISING
Course No. 3314  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0

This course is designed to introduce students to the fashion industry. Focusing on current fashion trends, students will acquire an understanding of fashion terminology, the consumers of fashion, and the specific marketing strategies used to retail fashion in the new millennium. Fashion Marketing will introduce students to the marketing strategies used to develop, distribute and showcase today’s fashion.
YEARBOOK PUBLISHING
Course No. 3313
Grades Offered: 12
Examination: Class Final
Prerequisite: Recommendation of Business Education or English teacher
In this course, students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Students will become active members of the Photography Club.

COLLEGE AND CAREER READINESS
Course No. 3323A
Grades Offered: 10-12
Examination: Class Final
Prerequisite: None
Literacy for College and Career Readiness is a course designed to assist in the preparation associated with persuasive writing, college entry, and entry into the workforce. Business Literacy for College Readiness will provide the student with the opportunity to acquire the skills, concepts, and attitude essentials for understanding and functioning in a college setting and beyond. Students will gain the skills necessary for analyzing college applications and essays, writing professional documents such as personal business letters, creating cover letters, and most importantly creating a professional resume. All of the projects and written assignment must be created and cater to individual needs. Additionally, all work will require students to use the latest versions of Microsoft Office and to have a keen grasp of technology and the Internet.

VIRTUAL ENTERPRISE
Course No. NEED COURSE NUMBER
Grades Offered: 11-12
Examination: Class Final
Prerequisite: Recommendation of Business Education teacher
This exciting new course provides students with a hands-on, project-based authentic collaborative business and entrepreneurship experience through its live global business simulation model. With the guidance of a teacher-facilitator and a business partner, VE students establish and manage a company that replicates all the functions and demands of a real business. In each firm(class), students apply to work in different areas of the company overseen by department managers and a CEO. A typical firm is staffed in Operations, Accounting, Finance, Sales, Marketing, Human Resources, Design and IT. Students take VE as a year-long, credit-bearing course, which is enhanced by regional, national, and international business plan competitions and trade shows.
Technology students explore the ever-changing technological world we live in. Through designing, constructing and experimenting with processes, materials and products, students develop their own human potential. Courses are designed for personal development, preparation for further education, and future employment. Unless otherwise indicated, all courses are open to all students as electives or as part of an Occupational Education sequence.

**PRINCIPLES OF ELECTRICAL ENGINEERING**

Course No. 2421  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0

Students who are not taking Technology Arts sequence will find it advisable to have a background in General Science or Algebra before taking this course. General electricity is a valuable aid to pre-engineering students as well as those who choose to plan a technical career in Electricity or Electronics. Areas studied are wiring, testing and measuring, lighting and heating systems, household appliances, magnets, generators, radio and electronic devices.

**TV PRODUCTION/MEDIA PRODUCTION**

Course No. 2320  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None  
Credit: 0.5

Explore the world of narrative and documentary filmmaking. Students are introduced to the basics of movie making including camera operations, lighting, sound capture, and video editing techniques for beginners. Instruction includes both lecture and “hands-on” learning in preparation of students creating their own short video projects. Students use AVID, professional editing software.

**TECHNICAL DRAWING**

Course No. 2530  
Grades Offered: 9-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0

This course provides an introduction to the world of technical drawing and should be taken by those students who are considering careers in fields requiring skills in reading and drawing technical drawings. A majority (75 percent or more) of the student’s class time will be spent working on drawing activities and solving drafting problems. Topics covered in this course include: drafting equipment, lettering, drawing techniques, geometric constructions, basic multi-view drawings, basic isometric drawings and an introduction to computer aided drafting using Auto CAD LT on DELL computers.

**CREATIVE WOODWORKING**

Course No. 3127  
Grades Offered: 9-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0

In this class students will learn how products are made in the industry of wood. Students will become involved in the making of individual items and then participate in the making of actual useful products, in the production industry, that are used every day in real life. This course also includes experiences in construction involving residential and commercial products. Through activities in manufacturing and construction, useful experience is gained in the proper use of many tools and power equipment with emphasis on safety and the economy with a consideration for minimal environmental disruption. Possible Projects/Areas Explored: Candle Sconces; Wall Shelves; Custom Picture Frames; Clocks; Box Building; Furniture & Cabinet Projects; Individual Projects of Students Choice.
MANUFACTURING AND MARKETING  
Course No. 3304  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None  
Credit: 1.0  

Students will learn about the manufacturing and marketing industry in this collaborative class that joins the UHS Business and Technology departments together. From a Business perspective, students will learn about marketing including new product development, research, data collection, sales, overhead cost evaluation, and pricing/promotion. From a Technology standpoint, students will learn about engineering and design. They will learn about tools, technique, materials study (metals, woods, plastics), and much more. Together the goal will be to unite these two departments in a common goal of giving students a realistic experience of what it takes to develop a product from pre to post production.

COMPUTER APPLICATIONS  
Course No. 3231A  
Grades Offered: 9-12  
Examination: Class Final  
Prerequisite: None  
Credit: 0.5  

This is an introductory level course that will enhance students’ skills using computer-assisted design. Students will develop their drawing skills in residential planning and computer graphics. Units of study will include: computer aided design, computer graphics and architectural drafting. Taking this course will enhance students’ knowledge of careers in the computer and design industry, which include engineering, architectural planning, and web design.

APP DEVELOPMENT  
Course No. 2423  
Grades Offered: 9-12  
Examination: Class Final  
Prerequisite: None  
Credit: 0.5  

Students are more and more interested in the technology associated with their phones. With the invention of the smart phone, the world of app development has exploded. If you are able to create an app that sells for one dollar and millions of people buy it, you could be an overnight millionaire. In this course, students will be given the tools and resources to develop and create their own apps for their phones and computers. Students will learn how to organize their ideas for developing apps and will cover X-coding which is a free software that Apple Corporation provides. Illustrator will be used in this course to create original images that students will be able to use in their apps. By the end of the course, students will have basic language and skills to pursue a career in app development.

PHOTOGRAPHY 1 SKILLS DEVELOPMENT & TECHNOLOGY ACQUISITION SEGMENT  
Course No. 2250  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None  
Credit: 0.5  

The goals of this technology course are multifaceted to provide students with a genuine opportunity to learn about digital photography, gain 21st century skills using Google Apps for portfolio development and media management, navigating an Apple iMac computer station, and also learning how to edit images in the post-production software Adobe Photoshop.  
Students will use the school campus, including fields and the studio, for photoshoots. Digital photography involves learning about digital DSLR cameras, different lighting techniques, editing tools in Adobe Photoshop, staging a scene, wardrobe and props, and more! All the lessons and projects are constantly updated to ensure that students are working on interesting and creative projects at a pace that provides ample time for projects to be completed. Read the Digital Photography 2 course description to learn about the photography competitions.
PHOTOGRAPHY 2 MEDIA PRODUCTION, PRESENTATION, & COMPETITION SEGMENT

Course No. 2270
Grades Offered: 10-12
Examination: Class Final
Prerequisite: Photography 1
Credit: 0.5

Having mastered several skills sets in Digital Photography 1, students will continue to develop their camera and editing skills during the second semester. Those skills will allow students to compete in multiple photography competitions that will garner recognition and prizes within and beyond the classroom. Current competitions include the UHS Photography Gallery & Contest, designing a logo for class-client CLIMB FTF, and competing in the Pics of the Sixth photo competition where students compete against other high schools in District 6. In addition, students will learn about photography display and layout design, communicate ideas and emotion through images, and venture into animation and video production using iMovie.

ROBOTICS

Course No. 2420
Grades Offered: 10-12
Examination: Class Final
Prerequisite: None
Credit: 0.5

This course is designed to build a multifunctional, programmable robotic machine. Robotics is an area of physics that combines the artificial intelligence of computer science with other systems through engineering methods to develop robots that develop a variety of functions. Success in robotics requires a creative mind and the ability to apply scientific principles so that intelligent machines can be produced. Each year students will participate in School-Business Partnerships of Long Island, Inc. FIRST Regional Robotics Competition against high school students from other districts.

Students have the ability to earn 3 Farmingdale State College credits.

THE WORLD OF MATH, SCIENCE, AND TECHNOLOGY

Course No. 2615A – MST Mathematics
Course No. 2616 – MST Science
Grades Offered: 10-12
Examination: Class Final
Prerequisite: 1 Regents Science credit, 1 Math credit
Credit: 1.0

The World of Math, Science & Technology (MST) is a Technology Education course whereby, students can earn his/her 3rd unit science credit required for graduation. Students will focus on real-world scientific approaches and applications to help analyze and problem-solve human’s past, present and future capacities to modify the natural world in the areas of Information/Communication and Bio Technologies. MST-science is designed to leverage students’ technological literacy and expose them to a wider array of STEM-career opportunities. The following Digital media tools and resources (DMTR) are expected, provided and utilized to help successfully create project-based learning activities: Laptops; Learning Management Systems (eChalk features); web 2.0 websites; TED.com; and an online eTextbook companion are but a few, DMTR examples to be expected from this 21st century blended learning environment.

LIFE SKILLS TECHNOLOGY

Course No. 4259
Grades Offered: 9-12
Examination: Class Final
Prerequisite: None
Credit: 1.0

Students will gain knowledge of common tools and machines and how they operate. Students will learn both cognitive and motor skills needed to problem solve and create projects. Students will utilize both the technology lab and computer lab learning a variety of technologies available. The course will focus on educational technologies such as computers, iPads, email, various types of software in addition to motor skills and problem solving.
ALTERNATIVE ENERGY
Course No. 2422
Grades Offered: 9-12
Examination: Class Final
Prerequisite: None
Credit 1.0

Alternative Energy is becoming a significant part of our society today. We have come to a point where our natural resources are becoming scarce and far more expensive than ever before. Further awareness and changes are needed as our future in energy is inevitable. This course will be taught by a certified technology teacher. This class is intended to raise awareness throughout the new and future generations of students. This class will discuss, research and promote alternative energy as a viable solution to our world’s energy crisis. We will also be discussing why alternative energy is not only a solution but also how it will benefit our atmosphere. Topics that will be discussed include solar, geothermal, wind, oceanic, and tidal methods of energy production. We will be working in the technology and computer laboratories to discuss, research and take a hands on approach to these topics. Before each project students will be given time to research and present on the given topic.

COMPUTER AIDED PRODUCTION (CAP)
Course No. NEED COURSE NUMBER
Grades Offered: 9-12
Examination: Class Final
Prerequisite: None
Credit 0.5

Computer Aided Production (CAP) is a class where students can take ownership of their learning. They can explore a variety of STEAM related topics using real world tools and supplies as they build and deconstruct their own creations and gain an understanding of the world around them. Students will enjoy being able to create and manipulate their designs, learning and using the latest design software and equipment. It could be circuit boards and 3-D printers, CNC (Computer Numerical Control) machines and vinyl cutters or simply LEGOs and cardboard. The process also reinforces student understanding of the Scientific Method.

Computer Aided Production (CAP) offers more of an active and interactive approach to student education. CAP involves a highly participatory form of learning that encourages creativity and curiosity. In short, hands on engagement transforms the learning experience, and supports the cognitive development of students while fine-tuning motor skills.
The courses in the Family and Consumer Science Department are designed to provide students with knowledge and skills necessary to make a successful transition from high school into adult life. Students will learn facts that can make their lives a much richer and fulfilling experience. Courses are available to all students whether they want to pick up one elective or form a sequence, whether they are bound for college or headed for the working world.

**CHILD DEVELOPMENT - PRE-KINDERGARTEN I**
Course No. 2680  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: Human Development Core

The aim of this course is to focus on child development through the following: Learn how a child develops from conception to five years of age; Recognize the importance of cognitive, social, emotional, physical developmental stages of children; Become aware of available careers working with children; Students that enter Child Development Pre-K I will use the skills they have acquired in Child Development Pre-K II.

**CHILD DEVELOPMENT - PRE-KINDERGARTEN II**
Course No. 2710  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: Child Development - Pre-Kindergarten I or with special permission of Chairperson

This course continues the work started in Child Development Pre-K I by: Focusing on developmental needs of 4 and 5 year olds; Preparing the high school student to work successfully with Pre-Kindergarteners; Utilizing the individual assets of teenagers to conduct appropriate lessons for Pre-School children; Exploring Child Care Employment. 1 credit from C.W. Post College credit may be available.

**CHILD GROWTH AND DEVELOPMENT**
Course No. 2810  
Grade Offered: 12  
Prerequisite: Successful Completion of Child Development Pre-K

This course covers the developing child from age five to twelve. The focus will be on how the child learns in elementary school both academically and socially. Attention is given to special childhood problems, eating disorders, exceptional children and child abuse. The role of the teacher is also discussed. Fieldwork at the Walnut Street Elementary School helps students apply classroom theory.

**HUMAN DEVELOPMENT CORE**
Course No. 2790  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisite: None

This course focuses on the adolescent, how he/she relates to others, i.e., peers, young children and adults. This course is recommended for someone interested in the fields of social work, mental health, psychology and education. Ethics and etiquette are introduced and it is designed to polish their skills, improve their professional image and help them to understand that their future success will depend on their respecting and interacting with people.

**PARENTING**
Course No. 2830  
Grades Offered: 10-12  
Examination: Class Final  
Prerequisites: The Human Development core and the Food and Nutrition core are required for a sequence.

This course is on identifying concepts of responsible childbearing that every young person should know. The potential parent will become aware of the need to begin caring for personal health, practicing informed decisions about personal lifestyle, forming positive ways to meet physical, psychological and emotional needs. The students will develop an awareness of the kind of parent he or she wants to be.
## CAREERS IN HUMAN SERVICES

**Course No:** 2801  
**Grades Offered:** 10-12  
**Prerequisites:** Human Development Core  
**Credit:** 0.5

This course provides extensive examination of the human services field which will give each student a knowledge base for determining interest in pursuing a variety of career opportunities available in this field. The general role of human services agencies will be explored. The student will also study the needs of individuals and families, and how human services agencies help them fulfill those needs. Qualified practitioners will assist students in their explorations.

## FOOD AND HUMAN NUTRITION CORE

**Course No.** 2770  
**Grades Offered:** 9-12  
**Examination:** Class Final  
**Prerequisite:** None  
**Credit:** 0.5

This course is required for all Food and Nutrition, Human Development and Home Personal Management sequences. Content of the course includes nutrition awareness, meal management and food purchasing, food preparation, meal service and related career exploration.

## FOOD PREPARATION AND NUTRITION

**Course No.** 2750  
**Grades Offered:** 9-12  
**Examination:** Class Final  
**Prerequisite:** Food and Human Nutrition Core  
**Credit:** 0.5

Helps to develop good attitudes towards eating right through the preparation of nutritious foods. The course also provides students with accurate information about a safe, healthy diet needed to have lifelong good health. C.W. Post College credit may be available.

## BAKE SHOP I

**Course No.** 2741  
**Grade Offered:** 10-12  
**Prerequisite:** Food Prep or Food & Human Nutrition  
**Credit:** 0.5

Students will gain an in depth understanding of baking techniques. This course will allow students to obtain a more advanced method of baking and prepare them for Bake Shop II culinary studies. Students will learn how to:

- Demonstrate advanced baking techniques
- Recognize the differences between quick and yeast breads
- Prepare quick and yeast breads
- Learn to work with chocolate
- Integrate math, science and technology core standards

## BAKE SHOP II

**Course No.** 2742  
**Grade Offered:** 10-12  
**Prerequisite:** Bake Shop I  
**Credit:** 0.5

Students will gain an in depth understanding of advanced baking techniques. This course will allow students to obtain a more advanced method of baking and prepare them for post high school culinary studies. Students will build on skills learned in Bake Shop I. The focus of this course will be cake decorating and pastries. Students will learn how to:

- Demonstrate advanced baking techniques
- Prepare cakes
- Learn cake decorating techniques
- Prepare pastries.
- Integrate math, science and technology core standards
In grades 9-12, Physical Education is compulsory for graduation that is mandated by New York State law. Students will meet five (5) times every two (2) weeks. The program will be geared toward lifetime sports, physical fitness activities, and ultimately to develop a positive and healthy lifestyle. Activities will be offered in individual, dual and team sports. An adapted physical education program is offered to students who are temporarily or permanently handicapped and unable to safely participate in a regular physical education program. Each full-year course is one-half credit. Over four years, students must accumulate 2 full credits for graduation.

**ACTIVITIES OFFERED IN THE PHYSICAL EDUCATION PROGRAM:**
Aerobics, Badminton, Floor Hockey, Golf, Jogging, Lacrosse, Paddleball, Physical Fitness, Power Walking, Project Adventure, Recreational Games, Soccer, Softball, Speedball, Swimming, Tennis, Tri-Fit, Ultimate Frisbee, Volleyball, Weight Training, and Yoga.

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**LIFEGUARD TRAINING COURSE (MEETING TIME - ONE SEMESTER ON A DAILY BASIS)**
Course No. 4090
Grade Offered: Must be 16 Years of age.
Prerequisite: None
Credit: 0.5
The class will consist of a maximum of twenty (20) students. Each student will need to submit a special parent permission form. Students will need to purchase books and a pocket mask for the course. Each student will be required to pass a medical physical examination prior to the spring semester pre-test. The pre-test is a standard requirement for acceptance into the American Red Cross Lifeguard Training Program. At the end of the course, the students will become a certified Nassau County lifeguard. Certifications also include CPR and First Aid. To obtain certifications the students must successfully complete all written and skills tests required by the American Red Cross. The minimum certification grade on the written tests are 80%, and 100% on the skill tests.

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**HEALTH EDUCATION (GRADUATION REQUIREMENT)**
Course No. 4110, 4140
Grade Offered: 9-12
Prerequisite: None
Credit: 0.5
This course is required of all students, as mandated by the State Education Department. This program is a comprehensive program designed to provide adolescents with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in ways that are health-enhancing with respect both to their immediate health needs and to the long term consequences of behavior they initiate during the adolescent years. Units of study include: Mental and Emotional Health; Stress Nutrition; Exercise and Fitness; Family and Social Health; Drug Abuse and Alcohol; AIDS and STD’s. This class will meet five days per week for one semester or meet every other day for one year.

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**ADVANCED WEIGHT TRAINING AND CONDITIONING**
Course No: 3924
Grade Offered: 11-12
Prerequisite: None
Credit 0.5
This course will provide an opportunity for the development of strength and conditioning for various and fitness related activities. Advanced techniques in weight training, plyometrics, yoga, speed and agility training and aerobics will be featured in this year long program. Proper technique, safety precautions and proper application of the principles of training will be emphasized.

This course is CO-ED.
TRI-FIT
Course No: 3923G  
Grade Offered: 11-12  
Prerequisite: Teacher Recommendation  
Credit: 0.5

This course will focus on developing cardiovascular fitness to establish a foundation for a lifetime of physical and mental well-being. Activities will be geared towards, but not limited to, developing the skills, strength and cardiovascular endurance necessary to compete in a sprint distance triathlon. Course activities will include running, swimming, interval training and strength training. Students will choose between two beginner races to participate in as a culminating activity- the Power of a Woman Triathlon or 5k race to be held in the spring at Eisenhower Park (race fee to be determined). This course fulfills the NYS Physical Education Requirement.

Class will consist of a maximum of twenty (20) students. Students must be able to swim 25-50 yards freestyle, without stopping, in order to register for the class. Having access to a bicycle is recommended but not required.

YOGA
Course No: 3925  
Grade Offered: 9-12  
Prerequisite: None  
Credit: 0.5

The physical practice which will include: a focus on cardio-vascular improvement, muscular stretching and lengthening, injury prevention and recovery, as well as a focus on core strength and equilibrium.

Academically: Yoga will provide a word-enriched environment with a particular focus on the sciences of anatomy and physiology. Students will also be introduced to basic meditation (mindfulness practice).
NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- Initial full-time collegiate enrollment before August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
    - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - SAT: critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - ACT: English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment before August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.
- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.
### NCAA Division I Sliding Scale

#### Use for Division I prior to August 1, 2016

**Sliding Scale A**

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#### Use for Division I beginning August 1, 2016

**Sliding Scale B**

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For more information, visit www.eligibilitycenter.org or www.2point3.org.
Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

### DIVISION II

**16 Core Courses**

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<td>2 years of mathematics (Algebra I or higher)</td>
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<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school)</td>
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<td>3 years of additional English, mathematics or natural/physical science</td>
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<tr>
<td>2 years of social science</td>
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<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</td>
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**DIVISION II**

**COMPETITION SLIDING SCALE**

*Use for Division II beginning August 1, 2018*

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**DIVISION II**

**PARTIAL QUALIFIER SLIDING SCALE**

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For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
# UNIONDALE HIGH SCHOOL

## LIST OF NCCA APPROVED COURSES

CEEB CODE – 335668

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## SOCIAL STUDIES

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Office of Human Resources, Uniondale UFSD, 933 Goodrich St., Uniondale, NY 11553,
hrcomplianceofficer@uniondaleschools.org
“Education is the most powerful weapon which you can use to change the world.”

–Nelson Mandela