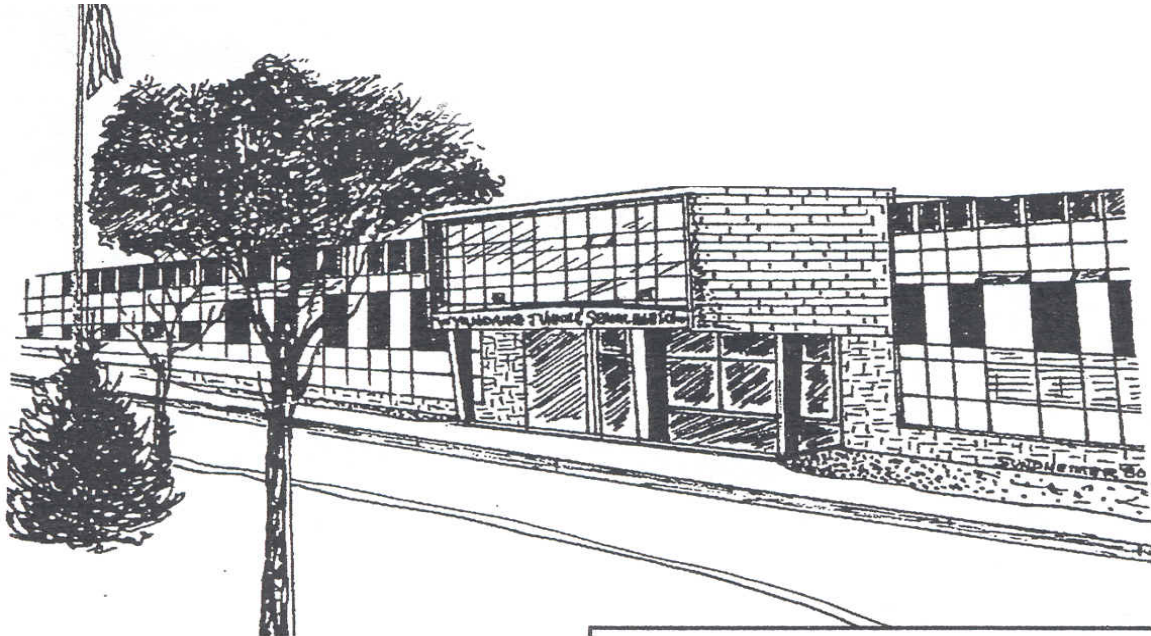


WYANDANCH MEMORIAL HIGH SCHOOL



COURSE OFFERINGS CATALOGUE

2018-2019

**WYANDANCH UNION FREE SCHOOL DISTRICT
WYANDANCH.K12.NY.US**

WYANDANCH UNION FREE SCHOOL DISTRICT

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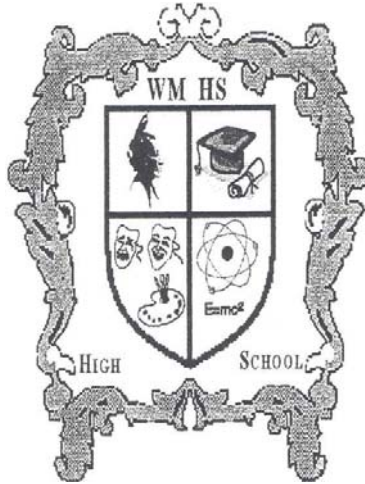
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HIGH SCHOOL ADMINISTRATION

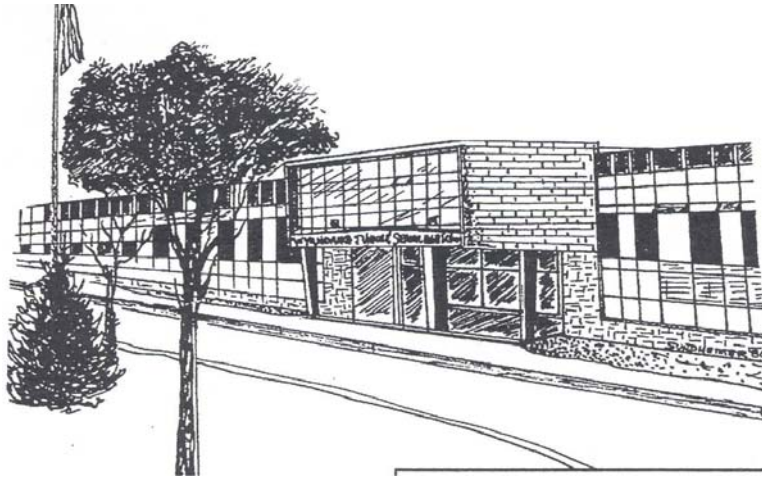
Mr. Paul Sibblies, Principal
Dr. Darlene White, Assistant Principal
Mr. Noel Rios, Assistant Principal

GUIDANCE DEPARTMENT

Mr. Dexter Ward, Coordinator
Ms. Tiffany Kee, Counselor
Mrs. Evelyn Hernandez, Counselor

COORDINATORS

Alejandra Fonseca, World Languages
Evette James, Special Education
Deven Kane, English
Tracy Kelly, Science
Walter Morris, Social Studies
Kimberly Donovan, Mathematics



WYANDANCH MEMORIAL HIGH SCHOOL

Principal's Message:

We will strive to educate each scholar, through effective instruction, to increase their knowledge of skills, content, and thinking processes which will assist them in becoming independent, lifelong learners, and positive change agents in their local, national, and global communities. It is our desire to ensure each and every student receives the tools they need to transition towards their future endeavors.

While scholars progress over their four years at Wyandanch Memorial High School, it is our honor to support their dreams and goals. It is the positive, working relationship amongst scholars, parents, educators and support staff that makes the difference. Through unity, self-respect, harmony and warrior pride, we can rise.

Best wishes for the new school year!
Paul Sibblies, Principal



WYANDANCH UNION FREE SCHOOL DISTRICT VISION STATEMENT

When the children of Wyandanch depart the halls of each level of our institutions, they will be scholarly, imaginative, confident, competent and empowered change agents for the 21st Century and beyond. They will possess a profound sense and command of their history, an expert proficiency in oral and written communication, the essential skills in mathematics and computer sciences, a comprehensive understanding of morals and ethics, a passion and love for literature and the arts and a fervent desire to be of service to mankind. Our schools will have met their physical, emotional, social and academic needs so that they will want to attend the most prestigious colleges and universities in America. They will become builders and titans, revolutionaries, artists, scientists, entertainers, politicians, and entrepreneurs. They will not just exist in the world. They will forever change it!

Value Statements

Our Administration and Staff believes that Wyandanch Memorial High School will:

- Create life-long learners.
- Develop independent learning skills.
- Foster Wyandanch pride and school spirit.
- Encourage the use of communication skills that promote understanding.
- Encourage community ownership in the school and its mission.
- Advocate positive and meaningful educational experiences for all students.
- Promote excellence in academics, the arts, athletics, and life skills.
- Encourage the development of problem-solving skills.
- Support the development of students' technological competencies to better prepare them to meet the demands of a changing world.
- Strengthen and nurture the development of self-esteem.

INTRODUCTION

This Curriculum Guide has been prepared to assist you and your parents in planning your future. A thorough reading of the guide is a necessary first step in preparing to select your courses for next year. In the last few pages of this publication, the section on **Planning a Program of Studies** shows how each year's selections are part of a four year master plan, geared to help you accomplish your specific goals. Special attention to the section on graduation requirements will increase your awareness of the total picture of high school courses and help you to make long-range plans.

To properly prepare for registration, you should: (1) review your transcript against the district graduation requirements, as put forth in this document, to determine the appropriate courses to select each year. All required courses should be selected prior to any electives. (2) read the course description for each course you plan to take (3) have individual discussions with each of your teachers and counselor to obtain suggestions and recommendations (4) ask about the specific demands, materials, etc., of the course you are considering and involve your parents by including them in the development and completion of your plans.

The final step in the course selection process is an individual or group conference with your counselor, at which time you will complete your **student course request** form. This form will be part of a one, two, three, or four year plan, depending on what grade you're in now. This master plan represents a blueprint for your future. It will be adjusted each time your plans change.

When selecting your courses, remember that Wyandanch Memorial High School's master schedule is built in accordance with your selections at registration time. After school begins, individual schedules are often difficult to change. Therefore, make your selections carefully. Aim high, strive for your personal best, and be realistic in making your choices.

Finally, your counselor's job is to assist you in all areas of your life at our high school. Feel free to call upon us at any time.

Dexter Ward, Tiffany Kee and Evelyn Hernandez

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GRADE LEVEL PROGRESS TOWARD GRADUATION

Grades 9 – 12 – In general, promotion from one grade to the next shall be contingent upon the passing of required subjects, passing the Regents examinations and the accumulation of a minimum number of course credits at each level:

- a. Sophomore – Any student who has attained a minimum of 5 credits of which 4 ½ credits must be attained in the areas of English, Science, Social Studies, Mathematics and Physical Education. Students taking required courses in English as a Second Language that impede their ability to achieve the credits as prescribed will be exempted.
- b. Junior – Any student who has obtained a minimum of 10 credits of which 2 credits each will have been in English, Science, Social Studies and Mathematics. 1 credit in Language other than English, 1 credit in Physical Education. In addition, the student will have received a passing grade in Comprehensive Regents Examinations in one of each of the following subject areas; Social Studies, Science or Mathematics.
- c. Senior – Any student who has obtained a minimum of 16 credits of which 3 credits each will have been in English, Science, Social Studies, and Mathematics. 1 credit will be in Language other than English, 1 ½ credit in Physical Education. In addition, the student will have received a passing grade on the Comprehensive Regents Examination in English, 1 Science Regents, 2 Social Studies Regents, and 1 Mathematics Regents.

CHOOSING YOUR SCHEDULE

All students have the power to influence their lives and times. That power begins with achieving academic excellence at Wyandanch Memorial High School. The information on the following pages will arm each student with the skills they need to succeed in high school.

Students, who accept the responsibility of working hard, set high standards for their interaction with others and their academic endeavors, persevere in the face of adversity; will graduate with the power to influence their lives and times.

Students will be actively involved in the course selection process for the 2018-2019 school year. It is essential that the selections made at this time are classes the student intends to take during the 2018-2019 school year.

THE WMHS MASTER SCHEDULE is developed on the basis of information generated during this process. Students will receive their 2018-2019 schedules in the mail during August 2018.

GENERAL INFORMATION

1. All students in grades 9 – 11 are required to carry a full program, including a minimum of five courses plus physical education. Exceptions may be made for students attending BOCES programs. (Students should see their guidance counselor to discuss this; it is not a decision that can be made independently.)
2. All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices.
3. A student may not attend graduation exercises unless all diploma requirements are completed before the end of June.
4. Wyandanch Memorial High School reserves the right to make appropriate modifications to the information provided in the Curriculum Guide when needed, to insure the successful administration of its educational program
5. A specific course in any department will be offered only if there is sufficient registration.

TIMETABLE FOR COURSE SELECTION AND SCHEDULING

November	Curriculum Handbook distribution
Nov. – Dec.	Course selection process
January	All students' course requests reviewed for accuracy. Course requests scanned for Master Schedule preparation
April	All students' course requests mailed home for parental review
June	Students notified of their final class schedules for the 2018-2019 year.
August	*Final changes to student schedules.

*The Guidance Office will make adjustments to student schedules in August if course prerequisites have not been satisfactorily completed by the end of summer school.

Students enrolled in Summer School are responsible for bringing their Summer School Report Card or Transcript to the Guidance Office in August.

Diploma Credential Requirements

Revised February 2017

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows; 4 ELA, 4 social studies, 3 science, 3 mathematics, ¼ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: <ul style="list-style-type: none"> ○ 5 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment, or ○ 4 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma
Regents (through appeal)	All Student Population	<ul style="list-style-type: none"> • Credit: 22 units of credit of distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: <ul style="list-style-type: none"> ○ 4 required Regents exams with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment, or ○ 3 required Regents exams with a score of 65 or better and 1 Regents exams with a score 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal Process http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>
Regents with Honors	All Student Population	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives • Assessment: 5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, 1 social studies, ELA and either 1 Pathway Assessment or meet all the requirements of CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social

Advanced Designation	Populations	<p>Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <ul style="list-style-type: none"> Assessment: students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable: <ol style="list-style-type: none"> Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessment Pathway Combination: (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments STEM (Mathematics) Pathway Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments <p>In addition a student must pass either a local developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE http://www.p.12.nysed.gov/part100/pages/1005.html#regentsAD</p>
Regents with Advanced Designation with an annotation that denotes Mastery in Math	All Student Populations	<ul style="list-style-type: none"> Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examination in Mathematics. See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regents/AD
Diploma Type	Available to	Requirements
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All Student Populations	<ul style="list-style-type: none"> Credit: 22 units of credits distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE**, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. Assessment: Meets all assessment requirements for the Regents Diploma with Advanced Designation (see above) and in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x)

<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p> <ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) with computed averaged score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average</p> <p>http://www.p12.nysed.gov/part100/pages.html#diplomaHonors</p>
<p>Local (through Appeal)</p>	<p>Students with disabilities with an individualized education program or section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> • 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. • Assessment: <ul style="list-style-type: none"> ○ 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: as follows: 1 Math, 1 Science, 1 ELA, 1 Social Studies, 1 Science and 1 Pathway Assessment or ○ 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) s follows: 1 Math, 1 Science, 1 Social Studies, ELA and meet all the requirements for the CDOS Commencement Credential. <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> ○ http://www.p12.nysed.gov/part100/pages/1005.html#regpassscore ○ http://www.p12.nysed.gov/ciai/CurrentAppealForm.pdf
<p>Local</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student’s Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. <ul style="list-style-type: none"> A. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 Pathway Assessment, or meet all the requirements of the CDOS Commencement Credential <p>http://www.p12.nysed.gov/part100/pages/1005.html#assessment;</p> <p>or</p> B. Low Pass Safety Net and Appeal: <ul style="list-style-type: none"> I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1

		<p>Social Studies, ELA, and 1 Pathway Assessment; or</p> <p>II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA and meet all the requirements of the CDOS Commencement Credential</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process</p> <p>C. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdip/lomaoptions-may2011.htm; or</p> <p>D. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</p>
<p>Local Diploma (through Superintendent’s Determination)</p>	<p>Students with disabilities with an IEP Does NOT INCLUDE students with a Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> A. A score of 55 or better on both the ELA and 1 math Regents exams, or a successful appeal of a score between 52 and 54; and B. Participation in at least 1 social studies Regents exam, 1 science Regents exam, and either 1 Pathway exam (or meet the requirements for the CDOS Commencement Credentials), for which no passing score was obtained utilizing the low pass, safety net, the compensatory safety net or the 52-54 appeal; and C. A Superintendent’s determination, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation. More information can be found at:

		http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm
Local Diploma	English Language Learners Only	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* , 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> A. A score of 55 or better on both the ELA and 1 math Regents exams, or a successful appeal of a score between 52 and 54; B. Participation in at least 1 social studies Regents exam, 1 science Regents exam, and either 1 Pathway (or meet the requirements for the CDOS commencement credential)
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors) with a Career and Technical Education Endorsement	All Student Populations	<ul style="list-style-type: none"> • Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program. • Assessment: Achieves a passing score on State assessments as listed above for specific diplomas types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. http://www.p12.nysed.gov/part100/pages/1005.html#cartech

Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students other than those who are assessed during the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactory completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; OR • Student meets criteria for a national work readiness credential <p>Note: In March 2016 the Board of Regents amended the regulations to allow access to this credential to all students Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</p>

Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<ul style="list-style-type: none"> All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working. <p> http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm http://www.p12.nysed.gov/part100/pages/1006.html </p>
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Footnotes:

*Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

**Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-Unit sequence in the Arts of CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

¹In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

²**Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html> ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or

- Pass an approved CTE assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

³The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

VISUAL ARTS

VISUAL ART COURSE DESCRIPTIONS: The aim of the High School Art Program is to develop each student’s potential for individual art expression through acquiring aesthetic sensitivity, understanding cultural and historical art influences as well as developing technical art skills. The art curriculum is divided structurally into three major areas of study. The fine arts group of courses focuses on a comprehensive exposure to the fine arts, the commercial arts group deals with the vocational or commercial arts and the media arts group of courses focuses on the technology-based media arts field. There are also a number of cross-over courses that may be used in any of the sequences effectively.

6200A STUDIO ART I

.5 Credit

Description: Studio in Art is a foundation course, which surveys the visual arts (drawing, painting and sculpture) through hands-on project work that explores both the fine and commercial Art approaches. This course focuses on two-dimensional picture making and emphasizes the basic tools and techniques of design, drawing perspective and color theory. This will fulfill only .5 credits towards the Fine Arts Graduation requirement. Students acquire skills in a variety of art media, learn about their art heritage and develop an ability to critically evaluate art works.

Requirements: Students grades 9-12 will experiment with at least three different mediums. Students must submit at least two works of art per medium. One project each quarter must demonstrate knowledge of form, color design and perspective.

Prerequisite: Successful completion of Grade 8.

6510 PAINTING & DRAWING IN ART

1 Credit

Description: During the first half year students will experiment with basic drawing techniques by experiencing various styles and media (pencil, charcoal, markers, pastels, etc.). This course is divided into half year Drawing and half year Painting. The curriculum moves students from

simple line drawings, to more complex mass and value renderings that give objects and figures a three dimensional quality.

Requirements: Student grades 10-12 will develop their design, drawing and painting technical skills through the use of a variety of painting styles and media (watercolors, tempera and acrylics) that explore past and contemporary cultures. Students will explore various artists and the major schools of painting in this course.

Prerequisite: Studio in Art I

6410 THREE DIMENSIONAL DESIGN & SCULPTURE **1 Credit**

Description: Students will learn about the world of three dimensional form and space. This course develops the understanding and skills necessary to create three dimensional forms and sculptures in a variety of media such as clay, plaster, papier-mâché, fibers, cloth and wire, and found materials. Three-dimensional is the foundation for many of the specialized areas of graphic design, including package design, product design, environmental graphics, animation and three-dimensional modeling. Requirements: Student grades 10-12 will develop their design, sculpture and relief technical skills through the use of a variety of materials and styles. Students must display foundational skills of three dimensional art they explored during Studio Art I.

Prerequisite: Studio in Art I

4460 FASHION ILLUSTRATION / FABRIC DESIGN **1 Credit**

Description: Students will learn to create magazine and newspaper illustrations using drawings and/or photographs depicting fashion apparel and accessories. The creation of original textile patterns and designs for fabric is the beginning process that will end with students hand-making the 2D designs into fully functioning, wearable art. A variety of media that includes pencil, colored pencils, markers, watercolors and airbrush techniques will be used to complete these projects.

Requirements: Student grades 10-12 will develop their design, illustration and mixed media technical skills through the use of a variety of materials and styles. Students must display foundational skills of basic drawing and highly developed brainstorming technical planning skills explored during Studio Art I.

Prerequisite: Studio in Art I

6210 DIGITAL PHOTOGRAPHY **1 Credit**

Description: This course introduces photographic principles with the primary emphasis on the technical issues of photography in studio and natural lighting conditions. Students will learn the concepts and techniques for proper lighting, exposure, depth-of-field, and creative composition. Students will learn the art of taking aesthetically pleasing photographs as they explore photography as a means of individual creative expression. Students acquire skills in operating Digital cameras, as well as print and mounting finished images. The original photographic images will be covered as it applies to graphic design projects. Students will also develop the skills to use Photoshop CS as a tool and other image management software, archival storage and presentation techniques will be explored. Students must supply their own Digital cameras. (Cell phone cameras not acceptable).

Requirements: Student grades 10-12 will develop their photographs using basic camera skills and Photoshop skills. Students must display foundational skills of basic brainstorming technical planning skills explored during Studio Art I. Students must also supply their own cameras to be eligible for this class.

Prerequisite: Studio in Art I

6310 GAMING DESIGN & ANIMATION **.5 Credit**

Description: Emphasizing the application the elements of art and principles of design relative to the history and linking development of cinema, gaming, television, and video production. This course provides students with the opportunity to develop foundational skills and knowledge while

they also become more adept in cinema, video, digital production, electronic, and time-based media (animation) to develop past, present and future gaming. Students who successfully completed the basic studio course will explore a variety of three-dimensional digital programs while being able to choose personal areas of concentration and interest. The animation course is designed to teach students the basics of creating art in motion by using past and present animation techniques. The curriculum will cover the technical as well as creative aspects of animation. Students will learn to use the computer and various software programs to create original graphic designs for use in advertising, publishing and multimedia applications. Fundamentals of computer assisted drawing, painting, desk-top publishing, 3-D rendering, 3-D animation and video will be explored in this class.

Requirements: Student grades 10-12 will develop their ideas using basic computer skills and Photoshop skills. Students must display foundational skills of basic brainstorming technical planning skills explored during Studio Art I.

Prerequisite: Studio in Art I

7351 ADVANCED VISUAL ART

1 Credit

Description: Independent Study course, often conducted with instructors or professional artists as mentors, enable students to independently explore a particular art form or topic. This independent study course may serve as an opportunity for students to demonstrate mastery of 2D & 3D design through a series of challenging exercises, to explore a topic in greater detail and further develop advanced skills. Projects include but not limited to, graphic design, digital imaging, photography, collage, fabric design, 3D design, illustration, painting, ceramic pottery, sculpture and Drawing. The course culminates with the production of high-powered portfolio, consisting of at least 8 - 10 college-level artworks. Students who wish to pursue a specialized area, possess a high degree of responsibility and display a high-level of creative concepts and technical skills upon approval from this teacher, both the student advanced portfolios will be developed to gain admittance into art colleges, universities and technical schools. In September, a “contract” will be drawn up between the student and the participating Art teacher outlining the parameters of study and expectations for successful completion of the contract.

Requirements: Student grades 11-12 must have successfully completed Studio Art I and one of the required courses, listed below, with a final grade of 85 or better and recommendation by the participating high school art teacher to enroll in this course.

Prerequisite: Studio Art I and any one of the following courses; (Studio Art II, Gaming Design & Animation, Drawing & Painting, Digital Photography, Fashion Illustration / Interior Design, Three Dimensional Design & Sculpture or permission of instructor).

Art Course Recommendation Process: In order to build a sequential art experience, students are required to successfully complete the prerequisite course requirements before enrolling in advanced-level art classes. Advanced Placement (AP) courses require students to have an 85 or better average in all of their prior high school art courses along with a recommendation from the student’s present art teacher.

INTERNSHIP COURSES

7900 COLLEGE AND CAREER EXPLORATION

1 Credit

Description: College and Career Exploration address the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course will provide students with work experience in fields related to their career goals through an internship. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone

experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their College and Career plans. Goals are set cooperatively by the student, teacher, and employer (although students are not necessarily paid). Topics to be addressed include: higher order thinking, communication, leadership, and management processes; planning and building employability skills; time management and transferring school skills to life and work.

Prerequisite: Must be a high school junior or senior

8601 WORKFORCE ACADEMIC TRAINING PROGRAM

1 Credit

Description: This course is designed to prepare 12th grade students for a post-high school success in the areas of career and general life independence. Post-graduate independent living skills training will include budgeting, opening and managing a bank account, health and auto insurance, financial literacy, etc. Work readiness curriculum will include personalized career exploration, labor market knowledge, occupational information, positive work habits including working well with others, conflict resolution, problem solving skills, exhibiting good conduct, following instructions and completing tasks, and accepting constructive criticism. There will also be a focus on career planning and decision making, and job search techniques i.e. resumes, interviews, applications. Students will become familiarized with various career fields including health care & human services, human resources, marketing & design, information technology, retail, and more. Guest speakers from various departments of Family Residences & Essential Enterprises (FREE) will be featured. Students will learn what education requirements are needed for career paths of their interest and receive guidance with how to obtain post-secondary degrees or certificates in their area of study. In their 4th quarter, students will have a hands-on internship experience at one of FREE's facilities or businesses in which they have identified interest. Transportation to internship sites will be provided courtesy of FREE. At the end of the course, students will be equipped with the information and hands-on experiences to lead them into a successful and productive career path post-high school.

Prerequisite: Must be a high school senior

P-TECH

P-TECH (Pathways in Technology Early College High School) is a nationally recognized program praised by President Obama and NYS Governor Andrew Cuomo. All costs are paid for by P-TECH, including tuition and books. Starting in Grade 9, there is a six-year commitment from students and parents, leading to a NYS Regents Diploma and an Associate's Degree in Mechanical Engineering Technology from Farmingdale State College. Examples of jobs include: Chemical Technicians, Environmental Engineering Technicians, Mechanical Drafters, Electrical and Engineering Technicians, Mechanical Technicians, and Industrial Engineering Technicians.

Grade 10

GPH 103 Technical Drafting:

0.5 Credit

Description: This is a traditional manual drafting course including orthographic projection, dimensioning, auxiliary projection and pictorial representation. Emphasis will be placed on drafting techniques including lettering, line quality, accuracy and appearance.

GPH 104 Introduction to Computer Graphics (Spring)

0.5 Credit

Description: This is a laboratory course to provide basic understanding and skills in the College's computer graphics CAD software. Students will learn how to run Computer Aided Drafting (CAD) software on PC's to produce mechanical drawings. They will be taught commands and concepts, and develop the skills required. Some of the topics covered include: setup, drawing,

erasing, saving, printing, lines, geometric construction, object snap, text, editing and basic dimensioning.

Grade 11

MET 215 Special Topics in Engineering

1 Credit

Description: This class is designed to provide an in-depth study in the field of robotics for our students. This course will involve students in the development, building and fabrication of robotics chassis'. Students will work hands-on in teams to design, build, program and document their progress. The Autodesk's VEX Robotics curriculum is divided up into thirteen units. Students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® and programming while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. Students who successfully complete this course will have learned:

- Fundamentals of programming concepts
- Scientific method and inquiry
- Basic physics and physical science concepts
- Programming concepts related to robotics
- Fundamentals of engineering concepts related to robotics
- Robotics competitions and the robotics industry

MET 109 Computer Programming and Applications (Spring)

1 Credit

Description: This is an introductory course in a computer programming language. Programs are specifically written to be used in the areas of statics, strength of materials, machine design, heat transfer, and fluid mechanics. Applications of the theoretical concepts are covered in the required laboratory.

Co-requisite(s): MET 109L

Grade 12

EGL 101 Composition I: College Writing

1 Credit

Description: This is the first part of a required sequence in college essay writing. Students learn to view writing as a process that involves generating ideas, formulating and developing a thesis, structuring paragraphs and essays, as well as revising and editing drafts. The focus is on the development of critical and analytical thinking. Students also learn the correct and ethical use of print and electronic sources. At least one research paper is required. With a grade of C or higher is a graduation requirement.

Prerequisite(s): Successful completion of EGL 097, or an SAT/ACT essay score of 7 or higher, or on-campus placement testing. Credits: 3

POL 105 Introductions to Politics

.5 Credit

Description: This course will introduce students to the study of politics and to the discipline known as Political Science. Focusing on fundamental concepts of power and authority, the course will examine topics central to each of the main subfields of Political Science: American Politics, Comparative Politics, International Relations, and Political Philosophy. It will also explore some contemporary issues and debates that captivate US politics.

ECO 156 Principles of Economics (Macroeconomics)

.5 Credit

Description: This course is designed to introduce classic macroeconomic issues such as unemployment, inflation, national income and economic growth. The course will provide a

unified framework to address these issues and to study the impact of different policies, such as monetary and fiscal policies, on the aggregate behavior of the economy. Analytical tools will be used to understand the experiences of the United States and other countries, and to address how current policy initiatives affect their macroeconomic performance.

MET 211 Advanced Computer Graphics

.5 Credit

Description: This is a laboratory course which introduces advanced topics in computer graphics including advanced dimensioning and tolerance, 3-D wire frame, surface of revolution, solids, in computer graphics. Laboratory exercises will be assigned to the students for hands-on experience with the related topics.

Prerequisite(s): GPH 103 and GPH 104

MET 117 Manufacturing Process

.5 Credit

Description: The main purpose of this course is to introduce the mechanical engineering technology student to the principles and operation of mechanical equipment such as lathes, drill press, milling machines and measuring requirements and measuring instruments. Several manufacturing processes such as welding, powder metallurgy, sheet metal forming, extrusion, etc. are also covered. Individual laboratory projects will be assigned to each student to reinforce the topics covered in the theory.

Co-requisite(s): MET 117L

MTH 129 Pre-calculus with Applications

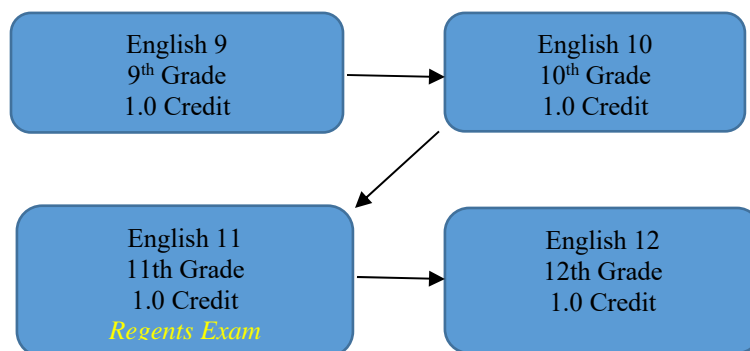
1 Credit

Description: This is a pre-calculus course with applications from various disciplines including technology, science, and business. Topics include families of functions, mechanics of functions, exponential and logarithmic functions, trigonometric functions and complex numbers. The emphasis is on applications and problem solving. A graphing calculator is required. Note: Students completing this course may not receive credit for MTH 117.

Prerequisite(s): MP3 or MTH 116

ENGLISH LANGUAGE ARTS

The full year grade level and elective courses are designed to develop the reading, writing, listening, speaking, and critical thinking skills of all students in order to prepare each individual for success after graduation. It is recommended that all students register for one credit of English per year. Our courses form a four-year program that enables every student to achieve expertise in English language usage and appreciation of literature and informational texts. All course curricula are developed within the guidelines of the New York State Education Department's Learning Standards for English Language Arts. Our English elective courses offer students opportunities to explore various avenues of literature, writing, and the media to integrate all areas of language arts study. All students are required to pass the New York State Common Core English Regents.



1110 ENGLISH 9 COMMON CORE

1 Credit

Description: The English 9 program is designed to emphasize the development of students' reading, writing, listening, and speaking skills to promote effective communication. Our Regents level course offers a comprehensive literary experience of both fiction and non-fiction pieces which include the short story, poetry, tragedy, mystery, and the novel. Vocabulary preparation is introduced with the Sadlier-Oxford series; a SAT workbook style resource that offers online support.

Requirements: Students will be required to analyze, evaluate, and respond to literature, read for information and understanding, and work cooperatively to affect positive learning. Assignments will include an oral presentation, a research project, and various writing prompts including the use of digital technology.

Prerequisite: Successful completion of English 8 requirements.

1210 ENGLISH 10 COMMON CORE

1 Credit

Description: The English 10 program is designed to further the mastery of students' reading, writing, listening, and speaking skills to promote effective communication. Our Regents level course offers a comprehensive literary experience of both fiction and non-fiction, as introduced in English 9. The study of literature highlights the universal issues that have affected people through the ages across continents. Vocabulary preparation is continued with the Sadlier-Oxford series to foster the use of sophisticated language.

Requirements: Students will be required to analyze, evaluate, and respond to literature, read for information and understanding, and work cooperatively to affect positive learning. Assignments will include an oral presentation, a research project, and various writing prompts including the use of digital technology.

Prerequisite: Successful completion of English 9 requirements.

13100 ENGLISH 11 COMMON CORE

1 Credit

Description: The English 11 program is designed to polish the mastery of students' reading, writing, listening, and speaking skills to promote effective communication and ensure success for all students completing **The Common Core Examination in English**. The study of literature highlights American works and is intended to further challenge critical thinking. Vocabulary preparation is continued with the Sadlier-Oxford series to foster the use of sophisticated language.

Requirements: Students will be required to analyze, evaluate, and respond to literature, read for information and understanding, and work cooperatively to affect positive learning. Assignments will include an oral presentation, a research project, and various writing prompts including the use of digital technology. **Students must achieve a score of 65 on The Common Core Examination in English in order to meet graduation requirements.**

Prerequisite: Successful completion of English 10 requirements.

1410 ENGLISH 12

1 Credit

Description: The English 12 program is designed to present a scholarly experience of literature allowing students to demonstrate their mastery of reading, writing, listening, and speaking for effective communication. The study of literature highlights both British literature and world literature. Vocabulary preparation is continued with the Sadlier-Oxford series to foster the use of sophisticated language.

Requirements: Students will be required to analyze, evaluate, and respond to literature, read for information and understanding, and work cooperatively to affect positive learning. Assignments will include an oral presentation, a research project, a published college essay, and various writing prompts including the use of digital technology.

Prerequisite: Successful completion of English 11 requirements.

ENGLISH ELECTIVES

11101 AIS READING

0 Credit

Description: THIS COURSE IS MANDATED for 9th or 10th grade students who scored below the proficiency level on the grade 8th N.Y.S. ELA assessment. The course is designed for flexibility in its implementation, accommodating instruction blocks of 35 to 45 minutes. Instruction is organized to include whole-group, small-group or individualized activities. Students also receive direct instruction in Reading Comprehension Skills, Vocabulary Development, Writing Process and Reading Fluency. These activities allow students to read, analyze, interpret and respond to selections of varying genres; that provides practice for N.Y.S. Regents.(ELA and Content Subjects) **Requirements:** RENAISSANCE STAR 360: (Reading genres NON-FICTIONS) Placement test for grouping of students and identifying the placement level.

A Score of less than 80% requires completion of the journey. Pre-test before every journey, and a Score of 80% or better moves the student to the next journey. Students who Score below 70% in Vocabulary, Reading Comprehension and Rubric 1 or 2 for Writing, will receive INTERVENTION for RE -TEACHING and PRACTICING the SKILLS. Informal and Formal Assessments of students progress occurs throughout the course. There are three on-line Formal Assessments administered in the middle of Fall, Winter, and Spring. These are "Benchmark" and "Progress Monitoring" Assessments that provide teachers and administrators with growth and achievement data to monitor at-risk-students; for intervention, effectiveness and to determine instructional changes. The students can also access the program at home for re-enforcement and repeating Journeys.

13102 ELA WORKSHOP II 11 & 12

0 Credit

Description: This course is designed for students who have passed the English 11 Course and failed the Common Core English Regents examination. The curriculum follows the New York State Syllabus with focus given to preparing students to be successful on the Common Core English Regents examination. Topics include: reading comprehension, selected responses questions, text analysis, argumentative writing, and literary analysis and writing.

Requirements: Students will demonstrate proficiency on quizzes, unit tests, and Common Core English Regents examination.

Prerequisites: Passed English 11 course, but failed the Common Core English Regents.

1410 COLLEGE RESEARCH SKILLS

1 Credit

Description: This course is a simulation of the English 101 course that incoming college freshman are required to take as a prerequisite to further study. It is designed to prepare students for college writing by refining their skills in the areas of RESEARCH, revision, peer response, close reading and textual explication, and literary criticism. This course will offer literary lectures, text-based whole group discussions, collaborative study, and independent study. Students will be given specific, guided instruction in college level written response with a focus on completing writing summaries, analyses, comparisons of texts, and other expository forms such as narration, description, and argumentation. There is an emphasis on writing as a process: invention, revision, and editing.

ENGLISH AS NEW LANGUAGE

11303 ESL ADVANCED LEVEL COMMON CORE

1 Credit

Description: This course focuses on the language skills necessary for fluency across all skill areas. Students will develop the ability to comprehend and produce complex, connected discourse involving several speakers. Students will develop the linguistic and communicative competence necessary to participate successfully in social and academic contexts. Emphasis is on vocabulary development, reading, and writing skills in order to prepare students for NYS Regents exams. Students will continue to explore US culture, customs, values, traditions, and institutions.

Requirements: Class participation, notebook, projects, and oral presentations using educational technology. This class will count as a core English course.

Prerequisites: NYSESLAT scores or LAB-R scores

11301A STAND ALONE ENL 9-10

1 Credit

Description: This course introduces English to ELLs of Entering and Emerging proficiency levels. It emphasizes the development of the English language skills needed to meet the linguistic demands of discipline-specific standards at the corresponding grade-band level. Communicative competence in the four skill areas (listening, speaking, reading, and writing) and basic study and test taking skills are covered to provide access to discipline-specific curricula and to gain college and career readiness. Cross-cultural awareness is also emphasized. This class will count as an elective credit.

Requirements: Class participation, notebook, projects, portfolio, and standardized tests.

Prerequisite: NYSESLAT or NYSITELL scores

11301B STAND ALONE ENL 11-12

1 Credit

Description: This course continues the development of English to ELLs of Entering and Emerging proficiency levels. It emphasizes the expansion of the English language skills needed to meet the linguistic demands of discipline-specific standards at the corresponding grade-band level. Communicative competence in the four skill areas (listening, speaking, reading, and writing) and basic study and test taking skills are covered to provide access to discipline-specific curricula and to gain college and career readiness. Cross-cultural awareness is also emphasized. This class will count as an elective credit.

Requirements: Class participation, notebook, projects, portfolio, and standardized tests.

Prerequisite: NYSESLAT or NYSITELL scores

11302A INTEGRATED ENL & ELA 9-10

1 Credit

Description: This course focuses on analytical reading, academic writing, critical thinking, and presentation skills. Course content includes poetry, short story, drama, literary nonfiction, informative texts, and novels. Analytical reading instruction will extend students' knowledge and understanding of the English language and literary elements. Writing instruction will extend student growth in the following styles of writing as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. The curriculum is comprised of four units: Reading Closely for Textual Details, Making Evidence Based Claims, Forming Evidence Based Arguments, and Research. The components of each unit will aid in preparation for success on the New York State Common Core English Regents Exam. This class will count as a core English course

Requirements: Class participation, projects, notebook, portfolio, and an oral presentation using educational technology.

Prerequisite: NYSESLAT or NYSITELL scores

11302B INTEGRATED ENL & ELA 11-12

1 Credit

Description: This course continues the development of the skills required for success on the NYS Common Core English Regents Exam. Students will continue to focus on close reading skills, making evidence-based claims, researching to deepen understanding, and forming evidence-based arguments. Students will read a variety of fiction and non-fiction texts, poetry, and plays. Students will be required to write various essays including compositions, literary essays, argumentative essays, research papers, and extended projects. This class will count as a core English course

Requirements: Class participation, projects, notebook, portfolio, and an oral presentation using educational technology.

Prerequisite: NYSESLAT or NYSITELL scores

HEALTH & PHYSICAL

7200 HEALTH

.5 Credit

Description: This course meets the New York State Standards of personal health and fitness, a safe and healthy environment, and a resource management credit requirement. Course content includes personal fitness/wellness, safety in the home, and management of personal health.

Requirements: Establishment of a personal physical fitness program. Report of personal responsibility regarding violence and sexuality. Correspondence with a local, state, or federal agency regarding concerns about product safety or personal health.

Prerequisites: English 10.

PE 9/PE 10/PE 11/PE 12 PHYSICAL EDUCATION

.5 Credit

Description: This course meets the New York State Standards of personal health and fitness, a safe and healthy environment, and resource management as they relate to physical education. Individual, dual, and team sports will be introduced. A total of two units of credit must be earned in physical education to meet New York State graduation requirements.

Requirements: Demonstration of combinations of mature motor patterns as they apply to a variety of activities (e.g., jump shot in basketball, over-head serve in volleyball). Analysis of and recommendations for improvement of a peer's demonstrated skill. Creation and implementation of a daily fitness program.

Prerequisites: Successful completion of the previous grade's physical education requirement.

JUNIOR RESERVE OFFICER

Welcome to the Wyandanch High School Army JROTC Warrior Battalion

The mission of Army JROTC is to motivate young people to be better citizens.

JROTC— this program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimuli for promoting graduation from high school, continued educational growth, and it provides rewarding opportunities which will benefit the student, community, and nation.

Let 1 – The first year of Leadership Education and Training (LET) for cadets provides education in the following areas: Citizenship in Action, Leadership Theory and Application, Foundations for Success, Conflict Resolution and a number of other courses designed to help the cadets succeed in high school and excel after graduation. Cadets wear their uniform one time each week,

extracurricular activities include: Drill Team, Color Guard, Raider, community parades, and participating in service learning projects that enhance and build student/community synergy.

Let 2— The second year of Leadership Education and Training builds upon knowledge gained as a LET 1. The program focuses on education in the following area: Leadership, Wellness, Fitness and First Aid, Geography and Earth Science, and Citizenship in American History and Government. The wearing of the uniform and extracurricular activities are the same as for LET 1.

Let 3—The third year of Leadership Education and Training provides additional leadership challenges. During this year, students will become involved as teachers and leaders within the cadet battalion, they will also do more independent studies in the areas of communication, leader, first aid, history, map reading, career opportunities, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as for LET 1.

Let 4—Fourth-year cadets are responsible for the daily cadet administration and perform as commanders and staff officers. They are assistant instructors in subject arrears for other JROTC classes. They continue to develop their leadership skills and plan and coordinate special unit events that include the 2 annual awards ceremonies, September 11 memorial Service, Veteran’s Day Service and the annual Military Ball.

0101(A/B) LEADERSHIP AND EDUCATION TRAINING I .5 Credit

Description: This Leadership course is designed and developed by the US Army to prepare students for leadership roles in the military. Students will learn about the rights, responsibilities, privileges, and freedoms that underlie good citizenship. Living and working cooperatively with others, effective methods of communication, and the effects of a good diet on health, the history, purpose, and structure of the US Army JROTC program, and basic military skills.

Requirements: Participation in drill team activities daily; participation in drill team exhibitions; attendance at summer camp; completion of a written essay on the qualities of a good citizen; research on the role of the Army in America.

Prerequisites: Successful completion of Grade 8.

0201(A/B) LEADERSHIP AND EDUCATION TRAINING II 1 Credit

Description: This Leadership course is designed and developed by the US Army to prepare students for leadership roles in the military. Students will learn about the ethical values and principles that underlie good citizenship, living and working cooperatively with others, communicating effectively through the written word, maintaining good physical health and appearance. This course includes the history, purpose and structure of the total Army, with an emphasis on its roles and accomplishments, effects of substance abuse on users now and in the future, and the importance of good mental health.

Requirements: Participation in drill team activities daily; participation in drill team exhibitions; attendance at summer camp; exhibit ability to interpret directions on a map; completion of a written essay on the history of JROTC in America; participation in all First Aid activities; passing written tests and quizzes.

Prerequisites: Successful completion of Leadership and Education Training I (LET I).

0301(A/B) LEADERSHIP AND EDUCATION TRAINING III 1 Credit

Description: This Leadership course is designed and developed by the US Army to prepare students for leadership roles in the military. Students will learn about: The federal and military systems of justice, principles of leadership assessment and problem solving, America’s military history from the post Civil War period to World War II as it relates to America’s culture and future. The importance of alcohol and drugs in a person’s life will also be discussed.

Requirements: Participation in daily drill team activities and exhibitions, attendance at summer camp, conduct of research on great Army leaders, participation in survival skills training,

completion of written essays on assigned skills areas such as team building or working cooperatively, demonstration of CPR on a class member, teaching first aid skills to Junior Cadets.
Prerequisites: Successful completion of Leadership and Education Training (LET II).

0401(A/B) LEADERSHIP AND EDUCATION TRAINING IV .5 Credit

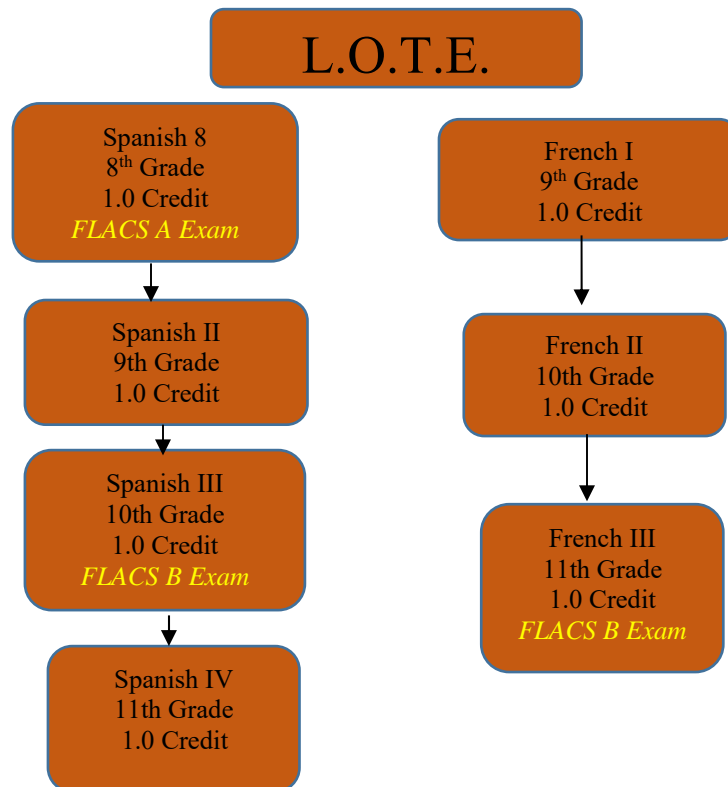
Description: This Leadership course is designed and developed by the US Army to prepare students for identifying various management principles and leaderships skills. Communication using verbal, non-verbal, visual and written techniques. Identify the advantages and various cost and common sources for building financial credit. Learning the steps in developing a career exploration strategy, analyze future career trends, career portfolio. Discover different types of colleges, admissions process and explore ways to finance college.

Prerequisites: Successful completion of Leadership and Education Training (LET IV).

WORLD LANGUAGES

LANGUAGES OTHER THAN ENGLISH

All students are required to take two courses of study in a language other than English during grades 7-12. Students are required to pass one credit bearing course at the high school. Only those students who are identified as having a disability may be excused from this requirement if it is stated in their Individualized Education Plan (IEP). Whether a student is pursuing an Advanced Regents Diploma (which requires completion of three foreign language credits in the same language) or a Regents Diploma, knowledge of a language other than English enhances academic experiences and employment opportunities. See your school counselor for more information.



5100S SPANISH I

1 Credit

Description: This course introduces the language and culture of Spanish speaking people. The skills developed will emphasize the four skills: listening, reading, writing and speaking. Emphasis will be placed on developing good pronunciation and communication skills. **At the end of this course students will be able to:** 1) write 45-words in essays, letters, compositions or journal entries. 2) Maintain a simple 5-line dialogue with peers or with the teacher. 3) Be able to comprehend short reading passages with questions either in English or in Spanish. 4) Be able to comprehend a long reading passage with questions either in English or in Spanish. Instruction will include tapes, videos, visual and written materials.

Requirements: 1) Students will keep a notebook. 2) A research project and an oral and visual presentation on a topic mutually agreed upon by student and teacher and utilizing educational technology and multi media. 3) Demonstration of proficiency on assigned essays, weekly quizzes', vocabulary tests, unit tests, a mid-term examination, and a final examination.

Prerequisite: None.

5200S SPANISH II

1 Credit

Description: Students continue to develop intermediate skills in listening and speaking the Spanish language. Further development in reading and writing are required. Basic structural patterns of the Spanish language become more sophisticated as communicative proficiency increases. The skills developed will emphasize the four skills: listening, reading, writing and speaking. **At the end of this course students will be able to:** 1) write 75-words in essays, letters, compositions or journal entries. 2) Maintain a 6-line dialogue with peers or with the teacher. 3) Be able to comprehend short reading passages with questions either in English or in Spanish. 4) Be able to comprehend a long reading passage with questions either in English or in Spanish.

Requirements: 1) Students will keep a notebook. 2) A research project and an oral and visual presentation on a topic mutually agreed upon by student and teacher and utilizing educational technology and multi media. 3) Demonstration of proficiency on assigned essays, weekly quizzes', vocabulary tests, unit tests, a mid-term examination, and a final examination.

Prerequisite: Successful completion of Spanish I or passing the State Proficiency Examination in Spanish.

5300S SPANISH III

1 Credit

Description: Students continue to develop and expand their language skills. Particular emphasis is given to the mastery of the basic structural patterns, vocabulary building, and application of rules of writing and speaking. Materials used to develop skills in reading include a number of selections from the literature of Hispanic countries, extensive reading comprehension passages, and dialogue and essay construction. The skills developed will emphasize the four skills: listening, reading, writing and speaking. **At the end of this course students will be able to:** 1) write 100-words in essays, letters, compositions or journal entries. 2) Maintain a complex 6-line dialogue with peers or with the teacher. 3) Be able to comprehend short reading passages with questions either in English or in Spanish. 4) Be able to comprehend an extensive reading passage with questions either in English or in Spanish.

Requirements: 1) Students will keep a notebook. 2) A research project and an oral and visual presentation on a topic mutually agreed upon by student and teacher and utilizing educational technology and multi-media. 3) Spanish texts chosen from a preferred list selected by the teacher. 4) Demonstration of proficiency on assigned essays, weekly quizzes', vocabulary quizzes, unit tests, a mid-term examination, quarterly exams and FLACS B Examination.

Prerequisite: Successful completion of Spanish II.

5400S SPANISH IV

1 Credit

Description: The four language skills: speaking, listening, reading, and writing, are pursued at an advanced level. Introductory study of the Spanish novel, drama, and poetry is offered, with emphasis on twentieth century authors. Classes are generally conducted in Spanish. The culminating course activity will reflect a demonstration of knowledge about the Spanish culture.

Requirements: 1) Students will keep a notebook. 2) A research project and an oral presentation on a topic mutually agreed upon by student and teacher and utilizing educational technology and multi-media. 3) Spanish texts chosen by the teacher. 4) Demonstration of proficiency on assigned essays, weekly quizzes, vocabulary tests, unit tests, mid-term, quarterly exams and a final examination. The culminating course activity will reflect a demonstration of knowledge about the Spanish Culture and its authors.

Prerequisites: Successful completion of Spanish III and passing the FLACS B Exam, along with teacher's recommendation.

5500 SPANISH HOME LANGUAGE ARTS I

1 Credit

Description: This course is designed for Spanish-Speaking New Language Learners. This course provides bilingual support to enable transfer of literacy skills from Spanish to English. Students will use organizers to help them in various grade level disciplines in accordance with NYSED Home Language Arts Progressions skill such as: citing texts, comparing and contrasting sources, evaluating the credibility of sources, synthesizing information, and participating in discourse. The four modalities that will be emphasized are Speaking, Listening, Reading, and Writing in Spanish.

Requirements: 1) Keep a notebook. 2) Create a research project and an oral and visual presentation on a topic 3) Utilize educational technology and multimedia. 4) Demonstrate proficiency of all modalities based on essay writing, on assigned essays, weekly quizzes, vocabulary assessments, unit tests, mid-term examination, quarterly examination, and a final examination.

Prerequisite: Administration of NYSITELL and/or NYSESLAT Exam.

5600 SPANISH HOME LANGUAGE ARTS II

1 Credit

Description: This course is designed for Spanish-Speaking New Language Learners, who have been in this school system for one year. This course provides bilingual support to enable transfer of literacy skills from Spanish to English. Students will use organizers to help them in various grade level disciplines in accordance with NYSED Home Language Arts Progressions skill such as: better citing texts, comparing and contrasting various sources, evaluating the credibility of multiple sources, synthesizing more information, and participating in difficult discourse. The four modalities that will be emphasized are Speaking, Listening, Reading, and Writing in Spanish.

Requirements: 1) Keep a notebook. 2) Create a research project and an oral and visual presentation on a topic 3) Utilize educational technology and multimedia. 4) Demonstrate proficiency of all modalities based on essay writing, on assigned essays, weekly quizzes, vocabulary assessments, unit tests, mid-term examination, quarterly examination, and a final examination.

Prerequisite: Successful completion of SPANISH HOME LANGUAGE ARTS I.

5100F FRENCH I

1 Credit

Description: This course develops the skills and patterns for the beginning language student. Students' progress to more challenging communicative skills involving longer sentence patterns, combining new, simple verb tenses and expansion of basic topics required by the state. In addition, students will study the French culture.

Requirements: 1) Students will keep a notebook. 2) Two research papers and an oral presentation on a French speaking country and utilizing educational technology and multi-media.

3) Demonstration of proficiency on assigned essays, weekly quizzes, vocabulary test, unit tests, a mid-term examination, and a final examination in French.

Prerequisite: None

5200F FRENCH II

1 Credit

Description: The student continues development of basic skills in listening and speaking the French language. Reading and writing skills also continue to be emphasized. More sophisticated communication skills are covered, along with more information about the French culture in this course.

Requirements: 1) Students will keep a notebook. 2) A research project and an oral and visual presentation on a topic mutually agreed upon by student and teacher and utilizing educational technology and multi-media.

3) Demonstration of proficiency on assigned essays, weekly quizzes, vocabulary tests, unit tests, a mid-term examination, and a final examination.

Prerequisite: Successful completion of French I.

5300F FRENCH III

1 Credit

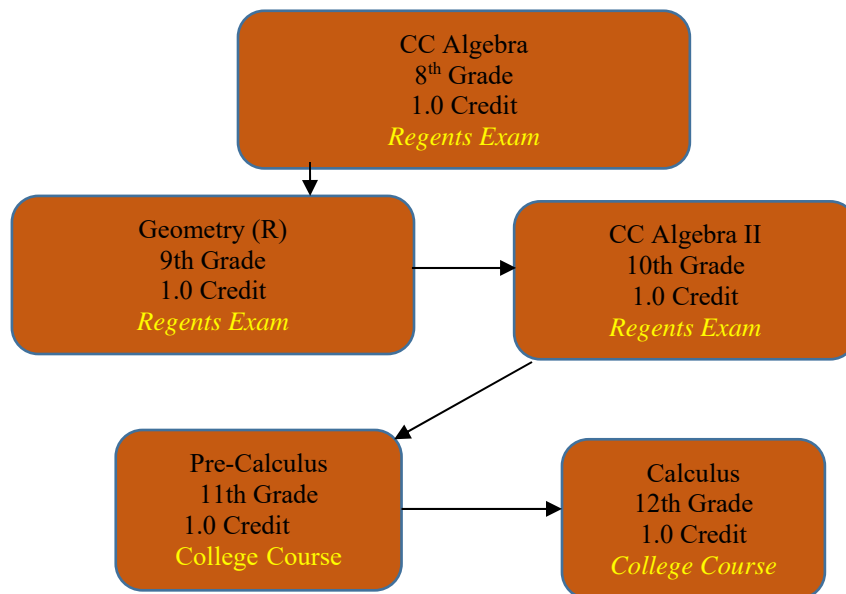
Description: The course concentrates on the mastery of basic structural patterns of the language and on vocabulary building, along with an emphasis on reading comprehension, listening, writing, and speaking. At the end of this course students will be able to: 1) write 100-words in essays, letters, and compositions, read to write tasks or journal entries. 2) Maintain a complex 6-line dialogue with peers or with the teacher. 3) Be able to comprehend short reading passages with questions either in English or in French. 4) Be able to comprehend a long reading passage with questions either in English or in French. Requirements: 1) Students will keep a notebook. 2) A research project and an oral and visual presentation on a topic mutually agreed upon by student and teacher and utilizing educational technology and multi-media. 3) Demonstration of proficiency on assigned essays, weekly quizzes, vocabulary quizzes, unit tests, a mid-term examination, quarterly exams, and a FLACS B Examination.

Prerequisite: Successful completion of French II.

MATHEMATICS

The Mathematics Program at Wyandanch Memorial High School is designed to meet the needs of all students, including those whose needs may be application of mathematics in daily life situations in today's technological society; those who may choose to continue their studies beyond the secondary school level and require a strong background in this field; and those whose interest and appreciation of mathematics may lead them into lifelong study of the discipline. For each of these students, in all mathematics courses, the habits of analytical, critical and logical thinking will be developed, exercised and refined.

Presently, students are required to successfully complete three years of mathematics and to receive a passing grade on the Algebra Regents Exam in order to satisfy the minimum requirements for a high school diploma. Colleges and Universities value a three-year sequence in secondary mathematics, including a strong foundation in Algebra and Geometry. Passing the Geometry and Algebra II Regents Exams will help qualify a student for an Advanced Regents Diploma.



2110 COMMON CORE ALGEBRA

1 Credit

Description: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The lessons deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students take the NYS Algebra Common Core Regents exam. Successful completion of this exam is part of the requirement for high school graduation in NYS. Students will be required to take the NYS Algebra Regents at the end of this course.

Prerequisite: Students must have scored at the proficiency level on the 8th grade assessment

2312 COMMON CORE ALGEBRA II

1 Credit

Description: This course is intended as the third course in the NYS HS Math curriculum. It builds upon the students work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: Successful completion of Common Core Algebra and Common Core Geometry. Students must have successfully passed the Regents exam in both CC Algebra and CC Geometry.

2210 COMMON CORE GEOMETRY (REGENTS)

1 Credit

Description: This course is intended to be the second course in mathematics for high school students. In this course, students will have the opportunity to make conjectures about geometric situations and prove, in a variety of ways, both formally and informally, that their conclusion follows logically from their hypothesis. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will be scheduled to take the

Geometry Regents exam at the end of this course. Students must take this Regents exam to receive credit for the course.

Prerequisite: Students must have passed Integrated Algebra or Algebra 1 (CC) Regents Examinations. A passing score of 80% or higher on the Integrated Algebra or Algebra 1 (CC) Regents Examination is highly recommended.

2211 COMMON CORE GEOMETRY (NON-REGENTS) 1 Credit

Description: This course contains fewer of the NYS Common Core Standards as Geometry (Regents), but with more attention to the essential skills of Algebra. This course is intended to be the second course in mathematics for high school students. In this course, students will have the opportunity to make conjectures about geometric situations and prove, in a variety of ways, both formally and informally, that their conclusion follows logically from their hypothesis. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will be scheduled to take a final exam at the end of this course.

Prerequisite: Students must have passed Integrated Algebra or Algebra 1 (CC) Regents Examinations. If the student has a passing score of 65-79% on the Integrated Algebra or Algebra 1 (CC) Regents Examination, it is highly recommended they take this course and further develop their Algebra skills to better prepare them for the Geometry Regents course.

MATH ELECTIVES

24012 CALCULUS 1 Credit

Description: This course is intended to give an overview of a typical first semester college calculus course and provide an excellent foundation for future study in college mathematics. The topics include real numbers, introduction to analytical geometry, functions, limits and continuity, the derivative and its applications, and the definite integral. Students will be required to maintain a calculus notebook, demonstrate proficiency on weekly quizzes, unit tests, a mid-term examination and a final examination. Projects demonstrating mastery of selected calculus topics will also be required.

Prerequisites: Successful completion of Pre-Calculus course requirements.

2313 INTERMEDIATE ALGEBRA 1 Credit

Description: Intermediate Algebra is a second course in algebra with an emphasis on quadratic and rational equations and their applications, and a brief introduction to right triangle trigonometry. Topics include, but are not limited to: solving equations involving quadratic, rational and radical expressions; performing arithmetic operations on rational expressions, complex numbers and radical expressions; evaluating functions and determining domain and range; graphing quadratic functions; solving systems of non-linear equations; simplifying expressions involving rational exponents; solving right triangle trigonometric problems; and appropriate applications of each of these topics. Students will be required to take a final exam at the end of this course.

Prerequisite: Students must have passed Integrated Algebra or Algebra 1 (CC) Regents Examinations.

24101CB MATH FOR THE COLLEGE BOUND 1 Credit

Description: This course is for the college bound senior who plans to major in liberal arts in college and would like to continue with the study of mathematics. It is designed to bridge the gap between high school math and freshman college math. Topics covered will include logic, set

theory, probability, numeration, mathematical and geometric systems, sequences and series, probability, and statistics. The final examination for this course is locally developed.

Prerequisite: Successful completion of Intermediate Algebra and be a high school senior.

24101 PRE-CALCULUS

1 Credit

Description: Pre-Calculus is a college/calculus preparatory course. Attention is given to developing and refining the skills and concepts presented in all previous mathematics courses. Course content includes analytical geometry, trigonometry of circles and triangles, matrices, vectors, logarithms and exponents. Students will be introduced to problem solving techniques and become proficient with the use of scientific and graphing calculators. This course is highly recommended for all college bound students.

Prerequisite: Successful completion of Trigonometry & Algebra 2 is required. A passing score of 75% or higher on the Trigonometry & Algebra 2 Regents examination is highly recommended.

2310 STATISTICS

1 Credit

Description: Basic concepts of probability and statistical inference are covered. Included are the binomial, normal, and chi-square distributions. Practical applications are examined. Computer assignments using Minitab are an integral part of the course.

Prerequisite: Two years of high school mathematics or the equivalent.

BILINGUAL MATH COURSES

21101 COMMON CORE BILINGUAL ALGEBRA

1 Credit

Description: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The lessons deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students take the NYS Algebra Common Core Regents exam. Successful completion of this exam is part of the requirement for high school graduation in NYS. Students will be required to take the NYS Algebra Regents at the end of this course. This course will utilize dual languages and ELL teaching strategies to assist in student learning.

Prerequisite: Students must have scored at the proficiency level on the 8th grade assessment

Co-requisite: Be enrolled in an ESL course

2211CCBIL COMMON CORE BILINGUAL GEOMETRY (REGENTS)

1 Credit

Description: This course is intended to be the second course in mathematics for high school students. In this course, students will have the opportunity to make conjectures about geometric situations and prove, in a variety of ways, both formally and informally, that their conclusion follows logically from their hypothesis. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will be scheduled to take the Geometry Regents exam at the end of this course. Students must take this Regents exam to receive credit for the course. This course will utilize dual languages and ELL teaching strategies to assist in student learning.

Prerequisite: Students must have passed Integrated Algebra or Algebra 1 (CC) Regents Examinations. A passing score on the Integrated Algebra or Algebra 1 (CC) Regents Examination is highly recommended.

Co-requisite: Be enrolled in an ESL course.

MATH WORKSHOPS

23101 COMMON CORE ALGEBRA WORKSHOP

0 Credit

Description: 11th or 12th grade students who need additional instruction and support to prepare for the New York State Integrated Algebra Regents exam. The course will include targeted individual instruction, alternative teaching strategies, labs and technology instruction. Note this course may not be used for an additional Algebra credit towards Regents diploma graduation requirements if a student has already received 2 credits for Algebra.

Prerequisite: Score lower than a 65 on the Algebra Regents

21101 COMMON CORE ALGEBRA WORKSHOP

0 Credit

Description: 9th grade students in Common Core Algebra who need additional support will take this course in addition to the regular Common Core Algebra course. The course will include targeted individual instruction, alternative teaching strategies, labs and technology instruction.

2213 COMMON CORE GEOMETRY WORKSHOP

0 Credit

Description: This course is intended as a workshop to provide students enrolled in courses preparing for the Geometry Regents exam with extra instructional support. Passing the New York State Integrated Geometry Regents is a New York State requirement for an advanced high school diploma.

Prerequisite: Successful completion of Common Core Algebra and a passing grade on the Integrated Algebra regents exam.

Co-requisite: Common Core Geometry

TECHNOLOGY

81002 DIGITAL TECHNOLOGY I

.5 Credit

Description: Students in this foundation course use state-of-the-art electronic and computerized devices. Apple Microcomputers are available for ongoing student use. Printing devices, scanners, and highly sophisticated graphics equipment are provided in the laboratory for student use; digital music, photography, and video, and a wide range of other activities, including the application of graphics and animation. The course is designed to introduce students to the fundamentals of digital technology applications and productions.

Requirements: Demonstrated proficiency on all assessments and a production of a five-page power point presentation.

Prerequisites: Ninth grade students only.

82003 DIGITAL TECHNOLOGY II

.5 Credit

Description: Students in this intermediate course use state-of-the-art electronic and computerized devices. Apple Microcomputers are available for ongoing student use. Printing devices, scanners, and highly sophisticated graphics equipment are provided in the laboratory for student use; digital music, photography, and video, and a wide range of other activities, including the application of graphics and animation. Concentration will be in the production and presentation of digital broadcasting such as public service announcements and commercials.

Requirements: Demonstrated proficiency on all assessments and production of a 30 second PSA or commercial.

Prerequisites: Grade of at least 85 in Digital Technology I & Teacher Recommendation

83001 MEDIA PRODUCITON TECHNOLOGY

1 Credit

Description: Students in this advanced course use state-of-the-art electronic and computerized devices. Apple Microcomputers are available for ongoing student use. Printing devices, scanners, and highly sophisticated graphics equipment are provided in the laboratory for student use; digital music, photography, and video, and a wide range of other activities, including the application of graphics and animation. The advanced course is designed to prepare students for entry into colleges and universities, which offer educational advancement in computer and media technology the fields. Emphasis will be in the preparation of an end of the year digital production and ongoing digital broadcast programming.

Requirements: Demonstrated proficiency on all assessments and production of a 30 minute radio or television segment.

Prerequisites: Grade of at least 85 in Digital Tech. II also Teacher Recommendation

83002 ADVANCED MEDIA

1 Credit

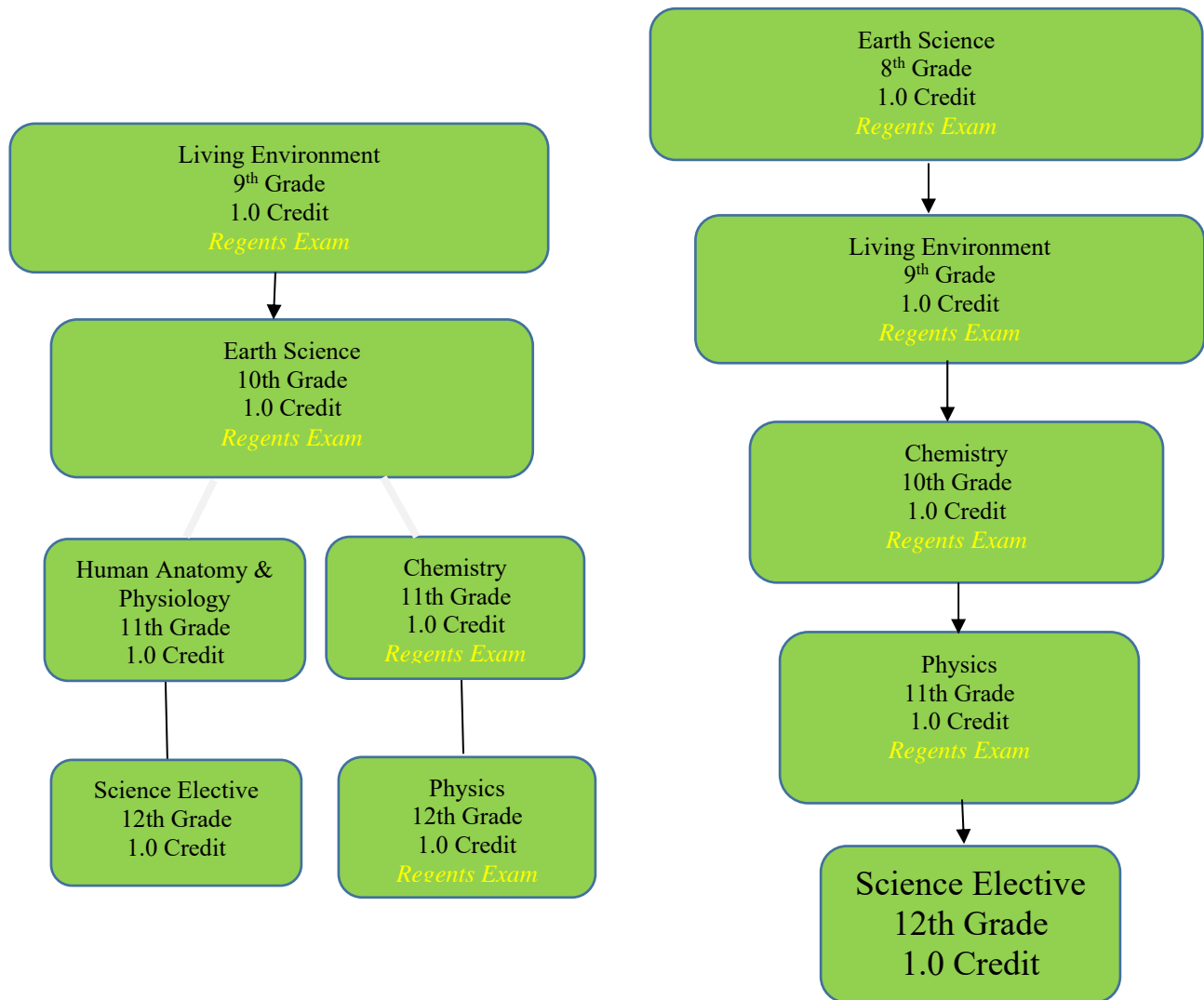
Description: Students in this advanced course use state-of-the-art electronic and computerized devices. Apple Microcomputers are available for ongoing student use. Cameras and sophisticated recording equipment are provided in the laboratory for student use; digital music, photography, and video, and a wide range of other activities, including the application of graphics and animation. The advanced course is designed to prepare students for entry into colleges and universities, which offer educational advancement in computer and media technology the fields. Emphasis will be in the preparation of an end of the year digital production and ongoing digital broadcast programming.

Requirements: Demonstrated proficiency on all assessments and production of a 30 minute radio or television segment.

Prerequisites: Media Prod. Tech also Teacher Recommendation

SCIENCE

Science is part of our everyday lives. Through science classes, we attempt to provide understanding to the science around us. Our courses are aligned with the NYS Standards in the Core areas of Living Environment and the Physical Settings. Laboratory work is an integral part of all science courses. Students taking Regents science courses must meet the NYS requirement of 1200 laboratory minutes followed by satisfactorily submitted lab reports. This is a mandate that must be completed for entrance into each Regents exam. We encourage all students to complete four years of science course work, and take the most challenging courses available to them.



4110 LIVING ENVIRONMENT

1 Credit

Description: This first level required course follows the New York State Regents Biology Syllabus. Topics: students will examine the following topics: Unity and diversity amongst living things, the maintenance of life in plants and animals, human physiology, reproduction and development, genetics, ecology, and evolution.

Requirements: Students will be required to maintain a biology journal, demonstrate proficiency on quizzes, unit tests, the mid-term examination and Regents examination, and complete projects using the scientific method demonstrating mastery of selected topics in biology such as "The Living Cell," "Biological Systems," and "Adaptation or Extinction.". In order to sit for the Regents examination in biology, the student must complete thirty (30) lab hours of work in biology.

Prerequisites: Completion of 8th Grade Science requirements.

4210 EARTH SCIENCE

1 Credit

Description: This second-level required course follows the Earth Science Syllabus of the New York State Science Curriculum. Topics: Include the earth and the universe, erosion and deposition, the oceans of the earth, energy and climate, the effect of past glacial action on the structures of Long Island, the earth's crust and its interior.

Requirements: Students will be required to maintain an earth science journal; demonstrate proficiency on quizzes, unit tests, the mid-term examination, and the Regents examination in earth science. Furthermore, students must complete earth science projects using the scientific

method demonstrating mastery of selected topics in earth science such as, "The Changing Environment," "Energy in the Earth Process," and "Insolation and the Earth Surface." In order to sit for the Regents Earth Science examination, students must complete thirty (30) lab hours of work in earth science. **Prerequisites:** Successful completion of Living Environment Course requirements with at least a 65 or better on the Living Environment Regents Exam.

4310 CHEMISTRY

1 Credit

Description: This third-level required course follows the Chemistry Syllabus of the New York State Science Curriculum. Topics include: matter and energy, atomic structure, bonding, periodic table, the mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and elector chemistry, organic chemistry.

Requirements: Students are required to maintain a chemistry journal, demonstrate proficiency on quizzes, unit tests, the mid-term examination, and the Regents chemistry examination. Furthermore, students must complete chemistry projects using the scientific method demonstrating mastery of selected topics in earth science such as "Energy Changes," "Solution Chemistry," "Organic Molecules." In order to sit for the Regents Chemistry examination, students must complete thirty (30) lab hours of work in chemistry.

Prerequisites: Successful completion of Regents Living Environment and Regents Earth Science course requirements with at least a 65 or better on Regents exam, successful completion of Integrated Algebra I or permission from instructor and department coordinator.

43101 HUMAN ANATOMY & PHYSIOLOGY

1 Credit

Description: This course is designed to follow the organization of the Human Body from single cell to the coordinated whole from a structural and a functional point of view. Some of the major theme are the naming of and describing the parts as a sum of the total and that all body systems function together as a whole for the maintenance of stable internal human environment

Requirements: research and project based activities will be due quarterly. **Prerequisites:** Successful completion of two other science courses.

4410 PHYSICS

1 Credit

Description: This fourth level course follows the Physics Syllabus of the New York State Science Curriculum. This course is designed for students with a strong mathematical background. Topics include: mechanics, heat, light wave phenomena, electricity, magnetism, atomic and nuclear physics.

Requirements: Students will be required to maintain a physics journal and demonstrate proficiency on weekly quizzes, unit tests, the mid-term examination, and the physics Regents examination. Furthermore, students must complete physics projects using the scientific method demonstrating mastery in selected topics in physics such as "Time and Measurement," "Newton's Law of Motion" and "Kinetic Energy." Students enrolled in this course must take and pass the regents examination in physics in order to get credit for the course. In order to sit for the Regents Physics Examination, students must complete (30) lab hours of work in physics.

Prerequisites: Successful completion of Living Environment and Integrated Math II, Regents exam and another Regents science class.

43102 THE HUMAN BODY

1 Credit

Description: This course is to give students the opportunity to explore the structure of the human body, its basic function and the disorders that upset its healthy state. The topical concepts will include and overview of human biology: homeostasis, biochemistry, cytology, histology and human systems along with an understanding of various diseases that interfere with the health of each of those systems.

Prerequisites: The student must pass the Living Environment course and the Living Environment Regents with a score of 75 or higher. The student must also pass one of the other lab science courses such as Earth Science, Chemistry or Physics to be eligible to take the UHS course in Biology

4210ELL GENERAL SCI FOR ENG. LANG. LEARNERS

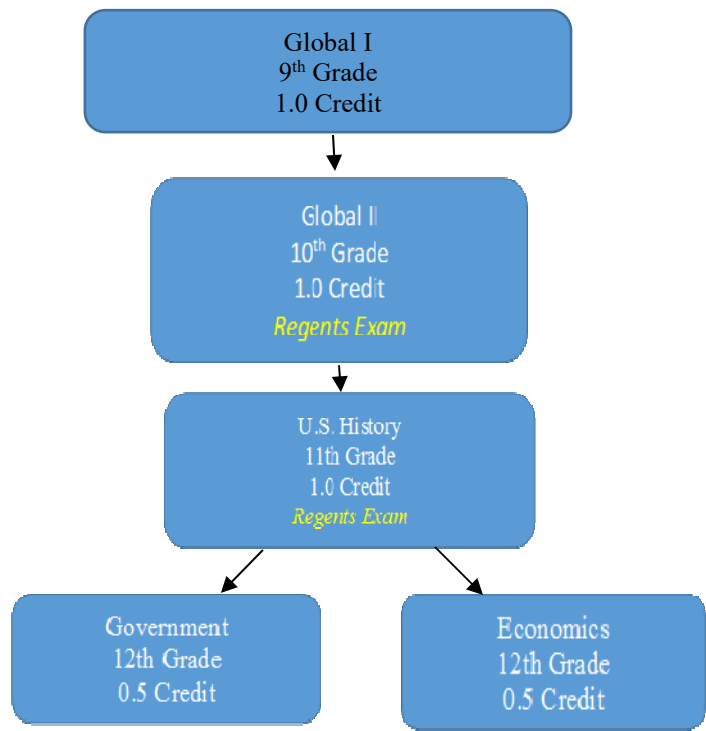
1 Credit

Description: This course is designed to assist the Beginner and Intermediate level ESL students in acquiring basic science concepts and laboratory skills necessary to successfully complete the Regents Living Environment and Earth Science courses necessary to graduate. This course will focus on laboratory skills such as measurement, graphing, microscopy, elements of scientific inquiry and laboratory skills essential to the lab based Regents science courses. Students will acquire the necessary language needed to gain a meaningful understanding of the Living Environment and Earth Science curricula that will follow this introductory course.

Requirements: Students will be required to maintain a science journal, demonstrate proficiency on quizzes, unit tests, the mid-term examination and Final examination, and complete projects and laboratory activities using the scientific method demonstrating mastery of selected topics in life and physical sciences.

SOCIAL STUDIES

The Social Studies curriculum gives students a background in all of the social sciences including: geography, history, political science, economics, anthropology, archeology, sociology, and psychology. Through lessons focused on rigorous historical analysis, combined with the study of human behavior, students will learn about our collective past, including events or viewpoints that have traditionally divided people, and students will develop a greater understanding of their own roles and responsibilities in our democracy. Through our Social Studies classes our students are constantly exposed to essential questions and through-lines, or themes that are universal in every historical era and circumstance. Research and reasoning are central components throughout the New York State mandated four years of high school social studies coursework that all students must satisfactorily complete for graduation.



3409G/3410G CIVICS-PARTICIPATION IN GOVERNMENT .5 Credit

Description: This course is designed to encourage the development of civic-minded individuals capable of effectively fulfilling their responsibilities as citizens functioning in a democracy. The students will translate, interpret, analyze, diagnose, and evaluate local, state and federal issues with respect to decision-making and implementation of public policies and laws.

Requirements: Students are expected to participate in class discussions, activities, and discourse with guest lecturers from the local, state, and federal levels of government. Students must demonstrate proficiency with the subject as measured by a major research project, quizzes, tests, debates, reports, and mid-term and final examinations.

Prerequisites: Successful completion of United States History and Government.

3409E/3410E ECONOMICS .5 Credit

Description: This course will expose students to economic systems through microeconomics, macroeconomics, and the world's use of them. Students will examine the practical aspects of economics including: personal finance, entrepreneurship, resource scarcity, goods, and services, national policy, and taxation.

Requirements: Students must demonstrate proficiency with the subject as measured from portfolio assessments of quizzes, test, a semester Stock Market Game project and the traditional mid-term and final examinations. It may also include debates, interviews, and current events summaries.

Prerequisites: Successful completion of Participation in Government.

3210G GLOBAL HISTORY and GEOGRAPHY I 1 Credit

Description: This course is a study of the nations and regions of the world, focusing on the New York State Education Department's recommended curriculum. It will examine prehistory, ancient civilizations, classical civilizations, and European history up to 1750 A.D. It concentrates on mastery of geographical and historical background knowledge of non-western cultures and civilizations.

Requirements: Students will demonstrate proficiency through the submission of two research projects, common core oriented regents test style multiple choice and essay question. All evaluations will employ the cognitive skills of recall, translating, interpreting, analyzing, diagnosing, and evaluating seminal historical concepts.

Prerequisite: Successful completion of the eighth grade United States History and Government.

3310G GLOBAL HISTORY and GEOGRAPHY II 1 Credit

Description: This course is the second part of Global History and Geography. The course will cover from 1750 A.D., the Age of Revolutions through the end of the Cold War to the Iraq Wars, and the issues of modern times.

Requirements: Students will demonstrate proficiency through the submission of two research projects, common core oriented regents test style multiple choice and essay question. All evaluations will employ the cognitive skills of recall, translating, interpreting, analyzing, diagnosing, and evaluating seminal historical concepts. Students must take the Global Regents Exam.

Prerequisite: Successful completion of the Global History and Geography I course.

3110/3310 UNITED STATES HISTORY and GOVERNMENT 1 Credit

Description: This course will provide a deep understanding and penetrating analysis of the historical, political, social, economic, and cultural aspects of American life. Students will explore our nation's colonial roots, the founding of the republic to the Civil War, Reconstruction,

Industrialization, the World Wars, Great Depression, and the Civil Rights Movement; to the 21st century.

Requirements: Students will demonstrate mastery of the use of primary resource documents, written expression and document-based assessments and successful completion of the Regents Examination.

Prerequisite: Successful completion of two years of Global History and passing the Global History Regents Examination.

3411F INTRODUCTION TO PERSONAL FINANCE 1 Credit

Description: Students learn how to navigate the financial decisions they must face and to make informed decisions related to budgeting, banking, credit, insurance, spending, taxes, saving, investing, inheritance and living independently. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success.

Prerequisite: Student must be in the 11th or 12th grade with the completion of Global History.

SOCIAL STUDIES WORKSHOPS

31101 GLOBAL STUDIES WORKSHOP 0 Credit

Description: This course is designed for students who have successfully completed all requirements for Global Studies II, but, failed the Comprehensive Global History and Geography Regents examination.

Requirements: Students will review concepts covered in Global Studies and practice mastery of answering the multiple choice and essay questions.

Prerequisite: Failed the Global History Regents examination

33105 US HISTORY WORKSHOP 0 Credit

Description: This course is designed for students who have successfully completed all requirements for United States History and Government, but failed the Comprehensive Regents Examination.

Requirements: Students will review concepts covered in U.S. History, and practice mastery of answering the multiple choice and essay questions.

SPECIAL EDUCATION

These programs are designed to meet the needs of individual students who have been classified within the special education department. Students are afforded the opportunity to earn a high school Advanced Regents, Regents, Local, or I.E.P. Diploma. Special Education courses are aligned with the Wyandanch Memorial High School's curriculum and the New York State Learning Standards.

0040 RESOURCE SERVICES 0 Credit

Description: This course is a mandated service which assists the main-streamed special education child reach success in his/her Regents-level academic courses.

1122LS/2122LS/3122LS/4122LS LIFE READINESS EXPERIENTIAL CLASS

Description: The 12:2:2 class is designed to assist students to participate in a transition plan with organized educational activities intended to prepare students for paid employment, vocational training and independent living in the adult world. The program consists of academic preparation related to life skills enhancement. For example: the math curriculum focuses on basic money skills and management, budgeting, banking, measuring and related activities. The science

curriculum focuses on nutrition, healthy eating and exercise. The English curriculum focuses on reading comprehension, vocabulary related to everyday life, listening skills, social skills and related activities. The social studies curriculum focuses on geography which helps the students understand and explore the world around them, traveling, culture awareness, self advocacy and related activities. Work experience involves student “internships” in various community establishments to enhance students work readiness skills in a work place environment. The program is designed to meet the individual needs of the student to prepare them for the adult world. Students will be given the New York State Alternative Assessment and leave high school with an IEP diploma.

L.A. WILSON TECHNOLOGICAL

In cooperation with the Board of Cooperative Education Services (BOCES) Wyandanch Memorial High School offers a wide variety of vocational-technical courses at L.A. Wilson Technological Facilities in Dix Hills, Manor Plains, and E. Farmingdale. All sophomores have an opportunity to visit Wilson Tech in the spring and observe the variety of programs. Students must complete an application for admission and maintain good attendance as an important criterion for selection. Students admitted for the Wilson Tech program will spend half of their day at Wyandanch High School and half of their day at Wilson Tech. Bus transportation is provided. Four and one half credits per year towards meeting graduation requirements will be awarded to students who successfully complete the courses at Wilson Tech.

Prerequisite: Successful completions of grade 10, including passing grade in English 9 & 10, US History & Global Studies I, two years of Mathematics and two years of Science.

The following programs are available:

- | | |
|--|------------------------------|
| Admin. Asst/Office Tech | Marine Technology |
| Advertising Art | Manufacturing Technology |
| Aircraft Maintenance Technology | Medical Laboratory Assisting |
| Aviation Science/Flight | Medical Assisting |
| Audio Production | Nurse Assisting* |
| Auto Body | Office Skills |
| Automotive Maintenance | Police Science & Law |
| Automotive Technology | Printing |
| Building & Grounds Maintenance | Professional Health Careers |
| Building Trades | Professional Photography |
| Carpentry | Retailing |
| Career Exploration | Technical Electronics |
| Certified Personal Trainer | Veterinary Assisting |
| Computer Networking & Repair | Video Production |
| Construction Electricity | Web & Internet Technology |
| Cosmetology | Welding |
| Culinary Arts | |
| Design & Production Technology | |
| Drafting/CAD | |
| Electronic Manufacturing | |
| Early Childhood Education & Care | |
| Fashion Merchandising & Design | |
| Floriculture | |
| Food Service | |
| Health Aide | |
| Heating, Ventilation, Air Conditioning | |
| Life Skills | |

PLANNING YOUR PROGRAM OF STUDIES

STUDENTS NAME _____

PARENT/GUARDIAN NAME _____

GRADE IN 2018-2019 _____

GUIDANCE COUNSELOR: _____

SUBJECT	REQUIRED	ELECTIVE	CREDITS
ENGLISH			
SCIENCE			
MATH			
SOCIAL STUDIES			
PHYSICAL EDUCATION			
HEALTH			
ART/MUSIC			
WILSON TECH			
ELECTIVES			
OTHER			
FOREIGN LANGUAGES			

**WYANDANCH MEMORIAL HIGH SCHOOL
STUDENT FOUR YEAR EDUCATIONAL PLAN**

COHORT YEAR 20__

YEAR OF GRADUATION
20__

NINTH GRADE	FINAL GRADE	CREDIT	TENTH GRADE	FINAL GRADE	CREDIT	ELEVENTH GRADE	FINAL GRADE	CREDIT	TWELFTH GRADE	FINAL GRADE	CREDIT
ENGLISH I			ENGLISH 2			ENGLISH 3			ENGLISH 4		
GLOB HIST I			GLOB HIST 2			US HISTORY			GOV/ECONOMIC		
MATH			MATH			MATH					
SCIENCE			SCIENCE			SCIENCE					
DIGITAL TECH						HEALTH					
FOREIGN LANGUAGE											
ART/MUSIC			ART/MUSIC			WILSON TECH			WILSON TECH		
PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.		
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

POST WMHS EDUCATIONAL GOALS	REGENTS AND COLLEGE EXAMS
4 YEAR COLLEGE	ENGLISH
2 YEAR COLLEGE	GLOBAL HISTORY
NURSING	U.S. HISTORY
OCCUPATIONAL EDUCATION: BUSINESS	MATHEMATICS
VOCATIONAL. TECHNICAL.	SCIENCE
MILITARY	LANGUAGES
EMPLOYMENT	PSAT SAT

Nonprofit
Organization
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Wyandanch, NY

Wyandanch Memorial High School
54 South 32nd Street
Wyandanch, New York 11798
631-870-0450

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**PLACE ADDRESS
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