
Syosset High School **CURRICULUM GUIDE** *2025-2026*



Introduction

Welcome to Syosset High School! As you embark on this chapter of your educational journey, we are excited to offer a wide range of core subjects and electives designed to help you discover your interests and set the foundation for future academic success.

Our comprehensive course offerings include foundational subjects like English, Mathematics, Science, Social Studies, and World Language each tailored to challenge and engage students. Beyond these core areas, a wide range of elective options—ranging from the arts, technology, and business to the performing arts and leadership—allow students to personalize their education, pursue their passions, and develop new skills.

This guide will help students and parents navigate these options and make informed decisions to ensure a rewarding and well-rounded high school experience.

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Course Selection Information

Here you will find important information about graduation requirements and the curriculum offered for grades nine through twelve at Syosset High School. While following is required by the New York State Education Department, Syosset High School provides for all students through differentiated levels of instruction and a wide range of electives. Selection of courses should be made only after careful consideration of each student's educational and career goals. Since there are many variables that affect the decision-making process, students should consult with their parents, teachers, and guidance counselors before making final choices.

Minimum Graduation Requirements

The New York State Board of Regents mandates the requirements listed below. It is important to become familiar with the specific requirements for your class.

Required (Core) Subjects	Local and Regents Diploma	Advanced Regents Diploma
English	4.0 units	4.0 units
Social Studies	4.0 units	4.0 units
Mathematics	3.0 units	3.0 units
Science	3.0 units	3.0 units
World Language	1.0 unit	3.0 units
Health	0.5 unit	0.5 unit
The Arts	1.0 unit	1.0 unit
Electives	3.5 units	1.5 units
Physical Education	2.0 units	2.0 units*
TOTAL	22.0 units	22.0 units

****All students must participate in physical education each semester and earn the equivalent of two (2) credits by graduation.***

Examination Requirements

In addition to passing the required courses, New York State also has examination requirements. The multiple pathways to graduation are available on the [New York State Education Department website](http://www.nysed.gov).

1. **Regents Diploma:** To receive a regents diploma, a student must achieve a score of 65 on the Comprehensive English examination, Algebra examination, the Global History and Geography Regents examination, the U.S. History and Government Regents examination, and one Science Regents examination.
2. **Advanced Regents Diploma:** To receive an advanced regents diploma, in addition to the above, a student must achieve a minimum score of 65 on the Geometry and Algebra II examinations, an additional Science Regents examination, (one Physical Science , one Life Science), and two additional World Languages units and achieve a score of 65 on a World Languages Checkpoint B examination. In addition, students completing a five-unit sequence in career and technical education or the arts (visual arts, communication arts, music, or theater) are not required to complete the additional two units of World Languages but must still meet the requirements for the total number of units of credit.
3. **Local Diploma:** Additional graduation pathways and options are available for students with disabilities. Students and parents should contact their guidance counselor and/or teacher of record for more information.
4. **Credential Options**
 - a. ***The Career Development and Occupational Studies Commencement Credential (CDOS)*** is available to all students other than those who are NYS Alternately Assessed (NYSAA).
 - b. ***The Skills and Achievement Commencement Credential*** is available to students with severe disabilities and are assessed using the NYS Alternate Assessment (NYSAA).

Curriculum

1. Electives

All students are expected to exceed the minimum graduation requirements. Extensive elective choices are available for students to explore their interests and to prepare themselves for an ever-changing world. Students should look to these programs for enrichment and expansion of their knowledge base. School counselors are available to discuss these options with all students.

2. Academic Load Requirements

Seniors: five (5) periods of subjects. plus physical education

Juniors: six (6) periods of subjects. plus physical education

Sophomores and freshmen: eight (8) periods of subjects including physical education

Exceptions include the work experience program, occupational education, and the internship program in independent studies. Students who are in their fifth year must take only the courses they need to graduate.

3. Valedictorian and Salutatorian

The principal and his committee will determine the valedictorian and salutatorian by reviewing the academic records at the conclusion of the fall semester of the twelfth grade. If, however, there is no clear distinction, the determination will not be made until the third marking period. In order to be considered for the distinction of valedictorian or salutatorian, a student must have been in attendance in Syosset High School for four semesters of the seven used in this process.

4. Tracking and Acceleration

Based on a student's achievement record and academic ability, the school will place him/her in a program in English, Social Studies, and World Language most suited to his/her immediate needs. Similarly, in Science and Mathematics, students who qualify may take certain courses a year earlier than the traditional path.

Program Planning

It is an important function of the High School to help each student individualize their course selections in order to explore interests, develop skills and meet educational or career requirements. Curriculum presentations and orientation programs are designed to provide for a more informed selection of courses. **Courses run based on enrollment. Student selections are considered requests and are not guaranteed to fit in the students schedule.**

The process for course planning for every student is as follows:

1. Program planning day with teachers (*early February*)
2. Teachers make recommendations for course selections with students (*early February*)
3. School counselor meetings with individual students to review course placements (*February-March*)
4. Course selection verification will be made available to parents in the late-Spring on Infinite Campus
5. School counselors will be available throughout the process to assist planning and scheduling (*year round*)

Schedule Changes

Student's considering a change in course level after the school year begins must complete a Program Change Request Form in consultation with their counselor.

- After approval of the change by your teacher and department supervisor, your counselor will call you down to review the program change.
- The student must continue in their current course until the Program Change Form is approved and you meet with your counselor.
- A student's schedule will likely change based on the availability of classes.
- If a change in course level occurs after the first marking quarter grades are issued, grades from the former class will be transferred to the new class. At the end of the course, the receiving teacher may substitute a final grade (*one grade higher or lower, e.g., B+ to an A or A to B+*) that more accurately reflects the student's level of achievement. This procedure requires the approval of the department leader and principal. A grade correction form must be completed and filed.

Prerequisites

- Please check the course descriptions for prerequisites.

Advanced Placement Program

The Advanced Placement Program provides challenging, college-level experiences that better prepare students for the demands of college work. This should be the primary reason for choosing this enriched experience. Although many of the nation's colleges and universities award credit, advanced placement, or both on the basis of exam grades, Syosset High School does not guarantee that this will occur. Those decisions are determined by the policies of individual colleges and universities.

Advanced Placement examinations, which are an integral part of the experience and a requirement for use of the AP trademark in the course title, are administered in May. It is the expectation of Syosset High School that every AP student will sit for the exam in May. If a student is unable to meet this expectation, he/she should discuss it with the guidance counselor. **Student concerns regarding the cost of exams, college AP policies, and personal college admission decisions should be raised during the course selection process, not during the May examination period.** Any student who does not complete the AP exam for any reason will be required to complete a final exam of equal duration and difficulty.

Students should be mindful of the number of Advanced Placement courses they take during the school. It is important to adhere to your teacher's recommendation for placement of these courses.*

College Courses (Dual Enrollment)

Courses sponsored by colleges such as Syracuse University, LIU, SUNY Farmingdale, SUNY Stony Brook, and Five Towns College are available in English, Social Studies, Mathematics, World Languages, Business Education, Human Ecology, Technology, and Theatre Arts.

These courses provide an enriching college experience and college credit for many of our students. Although other colleges will accept these credits, Syosset High School does not guarantee that this will occur. Those decisions are determined by the policies of individual colleges and universities. All students who choose to enroll in a college-sponsored course are required to pay the reduced tuition fees in the amount and by the deadline established by the colleges.

Weighted Courses

Syosset High School adds a half-point to final grades in honors and AP courses to recognize the increased rigor of these courses. For example, a B+ in an AP or honors class would be weighted as an A for GPA calculation, reflecting the higher level of effort required. The courses below are those that reflect the weighted final grade of a half of point.

English

1110 English 9H
1210 English 10H
1400 AP English Literature & Composition
1410 AP English Language & Composition

Social Studies

2110 AP World History I
2130 AP World History (1-Year)
2200 AP European History
2210 AP World History II
2300 AP US History & Government
2704 AP US Government & Politics
2734 AP Macroeconomics
2744 AP Microeconomics
2780 AP Human Geography
2784 AP Comparative Government

Mathematics

3030 Honors Multivariable Calculus
3040 Math Theory Honors
3050 AP Calculus AB
3060 AP Calculus BC
3070 AP Computer Science A
3080 AP Statistics
3190 AP Calculus AB [3194 Lab]
3290 Geometry Honors
3310 AP Precalculus
3680 Algebra 2 Honors
4000 AP Computer Science Principles

Science

4110 Biology Hon & 4114 Lab
4614 Research 1 Link w/4110 Biology Hon
4310 Chemistry Hon & 4314 Lab
4550 AP Physics 1 & 4554 Lab
4560 AP Physics 2 & 4564 Lab

Science (cont.)

4530 AP Physics C & 4534 Lab
4510 AP Biology & 4514 Lab
4520 AP Chemistry & 4524 Lab
4500 AP Environmental Science & 4504 Lab
9524 Science/Tech Research 10
9534 Social Science Research 10
9544 Mathematics/CS Research 10
9654 Adv Science Res. 11
9664 Adv Social Science Res. 11
9674 Adv Math/Com Sci Res. 11
9684 Adv Science Res. 12
9694 Adv Social Science Res. 12
9774 Adv Math/Com Sci Res. 12

World Language

5000 AP French
5070 French 2H
5080 French 3H
5090 French 4H
5290 Italian 2H
5380 Italian 3H
5390 Italian 4H
5470 Spanish 2H
5480 Spanish 3H
5490 Spanish 4H
5520 Korean 2H
5550 Chinese 2H
5580 Chinese 3H
5720 Chinese 4H
5730 AP Chinese

Fine and Performing Arts

6020 AP Studio Art: 2-D Design Portfolio
6030 AP Studio Art: Drawing Portfolio
6040 AP Studio Art: 3-D Design
6190 AP Art History
6500 AP Music Theory (10-12)

Human Ecology

7400 AP Psychology

Syosset High School Counseling Overview

The Developmental School Counseling Program at the Syosset secondary schools is a comprehensive plan of academic, career, and personal development. It is an integral part of the total school program and supports the goals established for all students by helping students prepare for life after high school. Integral to the success of a comprehensive developmental program is a team approach that requires the cooperation and involvement of parents, staff members, and community organizations.

Our program emphasizes the relationship between student and counselor, which we believe is the key to a successful program. Through a series of sequential and developmental activities, our counselors are meaningfully involved with each student throughout their secondary school experience. In this way, the student is in the best position to learn, plan, and make positive decisions with the ongoing support and assistance of a familiar counselor.

Career readiness is also a critical component of our program. It is important for all students, parents, staff, and community members to be informed about the wide variety of vocational education programs available to students of every sex, race, color, national origin, or disability. For more information, please contact your child's counselor.

Core Components of Developmental School Counseling Program

(broken down by grade level)

Grade 9 Highlights

- Small group student orientation to school counseling services
- Evening parent orientation workshop
- Programming for Grade 10: classroom introduction and individual student course selection meeting
- School Counseling Newsletter emailed home bi-monthly
- Naviance Career Decision Making Groups - AchieveWorks Personality – (career/interests/learning style)

Grade 10 Highlights

- Naviance Career Decision Making Program (Career Cluster) – small group career exploration activity
- Small group orientation on our career interests, course selections, and college testing
- Individual Programming Meeting for Grade 11 – course sections and student course selection meeting
- School Counseling Newsletter emailed home bi-monthly
- Grade 10 Parent Evening Workshop for Parents and Students

Grade 11 Highlights

- PSAT/SAT/ACT Registration
- Naviance student groups with counselor - spring
- Evening College Planning Workshop for Parents and Students
- Programming for Grade 12 - Classroom introduction and individual student course selection meeting
- College Night for Parents and Students
- Individual Parent/Student Conferences in Spring for exploration of post-secondary opportunities, discuss application procedures through Naviance student
- School Counseling Newsletter mailed home bi-monthly
- College Essay Workshop - Must sign up in the Guidance office.
- College Night Prep Workshop for students-what to ask at a college fair?

Grade 12 Highlights

- College Boot Camp (summer)
- Senior Meetings to Review College Application Process - small group overview
- SAT/ACT Registration
- Evening College Application Evening Workshop for Parents and Students
- College Essay Workshop for students - revision of essay. Must sign up in Guidance.
- Senior Bulletin publication of scholarship, financial aid, college, military, and employment information emailed home bi-monthly
- Financial Aid Presentation for Parents and Students
- College Admissions Representative Visits
- Senior Day - College Transitioning Program
- Naviance small groups meetings for Seniors to review program
- Interview Skills Workshop for Students
- On Site Admissions

Naviance Student Software Information

[Naviance Student](#) is a college and career readiness platform that helps students and parents plan for higher education. It allows students to research colleges, compare their grades and test scores with Syosset High School alumni, and access information about costs, student demographics, and extracurricular offerings. Starting in freshman year, students are encouraged to use Naviance for goal setting and application planning.

In addition, Naviance provides career and personality assessments, which students complete in small groups with their school counselor. These tools help students explore career options, select high school electives, and plan future academic and career paths based on their interests and goals.

Students and parents can view academic information such as GPA and SAT scores, as well as track college application outcomes (accepted, denied, waitlisted) to assess their chances of acceptance. For more information, please contact your school counselor.

College Admissions Tests

Preliminary SAT (PSAT)/National Merit Qualifying Test (NMQT)

This digital test measures evidence based reading, math and writing skills that students develop over many years, both in and out of school. The test is intended to let students practice for the SAT Reasoning Test and also be entered into the National Merit Scholarship competition. The PSAT is generally administered to students in October of Junior year. A sophomore who is considering this exam should discuss it with their school counselor to determine if he/she has the background that is covered on the test.

SAT

This digital test measures Evidence Based Reading, writing, and mathematical skills. Scores from this test provide colleges with a way to compare the academic preparation and ability of students who apply for admission. In general, students take the SAT Reasoning Test in the Spring of their Junior year.

American College Testing (ACT) Program

This test measures skills in English, mathematics, reading, science reasoning, and writing. We recommend that every student take this test with the optional writing section. Scores from the test measure how well a student can perform skills necessary for college coursework. Most colleges accept ACT scores for admission and placement as readily as they do SAT scores. In general, students take the ACT Spring of their junior year.

More details about the structure of these college admissions tests' can be found on the [College Board website](#).

Special Education Services

Special Education refers to programs and/or services that are specially designed to meet the needs of students with disabilities. The Committee on Special Education (CSE) determines the programs and/or services for each student with a disability. Services are provided within the Least Restrictive Environment (LRE) as defined in a student's Individualized Education Program (IEP) as determined by the CSE.

Continuum Of Services

The continuum of special education services for school-age students with disabilities is an array of services to meet an individual student's needs that may include the following:

- **Related Services** includes counseling, speech and language therapy, occupational therapy, physical therapy, and services for the deaf and hard of hearing or visually impaired. Services may include consultation and/or direct services.
- **Consultant Teacher Services (CTS)** are direct or indirect services that provide consultant teacher services to students with disabilities depending upon the needs of the student and as per IEP.
- **Resource Room (5:1)** is meant to provide supplemental instruction of students with disabilities who are in need of such supplemental programs as identified by the CSE.
- **Integrated Co-Teaching Classes:** ICT classes are taught by two teachers, one general education or content area teacher and one special education teacher. The teachers collaborate to adapt and modify instruction so all students can access the grade-level curriculum.
- **Special Classes:** A student with a disability shall be placed in a special class for instruction on a daily basis to the extent indicated in the student's IEP. The class size for those students whose special education needs consist primarily of the need for specialized instruction in a setting of 15:1 or 12:1:1 student-teacher ratio.

Helpful Links

- [NYS Part 200 and Part 201 Regulations](#)
- [Diploma Requirements, Appeals, Safety Nets, and Superintendent Determination](#)
- [Career and Development of Occupational Studies \(CDOS\)](#)
- [Skills and Achievement Commencement Credential for Students with Severe Disabilities | New York State Education Department](#)

Art

In the Syosset Central School District, we have found that participation in the arts offers our students an outlet for self-expression that can ignite a lifelong passion for creative endeavors. Art and music education foster creativity, and help students to develop problem-solving and critical-thinking skills, as well as teach self-discipline and the value of perseverance. Through the arts, our students cultivate 21st century skills that will prepare them for success in any career path they choose. Perhaps most importantly, studying the arts helps students to make connections between themselves, their innermost feelings, and the world around them.

The Art Department offers a full range of courses in every art medium to satisfy the needs and interests of every student. Facilities for specialized processes are available as well as for the conventional avenues of expression. Through the wide variety of courses, students have the opportunity to develop artistic skills, an understanding of art, sensitivity to design, and an appreciation for order and beauty.

Graduation honors must include one of the options listed below for the one-year graduation requirement, as well as fulfillment of normal honors criteria.

There are several options from which to choose:

1. Students pursuing an Advanced Regents Diploma using a five-unit sequence in art, must include Studio In Art or Foundations in Art 1 and 2.
2. Art courses that emphasize commercial skills include Advertising Design, Advanced Advertising Design, Fashion Design, Advanced Fashion Design, Photography, Computer Art, Advanced Computer Art, Film and Computer Animation, and Digital Photography.
3. Art courses that have no prerequisites are Studio In Art, Foundations in Art 1 and 2, Ceramics and Sculpture, Computer Art, Crafts, Drawing, Photo 1 Alt, Digital Photography, Fashion Illustration and Design, Film and Computer Animation, Theater Technology (Construction), Theater Technology (Design), Art History, And AP Art History.
4. Art courses that fulfill the one-year graduation requirement are Studio in Art (1 credit), or any two of the following: Foundations in Art 1, Foundations in Art 2, Crafts, Computer Art, Digital Photography, Photo 1, or Art History

Art Department Course List

STUDIO IN ART

GRADES: 9, 10, 11, 12

COURSE #: 6010

CREDIT: 1.0

DESCRIPTION: Studio in Art is an introductory and exploratory course for all students to experience a variety of media through the fine arts. Media/medium explored includes but is not limited to drawing, painting, collage, printmaking, mixed-media, ceramics/sculpture, and digital art/media. Artists are encouraged to explore art as language through the fostering of individual expression and voice. *Required for an art sequence or admission to any advanced art course.* Meets the graduation requirement of one credit in the arts. Recommended for students who plan to continue to elect advanced art courses in high school and those interested in art.

FOUNDATIONS IN ART 1 (Alt.)/ FOUNDATIONS IN ART 2 (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6114, 6124**CREDIT:** .5

DESCRIPTION: *Foundations 1* is a half year course primarily exploring two dimensional media including but not limited to drawing, painting, collage, printmaking, mixed-media, and digital/media arts.

Foundations 2 is a half year course that focuses primarily on three dimensional artwork/mediums. Media includes but is not limited to clay, wire, plaster, and mixed media—to create expressive, tactile artwork. Emphasizing creative problem-solving and spatial awareness, the course guides students in constructing and designing pieces that convey movement, emotion, and structure

Foundations In Art 1 and 2 can replace Studio in Art as the requirement for an art sequence and as the prerequisite for advanced art courses. Can be used toward satisfying the one-year graduation requirement in the arts.

ADVERTISING DESIGN**GRADES:** 10, 11, 12**COURSE #:** 6160**CREDIT:** 1.0

PREREQUISITES: Studio in Art, Foundations in Art 1, Computer Art, or Digital Photo

DESCRIPTION: Students will learn the basics of graphic design including an introduction to general advertising and all aspects of visual communications. In addition to classroom assignments to learn these skills, students will create brochures, cover designs and posters for the school musical and play, spring and winter concerts, art exhibits, and many other school and community activities. Computer software includes Adobe Illustrator, Adobe Photoshop, and Adobe InDesign. Recommended for students interested in learning the fundamentals of advertising design.

ADVANCED ADVERTISING DESIGN**GRADES:** 11, 12**COURSE #:** 6150**CREDIT:** 1.0

PREREQUISITES: Advertising Design

DESCRIPTION: Students will use advanced graphic design skills to produce camera-ready mechanicals. In addition to creating these mechanicals as classroom assignments, mechanicals will be used by professional printers to print booklets, brochures, and other documents to meet the visual communication needs of the school and community. Advanced layout and design skills will be applied with computer software including Adobe Illustrator, Adobe Photoshop, and Adobe InDesign. Recommended for students planning to major in advertising or communications in college or those who want to further develop their skills in graphic design and commercial layout.

ART HISTORY (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6234**CREDIT:** .5

DESCRIPTION: A “hands-on” approach to understanding the history of art through the ages. Projects of varying media and techniques will be explored; including 2-D, 3-D, mixed media as well as painting and drawing. Can be used toward satisfying the one-year graduation requirement in the arts.

CERAMICS AND SCULPTURE**GRADES:** 9, 10, 11, 12**COURSE #:** 6250**CREDIT:** 1.0

DESCRIPTION: Using the ceramics techniques of coil building, slab building, glazing and firing, students will create clay works that are both functional and nonfunctional. Other materials explored may include but are not limited to wood, plaster, paper and foam. Required for Advanced Ceramics and Sculpture and AP 3D. Recommended for students who want to work in three dimensional media and who enjoy clay, wood, and other sculptural materials.

ADVANCED CERAMICS AND SCULPTURE**GRADES:** 10, 11, 12**COURSE #:** 6260**CREDIT:** 1.0

PREREQUISITES: Ceramics and Sculpture

DESCRIPTION: This course is a continuation and further exploration of skills learned in ceramics and sculpture. Students will learn to use the potter's wheel, mold making and slip casting as well as advanced techniques in hand building. We will use an array of mediums including but not limited to plaster, stone, wood and clay. We will study both abstract and classical works for historical context. Students will be able to translate two-dimensional images into three-dimensional forms. Large-scale outdoor sculptures may be considered. Recommended for students who want to learn advanced techniques and media, to build upon skills learned in Ceramics and Sculpture.

CRAFTS (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6374**CREDIT:** .5

DESCRIPTION: Students will use traditional and non-traditional materials to create a variety of projects which may include: jewelry, wire boxes, picture frames, baskets, clay pots, mosaics, stain glass, and more. This is an excellent introductory course for students considering Ceramics and Sculpture in the future. Can be used toward satisfying the one year graduation requirement in the arts. Recommended for students who want to create a variety of 2D and 3D functional and/or decorative projects

FILM AND COMPUTER ANIMATION**GRADES:** 9, 10, 11, 12**COURSE #:** 6240**CREDIT:** .5

PREREQUISITES: None, although experience working with PhotoShop software is recommended.

DESCRIPTION: This is a course designed for students who are interested in learning the fundamentals of animation. At the conclusion of this course, students will have learned and applied basic animation practices including frame by frame animation, tweening, rigging, audio and digital editing. Software exploration includes Adobe Animation, Photoshop, After Effects and Media Encoder. Recommended for all students, with or without art backgrounds, who wish to learn how to create original animations using digital video and computers.

DRAWING

GRADES: 9, 10, 11, 12

COURSE #: 6281, 6282

CREDIT: .5

DESCRIPTION: This introductory course is for students of all skill levels interested in drawing. Projects and instruction will explore various mediums including pencil, pastel, ink, marker, charcoal, and mixed media. Subject matter includes but is not limited to still lifes, animals, figures, architecture, portraiture, animals, as well as individual choices. Recommended for students who want to learn how to draw and art students who need work for their college portfolios. This course is highly recommended for students interested in stage design, architecture, portfolio or AP studio art.

ADVANCED DRAWING (Spring)

GRADES: 9, 10, 11, 12

COURSE #: 6292

CREDIT: .5

PREREQUISITES: Drawing

DESCRIPTION: This course is a continuation and advanced approach and exploration in drawing. It is a continuation of technical drawing skills. It also provides students with opportunities for collaborative work as well as independent pursuits within drawing media.

FASHION ILLUSTRATION AND DESIGN

GRADES: 9, 10, 11, 12

COURSE #: 6340

CREDIT: 1.0

DESCRIPTION: This is an exciting introductory course which focuses on designing and illustrating garments as well as exposure to fashion industry standards. From concept to style development to creative decision making, students will design portfolio quality fashion pieces. Students will learn fashion figure proportions, color theory, fashion illustration techniques, and style development. Recommended for students who are interested in the creative world of fashion design and illustration.

ADVANCED FASHION DESIGN

GRADES: 10, 11, 12

COURSE #: 6350

CREDIT: 1.0

PREREQUISITES: Fashion Illustration and Design.

DESCRIPTION: This course presents advanced projects in fashion design and illustration. Conceptual design projects will encourage students to think “outside of the box” and to create “Fashion Art”. Emphasis is placed on preparing a fashion portfolio. This course is a must for anyone serious about studying fashion on the college level. Recommended For: Students who are interested in a fashion related career, and who want a demanding, but exciting course focusing on the fashion industry. Recommended for students who are interested in a fashion related career, and who want a demanding, but exciting course focusing on the fashion industry.

COMPUTER ART (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 6394

CREDIT: .5

DESCRIPTION: Explore digital art through industry-standard software, including Adobe Illustrator, Photoshop, InDesign, and Procreate. Students will learn essential techniques in graphic design, photo editing, illustration, and layout design. Students will develop skills in visual storytelling, typography, and composition, preparing them for future creative pursuits in visual communication and media arts. Recommended for students interested in media arts and graphic design.

ADVANCED COMPUTER ART (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 6264**CREDIT:** .5**PREREQUISITES:** Computer Art

DESCRIPTION: This advanced course builds on foundational digital art skills, guiding students through complex, professional-level projects in Adobe Illustrator, Photoshop, InDesign, and Procreate. Students will dive deeper into digital illustration, brand design, interactive media, and advanced photo manipulation, developing a sophisticated understanding of visual aesthetics and composition. They will refine their portfolios for college or professional opportunities. Recommended for students considering the study of a media arts related field in college or those who want to further develop their skills in graphic design and computer illustration.

PAINTING**GRADES:** 10, 11, 12**COURSE #:** 6400**CREDIT:** 1.0**PREREQUISITES:** Studio In Art or Foundations In Art 1 and 2.

DESCRIPTION: This course is an exploration of painting as a primary medium. Techniques in many painting media will be practiced such as acrylic and watercolor/gouache on canvas, paper, found objects etc.. Unusual and multi-faceted activities will be introduced including mixed media and abstract styles echoing the last 500 years of art. By the end of the course for students intending to take more advanced classes, it is encouraged for them to learn how to use paint as a vehicle to express concepts or ideas. Recommended for students interested in learning how to paint, or increasing their knowledge of the subject.

PHOTO 1 (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6434**CREDIT:** .5

DESCRIPTION: Photography teaches techniques of camera usage, film developing, darkroom use and printing. Students are also introduced to the basics of photographic composition by reviewing and discussing the work of master photographers. Film, chemicals, and paper will be supplied. This course counts towards the art graduation requirement. Required for Photo 2

Recommended for students who want to improve their skills in photography and learn to work in a darkroom. Not limited to art students.

ADVANCED PHOTO 2 (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 6444**CREDIT:** .5**PREREQUISITES:** Photo 1

DESCRIPTION: Darkroom photography, including experimental developing methods such as solarization and painting with developer, as well as an exploration of portraiture, filters, composite printing, collage and an emphasis on photography as a creative art form. Recommended for students who desire to go beyond basic techniques and into more advanced darkroom processes and creative work.

PHOTO 3 (Alt.)**GRADES:** 11, 12**COURSE #:** 6454**CREDIT:** .5**PREREQUISITES:** Photo 3 or Advanced Digital Photography**EXPENSE:** Students are encouraged to provide their own 35mm film or digital camera.

DESCRIPTION: Students will be challenged to take on advanced photographic projects and will have the choice of working traditionally with film in the darkroom or digitally in the computer laboratory. Experimental techniques and advanced processes will be explored. Students will be able to work in large formats and will be asked to use skills developed in previous courses to create advanced works of art. Recommended for students with a strong interest in photography and a high degree of success in previous photography courses.

DIGITAL PHOTOGRAPHY (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6464**CREDIT:** .5**EXPENSE:** Students must provide their own digital camera.

DESCRIPTION: Students will take still photographs using a range of digital cameras from cell phones to point and shoots to DSLRs. Students will learn camera usage and techniques. Students will use Adobe Photoshop and other software to manipulate, alter, and improve the quality of their photographs. This course counts towards the art graduation requirement.

ADVANCED DIGITAL PHOTOGRAPHY (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 6484**CREDIT:** .5**PREREQUISITES:** Digital Photography**EXPENSE:** Students must provide their own digital camera.

DESCRIPTION: This course builds upon the technical skills developed in the Digital Photography course and applies them to more conceptual artistic endeavors. Projects could include portraiture, landscapes, cityscapes and advanced collage, all with an emphasis on applying the Elements of Art and the Principles of Design to digital photography. Recommended for students interested in creating original and unique artwork through digital photography.

THEATER TECHNOLOGY - CONSTRUCTION (Every Day/Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6410, 6414**CREDIT:** 1/.5

DESCRIPTION: Students design and construct hand controlled and robotic puppets, masks, and stage props, as well as design and control the lighting for student theatre productions. Students will become proficient in the use of various power tools in the construction process. Scene change considerations, use of backdrops, lighting, sound considerations, use of hand/power tools, and construction safety will be addressed and practiced.

THEATER TECHNOLOGY - DESIGN (Daily/Alt.)**GRADES:** 10, 11, 12**COURSE #:** 6490, 6494**CREDIT:** 1/.5**PREREQUISITES:** *Theater Technology - Construction* recommended

DESCRIPTION: Offers students focused experience and training in set design and prop construction. Students will learn faux painting (sponging, marbleizing, antiquing) and other painting techniques. This course includes aesthetics of design, knowledge of historical periods, and their application to the design process. Students will be introduced to industry-standard 3D design software. Students will also learn to collaborate with producers and directors to understand the needs of a production. Students will design the actual sets for use in various high school productions. Recommended for students interested in designing and constructing theatrical sets. Can count towards a Theater Arts sequence.

ADVANCED PLACEMENT ART HISTORY**GRADES:** 10, 11, 12**COURSE #:** 6190**CREDIT:** 1.0

EXPENSE: The cost of AP exams is announced in the Fall of the current school year. All students are required to pay in order to take the exam.

DESCRIPTION: This is a college level course that traces artistic development from cave paintings to contemporary works of art. Examples of architecture, sculpture, and painting are explored through slideshows, discussions, research, and field trips. The students will receive thorough annotated lessons outlining the integral information in Gardner's *Art Through the Ages*. Learning to draw conclusions "connecting the dots" between civilizations and time periods is a big goal for the students to be successful on the exam. Recommended for students interested in viewing works of art within their historical setting

ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN**GRADES:** 11, 12**COURSE #:** 6020**CREDIT:** 1.0

PREREQUISITES: Two full credits of art courses and a recommendation from an art teacher.

Recommended For: Students who wish to work at very high levels of excellence, to express their personal visions at a challenging pace. This is a course for students willing to "think outside the box."

DESCRIPTION: Students will create a portfolio of artwork that focuses on implementation of the principles of design. Students may work with a variety of materials which include, but aren't limited to, digital art, darkroom photography, digital photography, drawing, painting and collage. Students will be working at an advanced and rigorous pace to explore an individualized topic. All students will be expected to submit a portfolio consisting of 15 pieces to the College Board. The cost of AP exams is announced in the Fall of the current school year. All students are required to pay in order to take the exam.

ADVANCED PLACEMENT STUDIO ART: 3-D DESIGN**GRADES:** 11, 12**COURSE #:** 6040**CREDIT:** 1.0

PREREQUISITES: Two full credits including Ceramics and Sculpture (6250) and a recommendation from an art teacher. Advanced Ceramics and Sculpture (6260) is also recommended.

DESCRIPTION: Students will create a three-dimensional design portfolio consisting of artwork that may include traditional sculpture, architectural models, ceramics, metal work and other materials. All students will be expected to submit a portfolio for the AP exam. Recommended for students who wish to work at very high levels of excellence to express their personal visions at a challenging pace. The cost of AP exams is announced in the Fall of the current school year. All students are required to pay in order to take the exam.

ADVANCED PLACEMENT DRAWING**GRADES:** 11, 12**COURSE #:** 6030**CREDIT:** 1.0

PREREQUISITES: Two full credits of art courses and a recommendation from an art teacher. Art Portfolio and/or Drawing are recommended.

DESCRIPTION: Students will create a fine arts portfolio consisting of 15 pieces of two-dimensional work in traditional and other drawing media including pencil, pen-and-ink, marker, charcoal, pastel, paint, print-making media, etc. In the class, the students have to create a theme, a concentration, or a “sustained investigation” tying all the works to one specific idea. All students will be expected to digitally submit a portfolio for the AP exam. Recommended for students who wish to work at very high levels of excellence to express their personal visions at a challenging pace. The cost of AP exams is announced in the Fall of the current school year. All students are required to pay in order to take the exam.

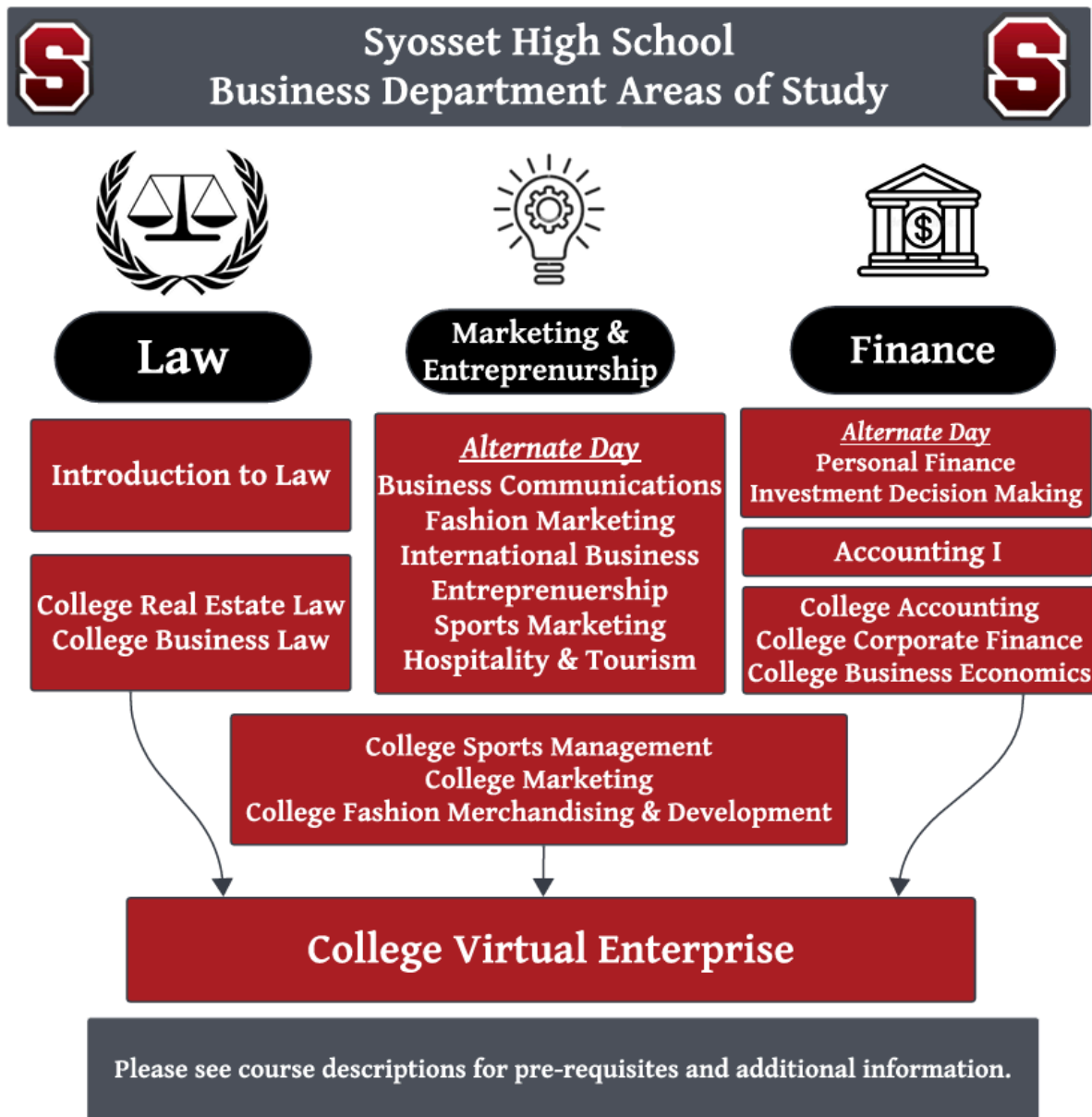
ART PORTFOLIO**GRADES:** 10, 11, 12**COURSE #:** 6140**CREDIT:** 1.0

PREREQUISITES: Studio In Art or Foundations In Art 1 and 2, or Drawing and Advanced Drawing.

DESCRIPTION: Designed for students who have excelled in art and may be considering a career in some area of visual arts. Students will complete art works which could be included in a college portfolio. Advanced level work to be created in drawing, painting, mixed media and possibly 3D design. Included in the course are visits from art schools, discussions of art careers, and field trips to various museums and galleries. Recommended for art students interested in pursuing an art major in college and/or creating a portfolio to use to enhance their college application.

Business

The Syosset High School Business Department program of instruction is designed to offer students the opportunity to explore career options in classes that study the fields of Law, Marketing, Entrepreneurship, and Finance. The business program acts as a “mini-university” where students may earn up to 45 college credits before graduating from high school. Students will hear first hand from industry professionals through in class speakers and our Syo Talks. We encourage participation in our award winning clubs where students will learn skills in public speaking, leadership, decision making, networking, analytic reasoning, and financial management.



Business Department Course List

PERSONAL FINANCE (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 5704

CREDIT: 0.5

COURSE DESCRIPTION: Learn how to manage your financial life. Understand how to budget, implement a savings plan, use credit, manage bank accounts, minimize income taxes, purchase assets, and use insurance to protect those assets. Students will use the internet to access daily financial information. Students will research potential career paths and how those choices will impact their financial future. This course will also provide students the opportunity to earn a certification for Microsoft Excel.

Recommended follow up course(s): Accounting, College Accounting, Investment Decision Making

This course is mandatory for all SYO+ Pathways.

INVESTMENT DECISION MAKING (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 5824

CREDIT: 0.5

COURSE DESCRIPTION: In this course, we will evaluate the following major types of investments: stocks, bonds, mutual funds, and if time permits, real estate. We will examine the relationship between risk and return, diversification, active vs. passive investing, margin investing, selling short, strategies for minimizing taxes on investment income, securities vs. "real" property, and factors that affect the investing environment. To apply their learning, students will compete in the Fall and Spring SHS Investment Challenges.

Recommended follow up course(s): Personal Finance, College Corporate Finance, College Virtual Enterprise

This course is part of the Accounting & Finance SYO+ Pathway.

ENTREPRENEURSHIP (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 5744

CREDIT: 0.5

COURSE DESCRIPTION: Students will learn the fundamentals of starting a business. What it takes to bring an ideal concept to the marketplace. Business plans, market research and advertising will be discussed. Students will learn by partaking in simulations and role plays. Students who plan to be involved in Virtual Enterprise, DECA and Entrepreneurship Club will greatly benefit from this course.

Recommended follow up course(s): International Business, College Marketing, College Virtual Enterprise

This course is part of the Business Management and Fashion Design & Merchandising Management SYO+ Pathways.

BUSINESS COMMUNICATIONS (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 5874**CREDIT:** 0.5

COURSE DESCRIPTION: Students will learn the Microsoft Office Suite Applications, Word, Excel and PowerPoint, Google Suite Applications, Docs, Sheets and Slides, along with Adobe Photoshop. Students will learn how to use these applications with a business mindset. They will produce graphics, templates, business cards, resumes, advertisements, presentations, press releases and more. Students will have hands-on experience creating their own business communication tools and developing their understanding of how companies go about the process of sharing information with internal and external users.

Recommended follow up course(s): Personal Finance, Accounting 1, Entrepreneurship, College Marketing

This course is part of the Accounting & Finance SYO+ Pathway.

INTERNATIONAL BUSINESS (Alt.)**GRADES:** 9,10,11,12**COURSE #:** 5604**CREDIT:** 0.5

COURSE DESCRIPTION: Students will learn how they can succeed in a global economy as future managers. Topics may include structures of international business organizations, import, export, trade relations, international finance, ethics, global entrepreneurship, global marketing, and managing in a global environment. Students will also learn how a business functions in a culture that is different from the U.S. Case studies, regional profiles, and the web. Additionally,

Recommended follow up course(s): Personal Finance, Accounting 1, Entrepreneurship, College Marketing

This course is part of the Fashion Design & Merchandising Management SYO+ Pathway.

SPORTS MARKETING (Alt.)**GRADES:** 9,10,11,12**COURSE #:** 5734**CREDIT:** 0.5

COURSE DESCRIPTION: This course is designed for students who have an interest in the business of sports. Marketing principles will be studied and applied to the advertising, promotion, publicity, and marketing research of sporting events. Students will learn about the marketing of products related to sports including: clothing, equipment, automobiles, food products, movies, television programming, toys, and games. The course may be enriched with field trips, guest speakers, and a virtual stadium program.

Recommended follow up course(s): College Sports Management, Entrepreneurship, College Marketing

This course is part of the Business Management SYO+ Pathway.

FASHION MARKETING (Alt.)**GRADES:** 9,10,11,12**COURSE #:** 5724**CREDIT:** 0.5

COURSE DESCRIPTION: Students will learn marketing and business principles by studying the fashion industry. The life cycle of a fashion product will be followed from the design stage to the point of sale at a retail outlet. Topics include: marketing to retailers and consumers, how to plan a fashion and trade shows, promotion to consumers, developing a brand name, global influences, fashion trends, influencer marketing and event planning. The class may have opportunities for guest speakers and field trips. Additionally,

Recommended follow up course(s): College Marketing, College Fashion Merchandising and Development, Hospitality and Tourism, Entrepreneurship and International Business

This course is part of the Fashion Design & Merchandising Management SYO+ Pathway.

HOSPITALITY AND TOURISM MANAGEMENT (Alt.)**GRADES:** 9,10,11,12**COURSE #:** 5644**CREDIT:** 0.5

COURSE DESCRIPTION: This course introduces students to the world of hospitality and tourism, covering hotel and restaurant management, event planning, and destination marketing. Students will learn how to design, run, and promote hospitality businesses, as well as plan large-scale events and festivals. Through hands-on projects, they'll develop practical skills in management, customer service, and marketing which will prepare them for careers in the industry.

Recommended follow up course(s): College Marketing, Fashion Marketing, Entrepreneurship, International Business

This course is part of the Business Management SYO+ Pathway.

ACCOUNTING 1**GRADES:** 9,10,11,12**COURSE #:** 5510**CREDIT:** 1.0

COURSE DESCRIPTION: This one year introduction to accounting course is designed to develop basic accounting skills and competencies. Students learn about careers in accounting through guest speakers, class trips to one of the "Big Four" accounting firms in NYC and current events. Students will process transactions through the entire accounting cycle in a service and merchandising business. They will be working on preparing accounts receivable and payroll reports, financial statements for the business and discussing ethics in accounting. Students will also take on auditing and consulting roles while we analyze struggling businesses from watching CNBC's "The Profit".

Recommended follow up course(s): Investment Decision Making, Personal Finance, College Corporate Finance, College Virtual Enterprise

This course is part of the Accounting & Finance and Business Management SYO+ Pathways.

INTRODUCTION TO LAW**GRADES:** 9,10,11,12**COURSE #:** 5700**CREDIT:** 1.0

COURSE DESCRIPTION: Learn about our laws and justice system, including individual rights, crimes, lawsuits, our courts, trial procedure, minors, contracts, property and what the future may hold for the law. Activities include field trips to courts, guest speakers, and participation in mock trials. This course is an excellent foundation for further study in law and business.

Recommended follow up course(s): College Business Law, College Real Estate Law, College Sports Management

COLLEGE ACCOUNTING**GRADES:** 10, 11, 12**COURSE #:** 5620**CREDIT:** 1.0

COURSE DESCRIPTION: Students will learn the accounting process and understand the fundamentals of what an accountant does for a business. Topics covered include analyzing business transactions, creating original and adjusting journal entries, completing financial statements and using accounting principles required to understand financial accounting systems. Students will learn the basics of managerial accounting concepts as well. This course is dual enrolled through LIU for college credit.

Recommended follow up course(s): Investment Decision Making, Personal Finance, College Corporate Finance, College Virtual Enterprise

This course is part of the Accounting & Finance and Business Management SYO+ Pathways.

COLLEGE CORPORATE FINANCE**GRADES:** 11, 12**COURSE #:** 5670**CREDIT:** 1.0

COURSE DESCRIPTION: Students will examine the basic principles by which the modern corporation manages its assets, controls its liabilities, and raises new capital. Topics covered include the mathematics of finance, valuation, rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations. In the second semester, we will look at corporate policy with regard to internal financial control, capital budgeting, dividend policy, and the issuance and sale of new securities. This course is dual enrolled through LIU for college credit. This course will also provide students the opportunity to earn certification in Microsoft Excel.

Recommended follow up course(s): College Virtual Enterprise

This course is part of the Accounting & Finance SYO+ Pathway.

COLLEGE BUSINESS ECONOMICS**GRADES:** 11,12**COURSE #:** 5650**CREDIT:** 1.0

COURSE DESCRIPTION: This college level course gives students an understanding of how to apply the principles of economics to the functions of individual decision makers, both consumer and business managers. College faculty will lecture during the year. Micro and Macroeconomics will be examined using case studies, computer simulations, and graphic presentations. Note: Students must commit themselves to the course for the entire year. This course is dual enrolled through LIU for college credit. This course fulfills the Economics graduation requirements if taken in grade 12.

Recommended follow up course(s): College Corporate Finance, College Virtual Enterprise

COLLEGE MARKETING**GRADES:** 10,11,12**COURSE #:** 5640**CREDIT:** 1.0

COURSE DESCRIPTION: This six credit college course focuses on the utilization of marketing and advertising in the business world. Through a variety of real-life situations such as presentations, teamwork projects, and data driven assignments, student learning will include: advertising, branding, public relations, social media management, search engine optimization, and analytics. This course is dual enrolled through LIU for college credit.

Recommended follow up course(s): College Sports Management, College Virtual Enterprise, College Fashion Merchandising & Development

This course is part of the Business Management and Fashion Design & Merchandising Management SYO+ Pathways.

COLLEGE BUSINESS LAW**GRADES:** 10, 11,12**COURSE #:** 5630**CREDIT:** 1.0

COURSE DESCRIPTION: This accelerated, college level course provides students with an in-depth examination of business law. College faculty will lecture during the year. Topics include: the judicial system, constitutional law, criminal law, torts, contract law, agency law, partnership law, corporate law, intellectual property, cyber law and employment law. Case studies and online research will be used in the course. This course is dual enrolled through LIU for college credit.

Recommended follow up course(s): College Corporate Finance, College Virtual Enterprise, College Real Estate Law, College Accounting

COLLEGE REAL ESTATE LAW**GRADES:** 12**COURSE #:** 5660**CREDIT:** 1.0

COURSE DESCRIPTION: Students will learn about all aspects of real estate law. Contracts, closings, loans, zoning, valuation, liens, law of agency, easements, land use regulations, fair housing and environment issues will be explored. Industry professionals will visit as guest lecturers and college faculty will lecture during the year. Upon completion of this course, students will have completed the required class work for the 77 hour New York State Salespersons Licensing examination. This course is dual enrolled through LIU for college credit. Successful students will receive a certificate qualifying them to sit for the NYS Real Estate Salespersons Licensing Examination. They must be 18 years old within two years of completing the course to sit for the NYS examination.

COLLEGE SPORTS MANAGEMENT**GRADES:** 10,11,12**COURSE #:** 5800**CREDIT:** 1.0

COURSE DESCRIPTION: This six-credit course immerses students in the fast-paced and ever-evolving field of sports, where passion meets the rigor of business management. The course is heavily influenced by current events within the sports industry allowing students to connect theoretical concepts with real-world events. Through a blend of lectures, collaborative group work, and case study analyses, students will explore essential topics such as marketing, finance, career networking, event management, and facility operations within the sports sector. This course is dual enrolled through LIU for college credit.

Recommended follow up course(s): College Corporate Finance, College Virtual Enterprise, College Real Estate Law, College Accounting

COLLEGE FASHION MERCHANDISING & DEVELOPMENT**GRADES:** 10,11,12**COURSE #:** 5810**CREDIT:** 1.0

PREREQUISITES: Fashion Marketing

COURSE DESCRIPTION: This course offers a comprehensive exploration of the fashion industry's relationship with society and consumer demand, integrating key concepts from fashion history, design, manufacturing, and marketing. Students will gain realistic insights into the evolving retail landscape, examining the complete process of creating a fashion and/or beauty line. Topics covered include research and design, marketing, sourcing, production, and distribution. With a focus on global markets, you'll learn how apparel, accessory and beauty companies operate and adapt to changing technology and globalization. This course is dual enrolled through LIU for college credit.

Recommended follow up course(s): College Corporate Finance, College Virtual Enterprise, College Real Estate Law, College Accounting

This course is part of the Business Management and Fashion Design & Merchandising Management SYO+ Pathways.

COLLEGE VIRTUAL ENTERPRISE**GRADES:** 11,12**COURSE #:** 5680**CREDIT:** 1.0**PREREQUISITES:** Completion of least two business courses

COURSE DESCRIPTION: This course is a business simulation that turns the traditional classroom into a vibrant real-world office. Students will create and manage their virtual business as a true startup, including the creation of a company name, logo, commercial, and website. Students will sell their products/services to other virtual firms around the world. Students interview to work in different departments of the business based on their strengths, passions and potential career paths. Departments include; Management, Accounting/Finance, Sales, Marketing, Human Resources and Web Design. Students will develop business skills as they work in teams to make decisions while achieving company goals and objectives. Students will have the opportunity to present at various business competitions. Students will also create and run a trade show booth at the Virtual Enterprise International Trade Show in New York City. To learn more about the program visit www.veinternational.org. This course is dual enrolled through LIU for college credit. This course will provide students the opportunity to earn certification in Intuit Design Thinking. Additionally,

This course is part of the Accounting & Finance and Business Management SYO+ Pathways.

Communication Arts

The Communications Arts Program at Syosset High School builds upon a long-standing tradition of excellence in media arts. Many of our graduates go on to prestigious film schools and top communications programs, launching successful careers in the media and entertainment industries. To date, alumni of our program have won seven Emmy Awards, as well as ACE and Dore Schary Awards, Streisand and Mobil Grants. Others have become on-air personalities, sportscasters, producers, cinematographers, recording engineers, studio engineers, performers, and executives in the music and media industries. All of them credit their experiences in our program as key to their career success.

The program offers students the opportunity to explore both the hands-on aspects of communications and the more theoretical, aesthetic, and cultural dimensions of the field. Students are encouraged to engage in cross-curricular projects that demonstrate the real-world impact of their work. The Communications Arts Program is recommended for all students in grades 9 through 12 interested in careers in film, entertainment, broadcast journalism, television, communications management, and broadcast engineering.

Communication Arts Department Course List

BROADCAST JOURNALISM

GRADES: 9, 10, 11, 12

COURSE #: 1530

CREDIT: 1.0

COURSE DESCRIPTION: This experiential learning course is designed to prepare students, both as producers and consumers of broadcast media, to become capable communicators and storytellers in an authentic real-world setting. As an introduction to the broadcasting industry, students will learn how to script, interview, and record journalistic reporting, use a variety of camera, lighting and sound equipment, and implement graphic techniques through practical application in a collaborative learning environment. Students will apply those skills in video editing, camera operation, as well as playing the part of on-air talent to create content that is distributed through streaming and recorded videos. To expand understanding of digital citizenship and media awareness, students create weekly broadcast productions. The class provides project-based learning opportunities to foster the development of good journalistic principles, while covering a diverse selection of story ideas for the school community. Recommended for students who are interested in broadcast communications and mass media. This course is dual enrolled through Hofstra University program for college credit for enrolled 12th grade students.

INTRODUCTION TO VIDEO PRODUCTION (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 1734**CREDIT:** 0.5

COURSE DESCRIPTION: This course is designed to teach students the different aspects of video production: camera technique, lighting, editing, screenplay development, directorial style, etc. Instruction takes place in a project-based learning environment and class sessions will focus on the principles of videography and “hands-on” training. Students will write, storyboard, shoot, and edit short video projects. In order to produce original digital content, students will also be trained in professional editing software. The course teaches real-world skills in visual perspectives, meeting deadlines, communication, teamwork, and working with professional technology. Recommended for students who are interested in filmmaking and broadcast communications.

INDEPENDENT VIDEO PRODUCTION (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 1724**CREDIT:** 0.5

PREREQUISITES: Successful completion of Introduction to Video Production.

COURSE DESCRIPTION: This project-based course provides students with opportunities to work on individual and small group video projects at the mastery level with professional equipment and software. Students will learn advanced principles and practices of digital filmmaking through workshop methods and mentorship. Students focus on applying techniques for visual storytelling to compose original work of their own. Practice in writing, storyboarding, camera use, and video editing will be used extensively during the pre production, production, and post production process. Students will be expected to use time outside of the school day in order to complete projects. This course may also be used to create a portfolio including screenplays, production journals, film analysis, and short films to showcase original work for college, film school or specialty school admissions. Recommended for students who are interested in independent filmmaking.

INTRODUCTION TO RADIO (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 1744**CREDIT:** 0.5

COURSE DESCRIPTION: The course is designed to give students a deeper understanding and appreciation of radio broadcasting and theory as well as practical hands-on experience. Students work on the development of articulation and interviewing skills, radio/media copywriting and audio production techniques. Students write and produce various programs, newscasts, weather reports, special features, PSAs, podcasts and other broadcast materials. Exemplary projects are broadcast on WKWZ, the district’s FM radio station. Recommended for students who are interested in broadcast communications and mass media.

RADIO INTERNSHIP**GRADES:** 9, 10, 11, 12**COURSE #:** 1710**CREDIT:** 1.0

PREREQUISITES: Successful completion of Introduction to Radio, membership in WKWZ, and staff training program.

COURSE DESCRIPTION: Students work at various jobs in WKWZ 88.5 FM. Student positions include Station Manager, Production Manager, Community Manager, Sports Director, News Director, Business Manager, Traffic Manager, etc. This independent study/Internship program gives the student vital real-life experience in the day-to-day operations of a real FCC licensed broadcast radio station from technical to journalism, podcast creation, and live performance both in studio and on location. Recommended for students who are interested in broadcast communications and mass media. May be taken multiple times for credit in cases where students wish to continue advance study.

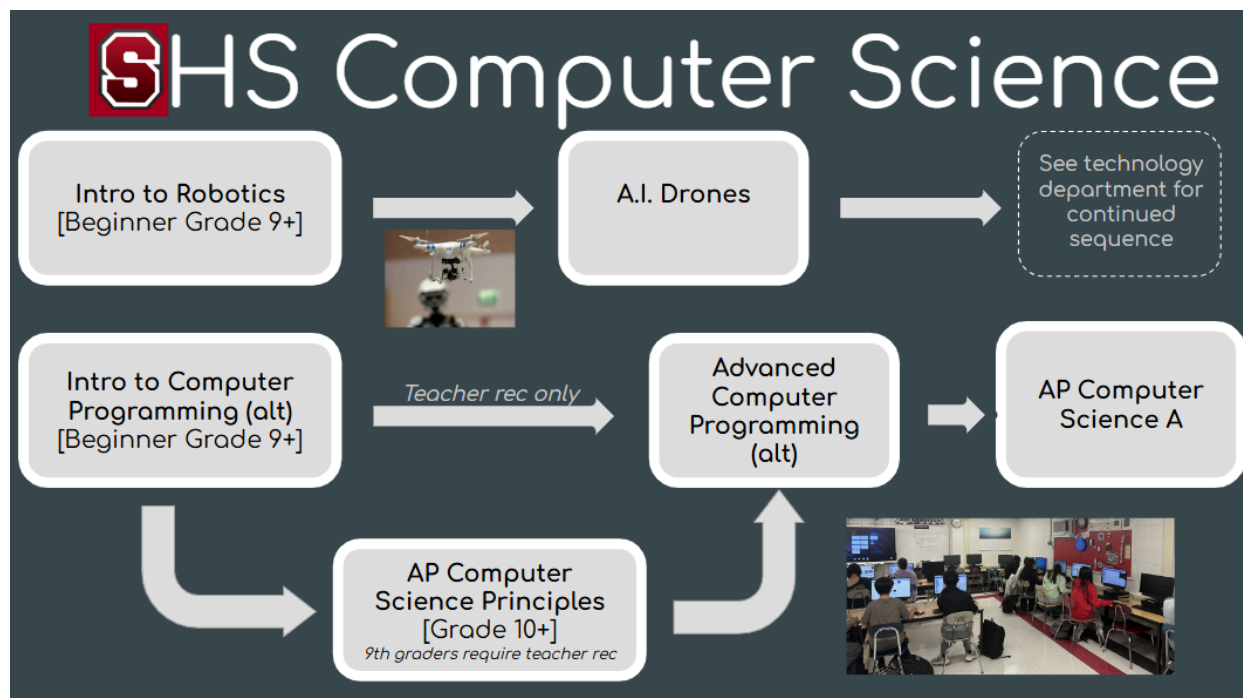
COMMUNICATION TODAY: READING THE MEDIA (Spring)**GRADES:** 11, 12**COURSE #:** 1732**CREDIT:** 0.5

PREREQUISITES: Successful completion of a 10th grade English course.

COURSE DESCRIPTION: Students in this course explore the ways in which one's consciousness, both personally and collectively, is increasingly being shaped by media presentations. The curriculum will support students as they analyze the media's effects on the public via critical analysis of processes, products, and patterns in television, film, music videos, radio, newspapers, magazines, social media and the internet. The course includes readings in social criticism and media studies. Students will express their learning through creative project work, as well as personal response and research-based writing. College Bound Athletes: *This course is not currently approved by the NCAA Clearinghouse Eligibility Center.*

Computer Science

The Computer Science classes at Syosset High School are taught by members of our math department. Our team is passionate about the subject and is deeply committed to fostering enthusiasm for computer science in our students. The faculty is inspired to shape student learning and believes Syosset students will find Computer Science classes to be enjoyable, logical, and appropriately challenging within our diverse course offerings. All students interested in computer science typically begin by taking our Introduction to Computer Programming course. Students who have experience in programming can be recommended for AP Computer Science Principles after submitting a portfolio for evaluation.



Computer Science Department Course List

INTRODUCTION TO COMPUTER PROGRAMMING (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 3684

CREDIT: 0.5

PREREQUISITES: N/A

COURSE DESCRIPTION: This course is a beginning programming course. Students will learn the programming constructs utilized by every programming language through writing computer programs to create games and develop interactive projects. Both scratch and python based languages will be taught with a focus on developing algorithmic and problem solving skills.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

GRADES: 10, 11, 12

COURSE #: 4000

CREDIT: 1.0

PREREQUISITES: Intro to Computer Programming or Instructor Approval

*Students in grades 9 can take this class with instructor approval

COURSE DESCRIPTION: AP Computer Science Principles is an introductory course that provides students with a broad understanding of computer science concepts and the impact of computing on society. The course emphasizes creativity, problem-solving, and critical thinking, as students explore fundamental topics such as algorithms, data analysis, cybersecurity, machine learning, and programming in Scratch, C, and Python. The course prepares students to take the Advanced Placement exam offered in May. In addition, an independent coding portfolio will be created and submitted as part of the Advanced Placement exam.

ADVANCED COMPUTER PROGRAMMING (Alt.)

GRADES: 10, 11, 12

COURSE #: 3784

CREDIT: 0.5

PREREQUISITES: AP Computer Science Principles or Instructor Approval

COURSE DESCRIPTION: Students will learn object-oriented programming through the computer language of JAVA by applying it in a graphical user interface environment. The Greenfoot platform will be used to create programs and explore various aspects of the JAVA language. Students will be creating games and individual interactive projects.

ADVANCED PLACEMENT COMPUTER SCIENCE A

GRADES: 10, 11, 12

COURSE #: 3070

CREDIT: 1.0

PREREQUISITES: AP Computer Science Principles or Advanced Computer Programming

COURSE DESCRIPTION: The major emphasis will be on programming structure, algorithmic thinking, and problem solving. The JAVA computer language will be used to implement computer-based solutions to varied programming-related problems. The course follows the Advanced Placement (AP) curriculum that will prepare the student to take the AP exam offered in May. [College Board Information](#)

INTRODUCTION TO ROBOTICS

GRADES: 9, 10, 11, 12

COURSE #: 4620

CREDIT: 1.0

COURSE DESCRIPTION: This introductory Robotics Pathway course allows students to tackle real-life challenges using Science, Technology, Engineering, and Math (STEM) as they dive into the fascinating realm of robotics. This co-taught course blends computer programming with hands-on mechanical creativity. Students will learn how to program robots with Java while exploring a variety of engineering disciplines and structural concepts. Students will learn to work collaboratively, sharpen their critical thinking skills, and build strong teams while enjoying hands-on experiences in the computer programming and technology materials labs. Design, construct, program, and test your very own robotic creations while preparing yourself for a world of possibilities in the field of engineering. This course directly supports the skills needed to be a successful member of the school's FIRST Tech Challenge team.

A.I. DRONES

GRADES: 10, 11, 12

COURSE #: 4630

CREDIT: 1.0

PREREQUISITES: Introduction to Programming, and Introduction to Robotics or instructor approval

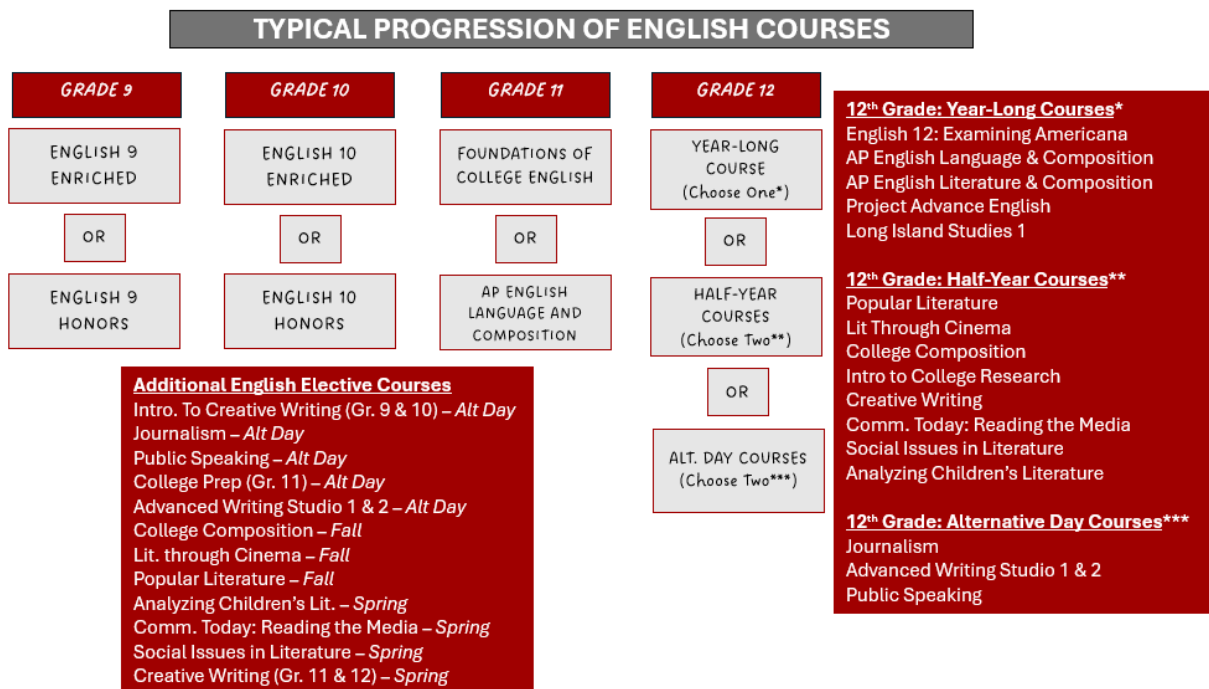
COURSE DESCRIPTION: This is a college level course that will introduce students to Artificial Intelligence and its impact on the technologies explored throughout the curriculum. Students will learn Python as a programming language, progressively culminating in greater proficiency in programming AI games, chatbots as well as autonomous drone flight. Students will combine both hardware and software concepts in order to design, fabricate and fly their drones. Students will use flight simulation software to prepare for drone flight testing and applications. They will apply aerodynamics, structural design, and machining principles to create drones of various types. This includes laser cutting and 3D printing plane designs as well as building complex quadcopters. The final project of the course allows students to design, 3D print, program, test and fly their own drone. Upon completion of this course, students can earn 3 college credits through LIU Post in Artificial Intelligence.

English

The Syosset High School English Department is dedicated to developing students' critical reading, writing, speaking, and thinking skills. Through the study of diverse genres—drama, poetry, novels, short stories, and non-fiction—students engage with themes related to human nature, society, and personal identity. Our curriculum emphasizes reading practices that encourage deeper understanding and thoughtful reflection, while exposing students to a wide range of global texts.

We aim to inspire students to read for both learning and pleasure, encouraging them to self-select texts based on interest and develop strategies for tackling complex materials. In writing, we foster creativity, critical thinking, and effective communication by having students write frequently in various formats—both print and digital—for diverse purposes. They are encouraged to experiment with language, analyze mentor texts, and engage in a thoughtful process of drafting, revising, and refining their work.

This comprehensive approach enriches students' vocabulary, background knowledge, and personal expression, preparing them to communicate effectively across academic disciplines and in real-world contexts.



*Other pathways may be explored. Students should discuss academic plans with their teacher(s), guidance counselor, and department supervisor.
 **FOR MORE DETAILS, AND AVAILABILITY OF COURSES, PLEASE REFER TO THE FULL CURRICULUM MANUAL.

English Department Course List

ENGLISH 9 ENRICHED

GRADES: 9

COURSE #: 1120

CREDIT: 1.0

PREREQUISITES: Successful completion of grade 8 English.

COURSE DESCRIPTION: In English 9 Enriched students are exposed to literature from various cultures and from diverse perspectives. Analysis of literature focuses on authors' use of language to create meaning in both fiction and nonfiction texts. Listening and speaking skills are fostered through a host of instructional activities: classroom discussion, oral presentation, role playing, debate, project-oriented work and small cooperative groups. Writing skills are taught via essay writing based on textual analysis and a research assignment, with particular emphasis on developing a coherent structure that includes relevant textual evidence and analysis. Moreover, conventions such as spelling, punctuation and usage are addressed. Personal and creative forms of writing are also practiced. The purpose of the course is to strengthen students' foundation in English language arts for successful participation in more advanced English courses and other academic disciplines. Study may include works of literature by authors such as: Mark Haddon, August Wilson, Lorraine Hansberry, Nic Stone, Neil Simon and William Shakespeare.

ENGLISH 9 HONORS

GRADES: 9

COURSE #: 1110

CREDIT: 1.0

PREREQUISITES: Successful completion of grade 8 English and teacher recommendation. Students should possess a high proficiency in English and Literacy skills.

COURSE DESCRIPTION: In English 9 Honors students study advanced-level world classics as well as modern texts that examine universal themes of human existence, and nonfiction texts from diverse perspectives. Students should enter this course as vigorous readers who are able to comprehend an advanced text. Already highly-competent 9 Honors students' writing skills are further enhanced through instruction in formal writing such as literary analysis, argumentation, research, as well as creative and personal forms. Students will receive instruction on how to construct independently generated claims, synthesize their evidence from a variety of sources, and cite their evidence. Students will be expected to openly discuss lessons in class and engage in periodic Socratic seminars, during which they are expected to generate the discussions and respond respectfully to their peers. The ultimate goal of this course is to prepare students for further advanced-level classes in high school and prepare them for college and their prospective careers.

ENGLISH 9 ACADEMIC LITERACY (Alt.)**GRADES:** 9**COURSE #:** 1100**CREDIT:** 0.5

PREREQUISITES: Students identified as benefitting from strengthening skills in English Language Arts, with recommendation from English teacher and/or guidance counselor.

COURSE DESCRIPTION: Academic Literacy provides targeted intervention to 9th grade students to improve reading comprehension and academic writing skills. Teachers address the needs of individual students through instruction that emphasizes skills and strategies to improve reading literature and non-fiction. Instruction also supports analytical writing and reinforces comprehension of academic vocabulary.

ENGLISH 10 ENRICHED**GRADES:** 10**COURSE #:** 1220**CREDIT:** 1.0

PREREQUISITES: Successful completion of a 9th grade English course.

COURSE DESCRIPTION: In English 10 Enriched, students study various genres of literature that focus on the development of self and the relationship between the self and the world. Analysis of literature focuses on how and why literary and rhetorical features are used to create meaning in both fiction and nonfiction texts. Listening and speaking skills are taught through class discussions, seminar, cooperative group work, debate, project-oriented work and presentations. Writing skills are fostered through instruction in literary and critical analysis, argumentation, creative, and personal pieces. Research skills are developed via instruction on developing an argument research paper. The goals of this course are to prepare students for writing required of advanced English Language Arts courses and across academic disciplines.

ENGLISH 10 HONORS**GRADES:** 10**COURSE #:** 1210**CREDIT:** 1.0

PREREQUISITES: Successful completion of a 9th grade English course and teacher recommendation. Students should possess a high proficiency in English and Literacy skills.

COURSE DESCRIPTION: The English 10 Honors course is designed to extend and reinforce the analytical and language skills students mastered at the end of ninth grade and to encourage them to use these skills in increasingly independent ways. As readers, students are prepared to make conscious decisions about how they filter a diverse range of fiction and nonfiction texts that address development of the self and one's connection to the world. Through analysis of textual language and structure, students will examine abstract and complex concepts focusing on a variety of themes from different genres. Students will analyze societal, historical, philosophical, and psychological values in their discussions of critical interpretation. As a writing instructive class, students will develop and strengthen skills in analyzing and interpreting an author's use of language- making precise observations of textual detail while expressing it through expository, analytical, and argumentative writing. Writing will be at the heart of this course, and as such will provide the best index of student progress as an intelligent reader. In addition, students will gain experience in the art of persuasive rhetoric and developing their voice to communicate effectively. The purpose is to prepare students for successful participation in AP level coursework and to become critical thinkers of various textual discourses.

ENGLISH 10 ACADEMIC LITERACY (Alt.)**GRADES:** 10**COURSE #:** 1101**CREDIT:** 0.5

PREREQUISITES: 10th grade students who identified as needing to strengthen academic achievement and skills in the English Language Arts, with recommendation from English teacher and/or guidance counselor.

COURSE DESCRIPTION: This course provides targeted intervention to 10th grade students to develop analytical reading comprehension skills and provide literacy support across informational, analytical and argumentative writing. Teachers address the needs of individual students through instruction that focuses on reading and writing strategies that can be applied across the content areas. Academic vocabulary strategies and practice reading non-fiction and literature is taught and applied using various texts.

INTRODUCTION TO CREATIVE WRITING (Alt.)**GRADES:** 9, 10**COURSE #:** 1684**CREDIT:** 0.5

COURSE DESCRIPTION: Students in Creative Writing develop personal narratives, poetry, plays, and short stories from literary and imaginative prompts. Using self and peer evaluations, students will edit and revise their work to create a quality portfolio. Students will be asked to read their work aloud and participate in peer editing. Students will submit their work to school publications and contests. Advanced Writing Studio follows this course.

FOUNDATIONS OF COLLEGE ENGLISH (NYS Regents)**GRADES:** 11**COURSE #:** 1330**CREDIT:** 1.0

PREREQUISITES: Successful completion of a 10th grade English course.

COURSE DESCRIPTION: In this course, students study fiction and non-fiction for literary and critical meaning. With literary texts, students examine the use of figurative language, how structure can create meaning, and how different adaptations interpret texts. With informational texts, students examine the use of rhetorical appeals and strategies as well as analyzing diction, connotation, and syntax. Through their work in the course, students will engage intellectually with a wide range of subject matter, respond appropriately to various types of audiences, tasks, purposes, and disciplines, and evaluate and cite textual evidence. Students are prepared for the various kinds of academic reading and writing that will be required of them in their further studies and in life. The year's work culminates in students taking the New York State Regents examination in English Language Arts, which serves as the final examination of the course.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

GRADES: 11, 12

COURSE #: 1410

CREDIT: 1.0

PREREQUISITES: Successful completion of a 10th grade English course and teacher recommendations. Students should be able to demonstrate strong critical thinking skills orally and in writing.

COURSE DESCRIPTION: This course engages students in analysis of prose from a variety of periods, disciplines, and rhetorical contexts. Students develop awareness of how writers use language and structure to communicate their purposes. Moreover, it is geared toward building upon the foundation of skilled writers who compose for a variety of purposes. This course prepares students for the AP Language and Composition and NYS ELA Regents examinations. This course fulfills the 11th or 12th grade English requirement. All students will be expected to take the AP English Language & Composition examination in May and the NYS English Language Arts Regents examination in June. NOTE: SUMMER ASSIGNMENTS ARE REQUIRED.

ENGLISH 11 ACADEMIC LITERACY (Alt.)

GRADES: 11

COURSE #: 1102

CREDIT: 0.5

PREREQUISITES: 11th grade students who identified as needing to strengthen academic achievement and skills in the English Language Arts, with recommendation from English teacher and/or guidance counselor.

COURSE DESCRIPTION: This course provides targeted intervention to 10th grade students to develop analytical reading comprehension skills and provide literacy support across informational, analytical and argumentative writing. Teachers address the needs of individual students through instruction that focuses on reading and writing strategies that can be applied across the content areas. Academic vocabulary strategies and practice reading non-fiction and literature is taught and applied using various texts.

COLLEGE PREP (Alt.)

GRADES: 11

COURSE #: 1454

CREDIT: 0.5

PREREQUISITES: Successful completion of a 10th grade English course.

COURSE DESCRIPTION: The goal of this course is to prepare students for the college application process. The first half of the year is primarily focused on researching students' interests and appropriate colleges to help find the right fit for each student in terms of both college selection and potential field of study. The second semester focuses on tailoring resumes, supplementals and application essays to selected colleges. Throughout the course, students will practice hard (note-taking strategies for lectures, active study strategies, etc.) and soft (interviewing, business meeting etiquette, etc.) skills to be ready for their transition to college, and they will be guided through the application process using Naviance.*May not be used to fulfill senior English requirements.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**GRADES:** 12**COURSE #:** 1400**CREDIT:** 1.0

PREREQUISITES: Successful completion of an 11th grade English course and teacher recommendations. Recommended for 12th grade students who are avid readers of sophisticated literature and who have demonstrated outstanding analytical skills in verbal and written discourse

COURSE DESCRIPTION: The course engages students in the analysis of literature from a variety of genres and historical periods. The purpose is to cultivate students' thinking processes in order to critically examine bodies of literature for deeper meaning and connection to life. Students will critique and respond to literary works through literary, creative and personal writing. All students will be expected to take the AP English Literature & Composition examination in May. NOTE: SUMMER ASSIGNMENTS ARE REQUIRED.

PROJECT ADVANCE ENGLISH**GRADES:** 12**COURSE #:** 1600**CREDIT:** 1.0

PREREQUISITES: Successful completion of an 11th grade English course and teacher recommendations. Recommended for 12th grade students who are interested in analytical thought and logical argument.

COURSE DESCRIPTION: Syracuse University Project Advance English is a six credit program designed to improve students' critical thinking and writing abilities through the study of philosophical and psychological theories. The first semester focuses on writing analytical, rhetorical, and research essays. The second semester concentrates on the analyses of texts through various societal constructs. This course is dual enrolled through the Syracuse University Project Advance program for college credit. NOTE: STUDENTS MUST COMMIT THEMSELVES TO THE COURSE FOR THE ENTIRE YEAR. SUMMER ASSIGNMENTS ARE REQUIRED.

ENGLISH 12 ACADEMIC LITERACY (Alt.)**GRADES:** 12**COURSE #:** 1103**CREDIT:** 0.5

PREREQUISITES: 12th grade students who identified as needing to strengthen academic achievement and skills in the English Language Arts, with recommendation from English teacher and/or guidance counselor.

COURSE DESCRIPTION: English 12 Academic Literacy supports students in the areas of critical reading, writing and study skills. Teachers address the needs of individual students through instruction that prepares them for college and career.

ADVANCED WRITING STUDIO 1 (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 1604**CREDIT:** 0.5**PREREQUISITES:** Exhibits commitment to writing, a substantial creative writing portfolio, teacher recommendation and/or successful completion of Intro. to Creative Writing.**COURSE DESCRIPTION:** Advanced Writing Studio is a workshop course for serious talented writers who want to pursue independent writing projects such as plays, short stories, poetry, and narratives. Through peer review and active participation in style exercises, each student will develop a portfolio which is the principal means of assessment. Students are encouraged to submit their writing to school publications and contests and to participate in school sponsored public readings.**ADVANCED WRITING STUDIO 2 (Alt.)****GRADES:** 11, 12**COURSE #:** 1614**CREDIT:** 0.5**PREREQUISITES:** Successful completion of Advanced Writing Studio 1.**COURSE DESCRIPTION:** Advanced Writing Studio 2 is a continuation of Advanced Writing Studio 1 for serious writers who want to continue developing their individual writing projects. Motivated students will have the opportunity to prepare and perfect their projects for publication.**ANALYZING CHILDREN'S LITERATURE (Spring)****GRADES:** 10, 11, 12**COURSE #:** 1452**CREDIT:** 0.5**COURSE DESCRIPTION:** From picture books and fairy tales to classical chapter book favorites, students critically study the literary, historical, and cultural influences of these works on themselves and society. This class examines the literature presented by society to its young, what society's intentions might be to inculcate through that literature, what is revealed about society through its children's literature and more. Students will be invited to critically question the layered meanings and ideas within these stories and examine messages that may have been previously undiscovered. NOTE: (College Bound Athletes): *This course is not currently approved by the NCAA Clearinghouse Eligibility Center.***COLLEGE COMPOSITION (Fall)****GRADES:** 10, 11, 12**COURSE #:** 1661**CREDIT:** 0.5**COURSE DESCRIPTION:** College Composition allows students to increase their comfort, confidence and the overall quality of their writing. Instruction centers on developing greater technique and sophistication in many types of writing, including college entrance essays, personal compositions, argumentative essays and research papers. Through the writing process students develop greater control of style, tone, voice, and effect in their writing. Using self and peer evaluation, students edit and revise their work to create a quality portfolio.

COMMUNICATION TODAY: READING THE MEDIA (Spring)**GRADES:** 11, 12**COURSE #:** 1732**CREDIT:** 0.5**PREREQUISITES:** Successful completion of a 10th grade English course.

COURSE DESCRIPTION: Students in this course explore the ways in which one's consciousness, both personally and collectively, is increasingly being shaped by media presentations. The curriculum will support students as they analyze the media's effects on the public via critical analysis of processes, products, and patterns in television, film, music videos, radio, newspapers, magazines, social media and the internet. The course includes readings in social criticism and media studies. Students will express their learning through creative project work, as well as personal response and research-based writing. NOTE: (College Bound Athletes): *This course is not currently approved by the NCAA Clearinghouse Eligibility Center.*

CREATIVE WRITING (Spring)**GRADES:** 11, 12**COURSE #:** 1472**CREDIT:** 0.5**PREREQUISITES:** Successful completion of a 10th grade English course.

COURSE DESCRIPTION: Students in Creative Writing will read, discuss and learn about a variety of writing styles. Using prompts and projects, they will participate in the development of personal narratives, poetry, short fiction and may also explore storytelling in other forms such as through playwriting and screenplays. Students will learn to shape their work by approaching writing as a process, including experimentation, drafting, developing and revising assignments, aiming to have a personalized process, voice and style. Active participation in discussions of writing, writing workshops and peer review sessions will establish a positive and supportive attitude among students. As a culminating project, students produce a portfolio composed of their collected pieces of writing, as well as their insights about the writing process.

INTRODUCTION TO COLLEGE RESEARCH (Fall)**GRADES:** 10, 11, 12**COURSE #:** 1761**CREDIT:** 0.5

COURSE DESCRIPTION: This course invites students to examine the many facets of scholarly research and prepares students for the rigors of college research. Through a variety of projects, students learn how to explore a topic, discern reliable sources, analyze text, cite, and synthesize information to write a cohesive persuasive research paper. Using these projects and experiences, students will develop the critical literacy and analytical skills needed for independent scholarly research.

JOURNALISM (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 1534**CREDIT:** 0.5

COURSE DESCRIPTION: The purpose of this course is to prepare students with writing, design, and photography skills to create their own media product. Students will be introduced to various genres of journalistic writing (including news, features, editorials, sports) to investigate topics and stories of interest within the community. They will learn to develop an ethical responsibility for the printed word and write for an audience under guidelines established by the Associated Press. Students will collaborate to develop their own journalistic publication or other media product through different publishing mediums such as print, digital, audio, and broadcasting. Students are encouraged to submit finished pieces to the school newspaper *The Pulse*.

LITERATURE THROUGH CINEMA (Fall)**GRADES:** 11, 12**COURSE #:** 1581**CREDIT:** 0.5

COURSE DESCRIPTION: Through a cinematic approach to storytelling, this course delves into literary works and their film counterparts. The course is both a literary study course and a film appreciation course; both literature and film are studied as independent art forms for their own manners of expression and beauty. The components and techniques of literature as well as the language and elements of film are examined. Students analyze the artistic and cultural perspectives of various genres and reflect on the directors' and authors' messages through both modalities. NOTE: (College Bound Athletes): *This course is not currently approved by the NCAA Clearinghouse Eligibility Center.*

POPULAR LITERATURE (Fall)**GRADES:** 11, 12**COURSE #:** 1541**CREDIT:** 0.5

COURSE DESCRIPTION: This course involves analyses of fiction, poetry, non-fiction, television, and film to transform students into sophisticated, engaged readers and thinkers. Students read contemporary literary works. Writing assignments include journaling, personal responses and formal literary essays. In addition to written expression, discussion includes class debates, and research-based presentations.

PUBLIC SPEAKING (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 1624**CREDIT:** 0.5

COURSE DESCRIPTION: This course is designed to help students become more effective, confident communicators, both as speakers and listeners. Assignments include the delivery of impromptu, informative, and persuasive speeches as well as storytelling, interviews, debates, and other solo and interactive work. The aim is to develop communication skills that contribute positively to each student's personality.

SOCIAL ISSUES IN LITERATURE (Spring)**GRADES:** 10, 11, 12**COURSE #:** 1742**CREDIT:** 0.5

COURSE DESCRIPTION: Students discuss a variety of challenging fiction and nonfiction works to explore how personal, cultural, and controversial issues affect their lives now. Through critically and analytically working with selected texts, students will examine self-identity and self in society, as well as, exploring the need for social action in order to improve our society. These opportunities for reflective writing, creative project work and research, support students as they examine the social issues that matter to them most.

ENGLISH 12: EXAMINING AMERICANA**GRADES:** 12**COURSE #:** 1350**CREDIT:** 1.0**PREREQUISITES:** Successful completion of an 11th grade English course.

COURSE DESCRIPTION: In this course, students evolve as critical readers, thinkers, and writers. They will unpack ideas and images depicted in cross-curricular readings and media that not only engage them, but invite them to reexamine cultural ideas. Students will express their learning through reflective writing, analytical essays and creative projects on the various concepts explored in the course. As a final project, they will choose one central idea on which to write a research-based argument paper, synthesizing information from various sources. Recommended for twelfth-grade students who are interested in preparing for college-level work.

LONG ISLAND STUDIES 1 - ENG**GRADES:** 12**COURSE #:** 1495**CREDIT:** 1.0**PREREQUISITES:** Successful completion of an 11th grade English course.

COURSE DESCRIPTION: Nothing exists in a vacuum; a sense of identity is connected to an understanding of place. So often we want to explore our ancestry and the places our families have been, but we fail to examine where we are, our homes. Long Island represents our home and our community, but how much do we know about the place where we live other than its proximity to Manhattan, its beautiful beaches and its excellent schools? How did our families get here? How did Long Island come to be? Where does it fit in our state and national story? This course will offer students a chance to engage in a deep exploration of identity and place. Students will move through levels of inquiry- from structured to free—as they examine Long Island through various lenses of critical thought.

English as a New Learner (E.N.L.)

The English as a New Language Program is designed to support ELLs (English Language Learners) in grades 9 through 12 who do not speak English as their native language and have not met New York State standards in listening, speaking, reading and writing per a performance below a commanding level on the NYSITELL or NYSESLAT exam.

E.N.L. Department Course List

ENGLISH AS A NEW LEARNER (E.N.L.) PROGRAM

GRADES: 9, 10, 11, 12

PREREQUISITES: A score below a commanding level on the NYSITELL or NYSESLAT exams.

REQUIRED FOR: All students who do not speak English as their native language and have not met New York State standards in listening, speaking, reading and writing per their performance on the NYSITELL or NYSESLAT exam.

PROGRAM DESCRIPTION: The program consists of four levels of English language instruction and focuses on completing the 9-12 English Language Arts (Common Core) curriculum, AND FULFILLING English requirements for graduation. SEE COURSE OFFERING SPECIFICS BELOW

ENTERING-TRANSITIONING E.N.L.: 9-10A / 9-10B / 9-10C

GRADES: 9, 10

COURSE #: 2010, 2020, 2030

CREDIT: 1.0

COURSE DESCRIPTION: These courses are designed for beginning, low intermediate and intermediate E.N.L students who convey basic knowledge of English. Instruction focuses on strengthening students' oral communication skills through activities such as cooperative group work, whole group discussion, role playing, presentations and debate. Students study texts of various genres (e.g., the novel, drama, short stories, memoir, poetry, journal and newspaper articles and essays). Writing skills are taught via the essay and research paper with emphasis on developing a coherent structure. Conventions such as spelling, punctuation and usage are addressed. Creative forms are explored.

ENTERING-TRANSITIONING E.N.L.: 11-12A / 11-12B / CCSS R

GRADES: 11, 12

COURSE #: 2040, 2050, 2060

CREDIT: 1.0

COURSE DESCRIPTION: These courses are designed for beginning, low intermediate and intermediate E.N.L students who convey basic knowledge of English. Instruction focuses on strengthening students' oral communication skills through activities such as cooperative group work, whole group discussion, role playing, presentations and debate. Students study texts of various genres (e.g., the novel, drama, short stories, memoir, poetry, journal and newspaper articles and essays). Writing skills are taught via the essay and research paper with emphasis on developing a coherent structure. Conventions such as spelling, punctuation and usage are addressed. Creative forms are explored. This course prepares students for the NYS Common Core English Language Arts Regents. It also prepares students for successful participation in college and career.

EXPANDING E.N.L.: 9-10 / 11-12 / CCSS R**GRADES:** 9, 10, 11, 12**COURSE #:** 2070, 2080, 2090**CREDIT:** 1.0

COURSE DESCRIPTION: These courses are designed for advanced E.N.L. students who are approaching achievement of the linguistic and cognitive demands necessary to perform in a variety of academic contexts within this grade level. Students' listening and speaking skills are fostered through class discussions, seminars, cooperative group work, debate and presentations. Students study texts of various genres (e.g., the novel, drama, short stories, memoir, poetry, journal and newspaper articles and essays). They analyze literature from the stance of how and why authors use rhetorical features and literary devices to create meaning. Writing instruction focuses on literary analysis, synthesis, argumentation, as well as personal and creative forms. This course prepares students for the NYS Common Core English Language Arts Regents. It also prepares them for successful participation in college and career.

GLOBAL HISTORY 1 FOR ELL**GRADES:** 9, 10, 11**COURSE #:** 2150**CREDIT:** 1.0

PREREQUISITES: This course is for students who are new to this nation and have English as a second language. This course meets the NYS Regents requirement for graduation.

COURSE DESCRIPTION: Focuses on a chronological approach to World History to the French Revolution (1789). Political, economic, religious, social, and intellectual developments in the Asian, Latin American, European, African, Middle Eastern societies will anchor this course. All students who take the course will complete a Seal of Civic Readiness research project grounded in civic knowledge and participation. This course follows the NYS standards for Global Studies and is the first half of a two-year course culminating in the NYS Global History & Geography Regents examination.

GLOBAL HISTORY 2 FOR ELL**GRADES:** 9, 10, 11**COURSE #:** 2160**CREDIT:** 1.0

PREREQUISITES: This course is for students who are new to this nation and have English as a second language. This course meets the NYS Regents requirement for graduation.

COURSE DESCRIPTION: Focuses on a chronological approach to World History from the French Revolution (1789) to today. Political, economic, religious, social, and intellectual developments will be studied. Students will take the NYS Global History & Geography Regents examination in June.

US HISTORY & GOVERNMENT FOR ELL**GRADES:** 11, 12**COURSE #:** 2170**CREDIT:** 1.0

PREREQUISITES: This course is for students who are new to this nation and have English as a second language. This course meets the NYS Regents requirement for graduation.

COURSE DESCRIPTION: The instructor will prepare the students for successful completion on the U.S. History Regents examination in June. This course provides a cursory overview of American History to 1877 (end of Reconstruction) and an in-depth study of American History from 1877 to the present. In addition, the course examines our nation's constitutional foundations and its theory of government. All students who take the course will complete a Seal of Civic Readiness project grounded in civic knowledge and participation. Students will take the NYS US History & Government Regents examination in June.

EARTH AND SPACE SCIENCE/LABORATORY FOR ELL (N.Y.S. REGENTS)**GRADES:** 9**COURSE #:** 4100, 4104**CREDIT:** 1.0

COURSE DESCRIPTION: Students will explore the physical laws of nature by studying the Earth and its place in the Universe. Topics include geology, meteorology, and astronomy. This course is designed to help and assist students learning language through the content area of Earth Science. The course implements strategies to support English language learners as they learn new concepts and vocabulary in a fun and accessible way. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course. This course ends in a NYS Regents exam in Earth and Space Sciences.

LIFE SCIENCE: BIOLOGY/LABORATORY FOR ELL (N.Y.S. REGENTS)**GRADES:** 9, 10**COURSE #:** 4160, 4163**CREDIT:** 1.0

COURSE DESCRIPTION: This course provides students with a modern, comprehensive background in Biology, exploring genetics, evolution, ecology, cells, and the human body system. The course implements strategies to support English language learners as they learn new concepts and vocabulary in a fun and accessible way. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course. The required alternate-day laboratory periods enhance the curriculum with hands-on applications.

Health

The Health Education Department at Syosset High School is dedicated to fostering the physical, mental, emotional, and social well-being of our students. Our courses are designed to build health literacy, empowering students with the knowledge, skills, and attitudes necessary to make informed decisions and lead healthy, fulfilling lives. Through a variety of instructional methods—including lectures, discussions, community involvement, activities, guest speakers, and multimedia resources—students are taught how to make healthy choices and reduce health risks. Our program emphasizes the importance of personal responsibility, positive decision-making, and the development of lifelong habits that promote overall well-being.

Health Department Course List

HEALTH EDUCATION (Alt.)

GRADES: 11

COURSE #: 4724

CREDIT: 0.5

PREREQUISITES: N/A

COURSE DESCRIPTION: This course meets the NY State graduation requirement for all students. Normally scheduled for the 11th grade.

The following topics are covered in this class:

Wellness Promotion & Prevention

- Knowledge of self and human behavior
- Developing self-awareness and self-management skills
- Decision making skills, communication skills
- Healthy eating habits and physical activity
- Lifestyle disease prevention
- Importance of sleep
- Self-enhancing and self-defeating behavior
- Community and building resources
- Digital citizenship

Mental Health

- Stress management, anxiety, depression, suicide prevention
- Mental health and mental disorders, behavioral addictions, eating disorders
- Resiliency, growth mindset, and optimism

Substance Abuse Prevention

- Substance abuse among teens
- Dependence and addiction
- Alcohol, cannabis
- Drinking/Drugging and driving prevention

Human Sexuality

- Healthy dating relationships
- Consent
- LGBTQ+ inclusivity
- BSE/TSE: Breast self exam and testicular self exam
- Acquaintance rape, date rape
- Conception and contraception
- Sexually transmitted infections

COMMUNITY HEALTH**GRADES:** 11, 12**COURSE #:** 4740**CREDIT:** 1.0**PREREQUISITES:** N/A

COURSE DESCRIPTION: 0.5 Credit for Health Education and 0.5 Credit for an Elective in Health Education - 1 Period Daily. This course runs in conjunction with the 11th grade health curriculum, with a community service component as a .5 credit elective. Students will learn that their decisions affect not only themselves but other people and the community as well. Students are required to complete community service each quarter. Services that relate directly to the school building could either take place during the school day, in the evening, or on the weekends. Throughout the school year, the teacher will offer suggestions for community service for events that occur outside in the community, with students having the option to select specific outside events on their own. All community service requirements are monitored by the classroom teacher. Possible events may include: School wide Walk-a-Thon, Sneaker Recycling Drive, North Shore Men's Shelter, Deasy Community Outreach Program, Thanksgiving boxes, Adopt-a-Family for the holidays, Ronald McDonald House, Birthday Wishes, Various Monthly Awareness Activities, Health Fair, and Junior Day. This class will fulfill the 11th grade mandated health class requirements.

COLLEGE 101: TRANSITION - FROM HIGH SCHOOL TO COLLEGE (Alt.)**GRADES:** 12**COURSE #:** 4734**CREDIT:** 0.5**PREREQUISITES:** Completion of the 11th grade Health Education requirement.

COURSE DESCRIPTION: This practical course will make the transition from high school to college less intimidating. This class deals with critical issues when you are on your own in college. Students will explore, discuss and gain knowledge in topics such as: ▪ Drugs and alcohol ▪ Dating ▪ Human sexuality and social issues ▪ Freshman 15 ▪ Fraternities and sororities ▪ Living with a roommate ▪ College life ▪ Time management ▪ Dorm safety ▪ College study techniques ▪ Dining hall and healthy eating ▪ Refusal skills

INTRODUCTION TO ATHLETIC TRAINING AND SPORTS MEDICINE (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 4764**CREDIT:** 0.5**PREREQUISITES:** N/A

COURSE DESCRIPTION: This is an introductory course in the field of Athletic Training and Sports Medicine. Students will learn strategies for injury prevention, injury assessment, and injury rehabilitation. Concepts in human anatomy, anatomical and directional terms, the skeletal system, and the muscular system will be taught. Students will also learn CPR/AED and First Aid and the proper techniques to administer aid when necessary. Possible activities may include becoming a student trainer.

PHYSIOLOGY OF EXERCISE (Alt.)**GRADES:** 11, 12**COURSE #:** 4754**CREDIT:** 0.5**PREREQUISITES:** Introduction to Athletic Training and Sports Medicine course

COURSE DESCRIPTION: This is the second course in the Athletic Training and Sports Medicine program. This course explores the physiological aspects of human movement. The purpose of this course is to give students an opportunity to gain skills, knowledge and experience in physical and physiological development through laboratory, nutrition and active exercise programs. This is the second course in the Athletic Training and Sports Medicine program. This will be a hands-on approach with practical applications such as developing fitness plans, different techniques to measure body composition, and how to perform blood pressure and electrocardiogram tests, as well as spending time in the Physical Education area learning in a laboratory environment. Enrollment in the class satisfies and meets the 0.5 credit needed for Physical Education requirement.

PEER EDUCATORS 9**GRADES:** 9**COURSE #:** 4784**CREDIT:** 0.5**PREREQUISITES:** N/A

COURSE DESCRIPTION: The Peer Educator course is the first of the four year Peer Education program. This special class helps students transition from middle school to high school more easily. Students are extensively trained in communication and leadership skills, and provide peer-helping services to other students in our school. Students will become knowledgeable in various health-related topics such as substance abuse, peer pressure, character education and bullying. They will also have the opportunity to teach health related lessons to their peers, to be peer mentors, and will be asked to help lead their grade in various school activities.

PEER HELPERS 10**GRADES:** 10**COURSE #:** 4800**CREDIT:** 1.0

PREREQUISITES: Interview with teacher, peer helper's application form, and teacher recommendations. Students DO NOT have to be enrolled and successfully complete course 4750, Peer Educators.

COURSE DESCRIPTION: Students are further trained in communication and leadership skills. Students will have the opportunity to teach lessons at the elementary schools, work with the life skills students and work with outside organizations that include the Center for Developmental Disabilities.

PEERS AS LEADERS**GRADES:** 11**COURSE #:** 4780**CREDIT:** 1.0

PREREQUISITES: Interview with teacher and current PAL students, cover letter, resume and teacher recommendations. Students DO NOT have to be enrolled and successfully complete course 4800, Peer Helpers.

COURSE DESCRIPTION: Students are trained in communication and leadership skills. Training takes place all year. Students are trained to become peer helpers, peer facilitators and peer mediators. Students will participate in: Being a New Student Ambassador, Junior Day, The Center for Disabilities, New Ideas for Improving School Climate, Teaching Wellness Lessons

PEERS AS LEADERS 2**GRADES:** 12**COURSE #:** 4790**CREDIT:** 1.0

PREREQUISITES: Interview with teacher and current PAL students, application form and teacher recommendations. Students DO NOT have to be enrolled and successfully complete course 4780, Peers as Leaders.

COURSE DESCRIPTION: Students review their training skills and continue to provide services to the school and community.

INTRODUCTION TO HEALTH PROFESSIONS**GRADES:** 12**COURSE #:** 4744**CREDIT:** 0.5

PREREQUISITES: Completed Health Education (4724) or Community Health (4740)

COURSE DESCRIPTION: This course is a high school scholars course where students may receive three college credits through Long Island University. The course is designed to provide an introduction to healthcare professions. Students will be exposed to an overview of the healthcare system. The goal is for students to better understand the medical field to find what interests them for their future career path.

Human Ecology

Aligned with college and university programs, Syosset High School's Human Ecology Department uses an interdisciplinary approach to examine the relationship between humans and their natural, social and built environments. Human Ecology classes provide students with the unique opportunity to explore real-world topics such as child care and development, teacher education, nutrition, lifespan studies and psychology. Classes are also offered that allow students to study and apply skills within the realms of culinary arts, interior design, and clothing construction. Authentic and relevant classwork encourages creativity, self-expression, introspection, and fosters the development of practical life-skills.

Human Ecology Department Course List

CHILD PSYCHOLOGY & DEVELOPMENT (Fall/Spring)

GRADES: 9, 10, 11, 12

COURSE #: 7251, 2252

CREDIT: .5

COURSE DESCRIPTION: A study of the child from birth to age six, covering social, intellectual, moral, physical, language, and emotional development. We will discuss the psychological development of children within their environment as it relates to their age. Major theories of child development are discussed through individual work, group work & projects.

CHILDHOOD EDUCATION (Fall/Spring)

GRADES: 11, 12

COURSE #: 7291, 7292

CREDIT: .5

PREREQUISITES: Students must complete one of the following: Child Psychology (7251 or 7252), Developmental Psychology (7264), or Psychology of Parenting (7284)

COURSE DESCRIPTION: Based on information obtained in previous classes, high school students will facilitate a comprehensive program in which they will design and implement developmentally appropriate multi- sensory activities for preschool aged children. Pre-school children from the community will be the participants in this class.

ADVANCED CHILDHOOD EDUCATION (Fall/Spring)

GRADES: 11, 12

COURSE #: 7241, 7242

CREDIT: .5

PREREQUISITES: Students must have completed Childhood Education (7291 or 7292)

COURSE DESCRIPTION: Students will continue the work they did in the Childhood Education class and develop leadership skills in helping other students in the class. They will learn to become "lead teachers" in the program.

DEVELOPMENTAL PSYCHOLOGY (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 7264

CREDIT: .5

COURSE DESCRIPTION: Students will study the social, intellectual, moral, physical and emotional development of humans from adolescence to elder years. Emphasis is placed on major lifetime milestones and experiences such as education, friendship, college and career exploration, relationships, family dynamics and aging. Class work is project-based and promotes critical thought and reflection through discussions, debates, reviews of current articles and films, and individual and cooperative assignments.

PSYCHOLOGY OF PARENTING (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 7284**CREDIT:** .5

COURSE DESCRIPTION: Students will explore issues affecting parents through discussion, project-based learning, and media. Units of study include parenting readiness, parenting styles, child rearing, behavioral expectations, siblings and birth order, modeling, theoretical models of parenting, and social, economic, and technological impacts on parenting. Other topics examined include child care, health and safety, single parenting, family systems, benchmarks for the developing child, conflicting value systems, methods of discipline, children with developmental challenges, and unique issues confronting parents in the 21st century

ADVANCED PLACEMENT PSYCHOLOGY**GRADES:** 10, 11, 12**COURSE #:** 7400**CREDIT:** 1.0

COURSE DESCRIPTION: AP Psychology is a full year accelerated course. The course provides an introduction to the behavior of individuals. It examines major areas of interest such as experimental research, the biological basis of behavior, learning, development, personality, abnormal behavior, therapy and social interaction. There is an emphasis on critical thinking and meta-cognition. Students must sit for the AP examination. The cost of AP exams is announced in the Fall of the current school year. All students are required to pay in order to take the exam.

PROJECT ADVANCE PSYCHOLOGY**GRADES:** 11, 12**COURSE #:** 7424**CREDIT:** .5

COURSE DESCRIPTION: Syracuse University Project Advance Psychology is a three credit innovative program designed to explore fundamentals in introductory psychology. Topics include biological causes of behavior, motivation and emotion, learning and memory, thinking and cognitive development, personality and social development, and intelligence. Students must commit themselves to the course for the entire year. The course Tuition is approx. \$345.00 (approx. \$115.00 per credit) and is paid directly to Syracuse University.

INTERIOR DESIGN (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 7344**CREDIT:** .5

COURSE DESCRIPTION: Students will learn the essential components of interior design incorporated in the development and drafting of a final plan for interior decoration. The course will highlight recent decorating trends, lifestyles, type of dwellings, and architectural styles. Students will attend presentations by professional interior designers. This course fulfills 0.5 credit of the Arts graduation requirements and credit towards the NY State CTE Fashion pathway.

FASHION WORKSHOP (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 7224**CREDIT:** .5

COURSE DESCRIPTION: Basic principles of hand and machine sewing are introduced. Students will select fabrics and sew garments of their choosing. Through hands-on experience, students will practice and apply a variety of sewing techniques. This course fulfills 0.5 credit of the Arts graduation requirement and Credit towards the NY State CTE Fashion pathway.

ADVANCED FASHION WORKSHOP (Alt.)

GRADES: 10, 11, 12

COURSE #: 7234

CREDIT: .5

PREREQUISITES: Fashion workshop (7224)

COURSE DESCRIPTION: Building on techniques learned in Fashion Workshop, students will learn advanced clothing construction techniques. Students will have the opportunity to use a computerized sewing machine and serger to create more complex garments. This course fulfills 0.5 credit of the Arts graduation requirement and Credit towards the NY State CTE Fashion pathway.

INTERNATIONAL FOODS (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 7174

CREDIT: .5

COURSE DESCRIPTION: A world tour featuring foods from France, Italy, China, and Latin America with stops in many regions along the way. Students will learn and practice culinary techniques using world cuisine as the vehicle.

BAKE SHOP SCIENCE I (Spring)

GRADES: 9, 10, 11, 12

COURSE #: 7132

CREDIT: .5

COURSE DESCRIPTION: An introduction to the art and science of baking. Students will learn fundamental pastry techniques and participate in the preparation of sweet and savory baked goods. Topics include cakes, cookies, quick breads, yeast dough, appetizers, and entrees as well as beginning cake decorating.

BAKE SHOP SCIENCE II (Spring)

GRADES: 10, 11, 12

COURSE #: 7242

CREDIT: .5

PREREQUISITES: Bake Shop Science I (7132)

COURSE DESCRIPTION: Building on knowledge from Bake Shop Science I, students will learn advanced culinary techniques and acquire a more in-depth knowledge of the art and science of baking. Topics include pastries, custards, pies, tortes, yeast breads, and savory dishes as well as entrepreneurial and professional baking careers. Emphasis will be placed on professional quality cake design and decorating utilizing a variety of finishing techniques.

AMERICAN CUISINE (Fall)

GRADES: 9, 10, 11, 12

COURSE #: 7121

CREDIT: .5

COURSE DESCRIPTION: Students will practice culinary techniques and participate in recipe preparation via a culinary "road trip" across America. Emphasis will be placed on regional and culturally influenced foods, current recipe trends, and classic holiday favorites.

HEALTHY COOKING (Fall/Spring)

GRADES: 10, 11, 12

COURSE #: 7131, 7152

CREDIT: .5

COURSE DESCRIPTION: Students will learn to prepare a variety of popular recipes with a focus on practical nutrition and healthy food choices. Emphasis will be placed on identifying healthier alternatives to favorite foods and modifying recipes for optimum nutrition while still maintaining flavor and esthetic. This will be an excellent complement to Applied Nutrition (7271).

APPLIED NUTRITION (Fall)**GRADES:** 10, 11, 12**COURSE #:** 7271**CREDIT:** .5

COURSE DESCRIPTION: This course will provide an integrated overview of the physiological requirements and functions for the major macronutrients, energy, vitamins, minerals and phytochemicals that are determinants of health and disease. It will also stress the practical application of nutritional concepts through the life cycle. Students will discuss nutritional changes that occur during various life stages such as pregnancy, infancy, adolescence, adulthood and old age as well as evaluate nutritional claims, fad diets and both controversial and contemporary nutrition topics in the media. This is an excellent precursor to Healthy Cooking (7131).

APPLICATIONS IN ADVANCED PSYCHOLOGY (Spring)**GRADES:** 11, 12**COURSE #:** 7262**CREDIT:** .5

PREREQUISITES: Successful completion of AP Psychology or Syracuse Psychology course

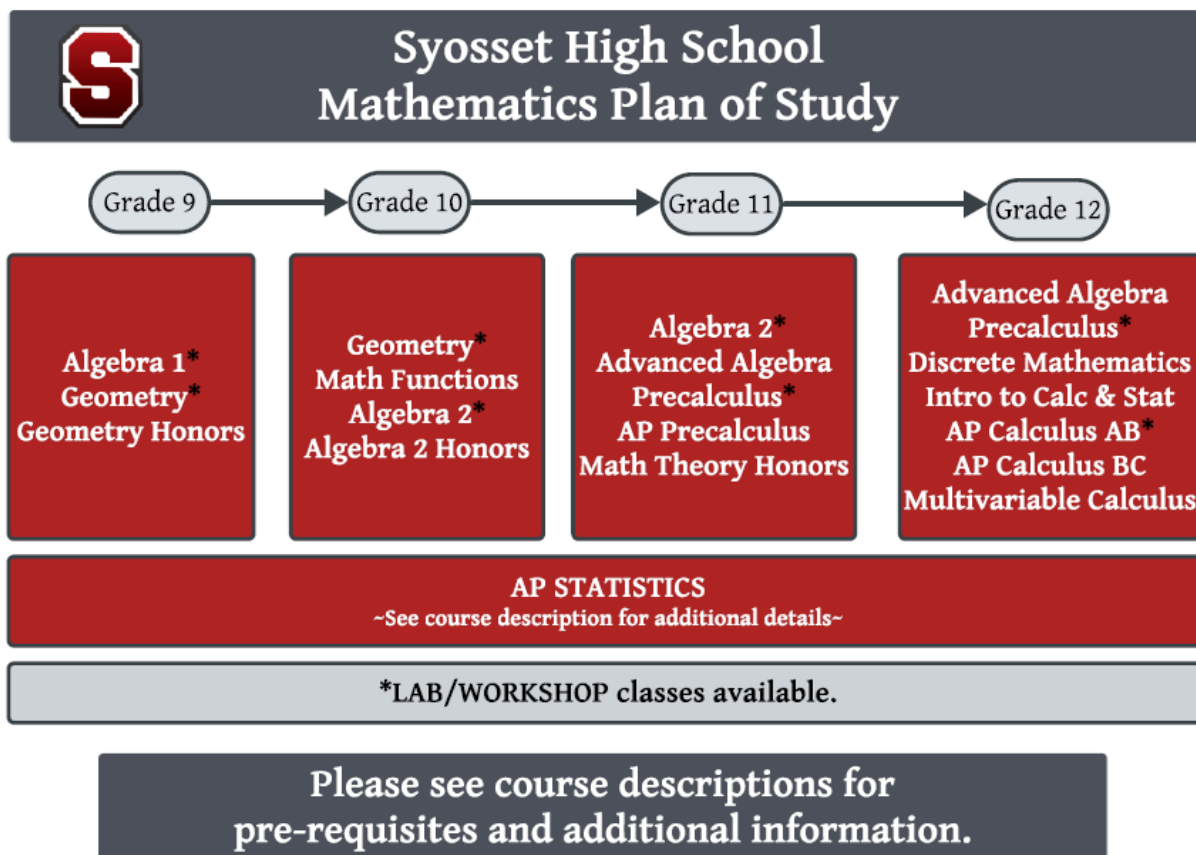
COURSE DESCRIPTION: Students will learn to apply previously learned psychological information to psychologically relevant creations and portrayals of psychological disorders through reading, writing and film. Assigned readings will be provided in the form of case studies, journals, and magazine articles. Movies and clips will be viewed and case studies will be evaluated and discussed in class.

S.A.I.L. (SKILLS TO ACHIEVE INDEPENDENT LIVING) WITH HUMAN ECOLOGY (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 9484**CREDIT:** .5

COURSE DESCRIPTION: The S.A.I.L. curriculum is designed to introduce students to the development of independence and acquisition of daily living skills. This course will serve as an introduction to and foundational skills for subsequent elective classes offered in the Human Ecology department. S.A.I.L. will provide students with opportunities to learn and practice transferrable, real-world competencies, such as, basic cooking, safety and sanitation skills, laundry and clothing maintenance, home and money management, child care and family relations, and career exploration, in a setting equipped with the appropriate equipment and technology for the specialized task and at a pace that can be differentiated to accommodate individual needs. The goal of S.A.I.L. is to provide students with basic tools to transfer these independent living skills to post-secondary options. It is recommended for students currently enrolled in high school Life Skills and General Studies classes; students with a need for independent living skills. Approval needed from the Special Education and the Human Ecology department for admission to this course.

Math

The Syosset Mathematics department believes that every student can learn to think critically, solve problems, and see the beauty of mathematics. Our team is passionate about the subject and is deeply committed to fostering enthusiasm for mathematics in our students. The faculty is inspired to shape student learning and believe Syosset students will see mathematics as enjoyable, logical, and appropriately challenging within our diverse course offerings.



Math Department Course List

ALGEBRA 1*

GRADES: 8, 9, 10, 11, 12

COURSE #: 3340

CREDIT: 1.0

PREREQUISITES: Math 8 or equivalent

COURSE DESCRIPTION: The Syosset Algebra curriculum follows the Next Generation Standards adopted by New York State. This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in subsequent mathematics courses. Students develop an understanding of linear equations and the idea of equivalency including graphing, solving and interpreting real-world problems through a variety of settings. Students explore second degree polynomials and understand that polynomials form a system analogous to that of integers. Students learn function notation and develop the concepts of domain and range which are explored through various types of functions including sequences. Students will build upon prior experiences with data and work with statistical concepts such as data collection, analysis and interpretation of central tendency and variability. The use of the graphing calculator will be integrated throughout the curriculum. The Algebra I Regents examination will be administered in June.

GEOMETRY*

GRADES: 9, 10, 11, 12

COURSE #: 3220, 3250

CREDIT: 1.0

PREREQUISITES: Algebra 1

COURSE DESCRIPTION: The Syosset Geometry curriculum follows the new Next Generation Standards adopted by New York State. Geometry is intended to be the second course following the Next Generation in mathematics for high school students. The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformations using a compass and straightedge. Students prove and apply basic theorems graphically and arithmetically. Right triangles and similarity build to the definitions of sine, cosine, and tangent for acute angles. Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area, and volume formulas. Additionally, students reason abstractly and quantitatively to solve problems in two and three-dimensions. The Geometry Regents examination will be administered in June.

GEOMETRY HONORS**GRADES:** 9, 10, 11, 12**COURSE #:** 3290**CREDIT:** 1.0

PREREQUISITES: High achievement in Algebra 1 (assessment average of 95+ and Algebra 1 regents score of 90+) with teacher recommendation. Students should demonstrate strong critical thinking skills, enjoyment of mathematics, and the ability to persevere on challenging problems. There will be a mandatory summer assignment that will assist with readiness for a successful start to the school year.

COURSE DESCRIPTION: The Syosset Geometry Honors Curriculum follows the new Next Generation Standards adopted by New York State with an emphasis on challenging students at an enriched level. Students will learn mathematics beyond the Regents curriculum through cross cutting and inquiry-based problem solving. Students will be held to a higher standard, where a strong work ethic, independence, and a growth mindset is expected. Students will take the Geometry Regents exam in June.

MATHEMATICAL FUNCTIONS**GRADES:** 10, 11, 12**COURSE #:** 3260**CREDIT:** 1.0

PREREQUISITES: Geometry

COURSE DESCRIPTION: This course will provide preparation for Algebra II as well as the necessary review of previously learned topics in Algebra I and Geometry. Students will acquire a deeper understanding of mathematics, its purpose in the world, and the relationships that exist between each of the areas of mathematics. Students will delve into the world of trigonometry to discover new functions and new methods of representation. Following this course, students may continue their studies with our Algebra II Lab course in order to take the exam. Students who have not passed the Geometry Regents examination prior to this course should also be enrolled in the core workshop course in preparation for retaking the Regents examination.

*THIS COURSE IS NOT APPROVED BY THE NCAA CLEARINGHOUSE

ALGEBRA 2***GRADES:** 10, 11, 12**COURSE #:** 3650, 3670**CREDIT:** 1.0

PREREQUISITES: Geometry

COURSE DESCRIPTION: Algebra 2 is the capstone course of the three core content mathematics courses and is a continuation and extension of the two courses that precede it. Building on their course work from Algebra 1 and Geometry, students will expand their knowledge of linear, quadratic, and exponential functions as well as extend their repertoire of functions to include polynomial, rational, radical, logarithmic, and trigonometric functions. The course culminates in a study of probability and statistical inference.

ALGEBRA 2 HONORS**GRADES:** 10, 11, 12**COURSE #:** 3680**CREDIT:** 1.0**PREREQUISITES:** Geometry Honors

COURSE DESCRIPTION: Algebra 2 Honors is a rigorous mathematics course designed for students who embrace academic challenges and demonstrate a strong work ethic. This course discusses intermediate and advanced algebra topics as well as foundational Precalculus concepts to prepare students for higher-level math. Algebra 2 Honors requires students to independently research and deepen their understanding of course material. This course culminates in the Algebra II Regents examination in June.

ADVANCED ALGEBRA**GRADES:** 11, 12**COURSE #:** 3480**CREDIT:** 1.0**PREREQUISITES:** Algebra 2

COURSE DESCRIPTION: This course will provide preparation for Precalculus as well as the necessary review of previously learned topics in Algebra II. This course will be less rigorous than Precalculus and will further prepare the student in the areas of algebra, graphical techniques, functions, theory of equations and problem solving.

PRECALCULUS***GRADES:** 10, 11, 12**COURSE #:** 3360, 3370**CREDIT:** 1.0**PREREQUISITES:** Algebra 2

COURSE DESCRIPTION: Students will learn functions including algebraic, exponential, logarithmic and trigonometric with applications. The emphasis is on developing the concepts that play a central role in calculus by exploring these ideas from a graphical, numerical, and algebraic perspective. Precalculus places an ongoing focus on problem solving in which the student becomes an active participant. The goal of the course is to prepare students to take Calculus.

ADVANCED PLACEMENT PRECALCULUS**GRADES:** 11, 12**COURSE #:** 3310**CREDIT:** 1.0

PREREQUISITES: Algebra 2 Honors & Mastery on Algebra 2 Regent Exam or teacher recommendation

COURSE DESCRIPTION: Students build deep mastery of modeling functions and examining scenarios through multiple representations. The emphasis is on developing the functions and their rate of change that play a central role in calculus by exploring these ideas from a graphical, numerical, and algebraic perspective. Students solve advanced level problems at both the Precalculus and Calculus levels. Careful attention is paid to the derivation of formulas and relationships. Topics covered will include polynomial functions, rational functions, exponential functions, logarithmic functions, trigonometric functions, polar equations, parametric equations, and evaluating derivatives. [College Board Description](#)

MATH THEORY HONORS**GRADES:** 10, 11, 12**COURSE #:** 3040**CREDIT:** 1.0**PREREQUISITES:** Algebra 2 Honors & Algebra 2 Regent Exam grade of 90+ or teacher recommendation

COURSE DESCRIPTION: Students will develop sophisticated mathematical concepts to solve advanced level problems in Precalculus and Discrete Mathematics. Careful attention is paid to the derivation of formulas and relationships. Students will learn how to read and interpret problems as well as develop the tools for finding solutions to the problems. Topics covered will include an introduction to calculus, transcendental functions, vector analysis, complex number theory, graph theory, and sophisticated counting techniques. Students may elect to take the AP Precalculus Exam at the end of this course.

INTRODUCTION TO CALCULUS & STATISTICS**GRADES:** 12**COURSE #:** 3490**CREDIT:** 1.0**PREREQUISITES:** Precalculus

COURSE DESCRIPTION: This course is designed for students to learn introductory topics from both calculus and statistics. In the first half of the year the topics covered will include advanced precalculus topics and single variable calculus. After the midterm the topics will include an introduction to statistics, analysis of data and basic inferential statistics. Technology will be used to enhance the students' understanding.

DISCRETE MATHEMATICS**GRADES:** 12**COURSE #:** 3350**CREDIT:** 1.0**PREREQUISITES:** Advanced Algebra or Precalculus

COURSE DESCRIPTION: This course shows that math is more than just a set of formulas. Discrete mathematics is a branch of mathematics that studies mathematical structures that are countable or distinct, rather than continuous. We focus on problem solving and real-world applications. Students learn to apply techniques to new problems and make conjectures about solutions. Some examples of real-world problems students might explore include, determining the outcome of an election, devising secret codes, calculating the probability of winning the lottery, and the mathematics of traveling.

ADVANCED PLACEMENT STATISTICS**GRADES:** 10, 11, 12**COURSE #:** 3080**CREDIT:** 1.0**PREREQUISITES:** Algebra 2 or teacher recommendation

COURSE DESCRIPTION: The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. AP Statistics is strongly recommended for any student taking Advanced Research in 10th or 11th grade. [College Board Description](#)

ADVANCED PLACEMENT CALCULUS AB⁺**GRADES:** 11, 12**COURSE #:** 3190, 3050**CREDIT:** 1.0**PREREQUISITES:** AP Precalculus or high achievement in Precalculus

COURSE DESCRIPTION: This is the equivalent to an introductory college calculus course. The Advanced Placement Calculus AB exam will be administered in May. The use of the graphing calculator will be required on some sections of the Advanced Placement exam. The course covers differential and integral calculus through engaging with real-world problems as outlined by the College Board. [College Board Description](#)

ADVANCED PLACEMENT CALCULUS BC**GRADES:** 12**COURSE #:** 3060**CREDIT:** 1.0**PREREQUISITES:** Math Theory Honors or high achievement in AP Precalculus

COURSE DESCRIPTION: AP Calculus BC is a college-level calculus course, equivalent to a two-semester calculus sequence. Students deepen their understanding of differential and integral calculus by engaging real-world problems as outlined by the College Board. Students apply definitions and theorems to construct logical arguments and justify conclusions while exploring key concepts such as change, limits, and function analysis. The course prepares students for the Advanced Placement Calculus BC exam, which will be administered in May. [College Board Description](#)

HONORS MULTIVARIABLE CALCULUS**GRADES:** 12**COURSE #:** 3030**CREDIT:** 1.0**PREREQUISITES:** AP Calculus AB or BC

COURSE DESCRIPTION: This course covers differential, integral and vector calculus for functions of more than one variable. It provides important mathematical foundations for advanced studies in life sciences, physical sciences, social sciences, computer science and engineering, building vocabulary and tools to describe and understand phenomena in the natural world, and improving analytic and problem-solving skills valuable in many disciplines.

⁺ Please note that enrichment for students is available in the form of lab or support classes for Algebra 1, Geometry, Algebra 2, Precalculus, & AP Calculus AB. Such classes can be added as per student request or teacher recommendation.

Music

In the Syosset Central School District, we have found that participation in the arts offers our students an outlet for self-expression that can ignite a lifelong passion for creative endeavors. Art and music education foster creativity, and help students to develop problem-solving and critical-thinking skills, as well as teach self-discipline and the value of perseverance. Through the arts, our students cultivate 21st century skills that will prepare them for success in any career path they choose. Perhaps most importantly, studying the arts helps students to make connections between themselves, their innermost feelings, and the world around them.

The courses and performing groups offered by the Music Department are designed to meet the needs, interests and talents of all high school students. They present opportunities to study music from a technical aspect and to develop self-expression and appreciation through participation in the various instrumental and choral performing groups. If the student wishes to earn a Regents diploma with advanced designation using a five unit sequence in music, one unit must be in theory. The remaining units may be earned in any music course. Graduation honors must include one year of theory, as well as fulfillment of normal honors criteria.

A requirement of the various musical-performing groups is that students participate in the public performance and school functions in which the groups are involved. Students also participate in weekly sectional lessons. Students who plan to specialize in music or music education as a career are urged to elect not only music theory during their high school years but also to participate in one or more of the musical performing organizations.

All performance courses, as well as Music Theory, are acceptable to fulfill the one unit music/art requirement for high school graduation.

Music Department Course List

MUSIC THEORY

GRADES: 9, 10, 11, 12

COURSE #: 6510

CREDIT: 1.0

PREREQUISITES: Students should be able to read music.

DESCRIPTION: To develop skills in music composition, analysis, ear training and harmony. Content includes study of terminology, musical styles, prominent composers and various musical forms. Emphasis is on individual creativity from short musical compositions to scoring for ensembles. Students Apple iMac computer laboratory. Recommended for Grades 9 through 12; Instrumental/vocal skills are not required but are highly recommended. Required For sequence in music, Regents diploma with music major, and honors in music.

ADVANCED PLACEMENT MUSIC THEORY**GRADES:** 10, 11, 12**COURSE #:** 6500**CREDIT:** 1.0**PREREQUISITES:** Music Theory I or Departmental Approval

DESCRIPTION: This is a rigorous college level course that will prepare students for college music programs. Students will develop advanced skills in musical composition, analysis, harmonization, listening, and sight singing. All students will be expected to take the AP examination in May. Students who do well in this course will find that they are well prepared for college music theory programs. The cost of AP exams is announced in the Fall of the current school year. All students are required to pay in order to take the exam.

NINTH GRADE BAND**GRADE:** 9**COURSE #:** 6750**CREDIT:** 1.0**PREREQUISITES:** Recommendation from middle school band director or by audition.

DESCRIPTION: Provides an opportunity to perform the finest band literature available to high school students and to work in smaller ensembles weekly. Develop basic instrumental skills including tone production, instrumental technique and basic theory. Band performs at major school events, including concerts and other activities where band music is appropriate. Recommended for Grade 9 wind and percussion players.

SYMPHONIC BAND**GRADES:** 10, 11, 12**COURSE #:** 6780**CREDIT:** 1.0**PREREQUISITES:** Recommendation, director's invitation, or by audition.

DESCRIPTION: Provides an opportunity to perform the finest band literature available to high school students and to work in smaller ensembles weekly. Band performs at major school events, which includes concerts and other activities where band music is appropriate. Members participate in the Syosset High School Pep Band.

WIND ENSEMBLE**GRADES:** 10, 11, 12**COURSE #:** 6840**CREDIT:** 1.0**PREREQUISITES:** Audition or invitation of director.

DESCRIPTION: A select wind ensemble, one or two instruments on each part which performs wind and band literature are composed specifically for this type of instrumentation. Orchestral wind players are selected from this group and rehearse regularly with the orchestra. Members participate in the Syosset High School Pep Band. Recommended for select wind and percussion players, NYSSMA Levels 5 or 6, by audition only (Grades 10-12).

NINTH GRADE STRING ORCHESTRA**GRADES:** 9**COURSE #:** 6879**CREDIT:** 1.0**PREREQUISITES:** Recommendation from middle school orchestra director or by audition.

DESCRIPTION: An opportunity is provided to perform the finest orchestral literature available to high school students and to work in smaller string ensembles weekly. Develops string tone and control and refines individual techniques. Recommended for all string players (Grade 9).

STRING ORCHESTRA**GRADES:** 10, 11, 12**COURSE #:** 6875**CREDIT:** 1.0**PREREQUISITES:** Recommendation, director's invitation or by audition.

DESCRIPTION: An opportunity is provided to perform the finest orchestral literature and to work in smaller string ensembles weekly. Develops string tone and control and refines individual techniques. Recommended For: All string players (Grades 10-12)

CONCERT ORCHESTRA**GRADES:** 10, 11, 12**COURSE #:** 6885**CREDIT:** 1.0**PREREQUISITES:** Recommendation, director's invitation or by audition.

DESCRIPTION: An opportunity is provided to perform more challenging orchestral literature and to work in smaller string ensembles weekly. Develops musicality and refines individual techniques. Recommended For: String players (NYSSMA Levels 4-6) who play an audition and are recommended by the director (Grades 10-12)

CHAMBER ORCHESTRA**GRADES:** 10, 11, 12**COURSE #:** 6870**CREDIT:** 1.0**PREREQUISITES:** Audition or invitation of director.

DESCRIPTION: A select string ensemble that performs the finest orchestral literature. An opportunity is provided to study advanced string ensemble literature as well as full orchestra selections. Recommended for select string players, NYSSMA Level 6 by audition only. (Grades 10-12).

TREBLE CHORUS (9th grade)**GRADES:** 9**COURSE #:** 6880**CREDIT:** 1.0**PREREQUISITES:** Recommendation from middle school choir director or by audition.

DESCRIPTION: Students will sing various styles of choral music in four-part harmony. Proper vocal production and sight-reading skills are emphasized. Recommended for Grade 9 singers with treble (soprano/alto) voices.

CHORALE**GRADES:** 9 (low voices), 10, 11, 12**COURSE #:** 6890**CREDIT:** 1.0**PREREQUISITES:** Recommendation, director's invitation or by audition.

DESCRIPTION: A mixed choir that performs choral literature in various styles and develops vocal expertise in solo and ensemble singing. Recommended for all singers in grades 10-12 plus tenor and bass voices in grade 9.

CHAMBER SINGERS**GRADES:** 10, 11, 12**COURSE #:** 6930**CREDIT:** 1.0**PREREQUISITES:** Audition (One Year Concert Choir or Chorale preferred)

DESCRIPTION: A select vocal ensemble that performs the finest choral literature. Students have the opportunity to study a variety of quality, sophisticated and challenging repertoire primarily in an a-cappella setting. Students will have the opportunity to perform in concerts both in and out of school. Recommended for *select Vocalists by Audition* (Grades 10-12)

RECORDING FOR MUSICIANS (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6554**CREDIT:** 5

DESCRIPTION: This course will teach students music recording techniques from both the artistic and technical viewpoints. Recommended for Grades 9-12

IMPROVISING MUSIC (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 6534**CREDIT:** .5

PREREQUISITES: Any performance medium including voice, piano, guitar, or any band or orchestra instrument. It is highly recommended that the student be able to read music.

DESCRIPTION: Many students can perform on instrument or voice but become immediately disabled if no music is present. This course will instruct students in improvisational techniques including basic melodic and harmonic theory and understanding of chords and progressions. Music computer workstations will be utilized.

ROCK PERFORMANCE (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 6564**CREDIT:** .5

PREREQUISITES: The course is open to students who play guitar, bass, drums, and keyboards, as well as vocalists. Students who play a band or orchestra instrument may also enroll. Instrumentalists must demonstrate a basic level of proficiency. An audition may be required as the course is not designed for beginners.

DESCRIPTION: Topics will include: The Elements of Music through Rock performance, song writing, career paths in popular music and basic live audio sound reinforcement. Recommended for students interested in learning about and performing Rock Music.

PERCUSSION ENSEMBLE**GRADES:** 9, 10, 11, 12**COURSE #:** 6560**CREDIT:** 1.0

PREREQUISITES: The course is open to students who play percussion or piano

DESCRIPTION: Open to music students grades 9-12, this class provides performance opportunities to explore a variety of musical genres in a performance-based percussion ensemble setting. This class will meet every day and explore traditional Western Music, Afro-Cuban, Brazilian, African, and other styles from around the world. Students will also develop fundamental mallet and battery percussion techniques that can be applied to both concert and marching settings. This class will grant a full performance credit that can be applied to an honors sequence upon graduation. Recommended for students interested in learning about and performing Percussion Ensemble Repertoire.

INDEPENDENT STUDY (Fall/Spring)**COURSE #:** 6791, 6792

DESCRIPTION: Opportunities available in advanced work in specific aspects of music. Topics could include: advance chamber music, conducting, composition, music education, or specific aspects of the music industry. In addition to filing an application with the Director of Independent Studies, the student must have the proposed work approved by the Music Department Coordinator.

Physical Education

To meet the needs and interests of the student body, a variety of Physical Education (PE) courses are offered. Classes consist of co-educational activities geared to all skill levels. All PE courses meet on alternate days for a full year except dance classes, which meet daily.

All students registered in New York State schools are required by NYS Education Law to attend classes of instruction in physical education. One course must be taken in each of the grades 9, 10, 11 and 12 to earn the two credits required for graduation. An adaptive program will be offered for students with IEPs. Failure of any course (9, 10, 11, and 12) mandates repeating Physical Education during summer school or the next school year.

All 9th and 10th grade students must enroll in General Physical Education, Dance, Aquatics or Advanced Aquatics. Each 11th and 12th grade student must choose an elective and an alternate course in case their first choice cannot be scheduled. No request for change in a Physical Education course will be accepted if a student has been successfully scheduled for either his/her first choice or alternate.

Medically Excused Physical Education

- An individualized program of activity and/or study will be planned for any student who is medically excused from the activities of the general or elective program.

Wellness

- The Wellness Education Program is a portion of the General Physical Education curriculum combined with the SEL Advisory program that teaches students healthy lifestyle habits. Students learn nutrition, stress management, communication skills, coping skills and how the choices they make affect lifestyle diseases.

Students will receive classroom instruction in the following topics two days per month:

- Growth vs. Fixed Mindset
- Nutrition Stress Management
- Coping Skills/Communication Skills
- Body Image Peer Pressure Issues
- HIV/AIDS Drug and Alcohol Prevention
- Cyberbullying
- Relaxation Techniques
- Mental Health
- Hands-only CPR/AED Training

Physical Education Course List

9TH GRADE GENERAL PHYSICAL EDUCATION (Alt.)

GRADES: 9

COURSE #: 8064

CREDIT: 0.5

PREREQUISITES: N/A

COURSE DESCRIPTION: The General Physical Education class is a comprehensive program that will enable students to participate in a variety of activities such as team and individual sports, lifetime sports, Project Adventure and personal fitness. Students will learn the fundamentals of each activity, offensive and defensive strategies, sportsmanship and teamwork, as well as the benefits of personal fitness. Activities may include volleyball, basketball, new games, aerobics, yoga, pilates, badminton, Project Adventure, tennis, pickle ball and golf. Students will also participate in the Wellness/Advisory Program.

10TH GRADE GENERAL PHYSICAL EDUCATION (Alt.)

GRADES: 10

COURSE #: 8074

CREDIT: 0.5

PREREQUISITES: N/A

COURSE DESCRIPTION: The General Physical Education class is a comprehensive program that will enable students to participate in a variety of activities such as team and individual sports, lifetime sports, Project Adventure and personal fitness. Students will learn the fundamentals of each activity, offensive and defensive strategies, sportsmanship and teamwork, as well as the benefits of personal fitness. Activities may include volleyball, basketball, new games, aerobics, yoga, pilates, badminton, Project Adventure, tennis, pickle ball and golf. Students will also participate in the Wellness/Advisory Program and Fitness Center.

TOTAL PHYSICAL EDUCATION (Alt.)

GRADES: 11, 12

COURSE #: 8114

CREDIT: 0.5

PREREQUISITES: N/A

COURSE DESCRIPTION: Variety is the spice of life. This physical education class combines activities from Lifetime, Aerobics, Strength and Conditioning, Team, Net, and Project Adventure. Students will enjoy units such as bowling, pickleball, lawn games, ultimate frisbee, volleyball, yoga, cardio kickboxing, golf, and use of the Fitness Center. Students will also complete training in CPR and first aid.

LIFETIME SPORTS (Alt.)

GRADES: 11, 12

COURSE #: 8174

CREDIT: 0.5

PREREQUISITES: N/A

COURSE DESCRIPTION: Lifetime sports are designed for students who wish to pursue physical activities they can participate in throughout their lifetime. Students will participate in individual, partner and group drills, modified games and tournament play. Activities may include bowling, golf, lawn games, orienteering, fitness walking, new games, volleyball, Project Adventure and use of the fitness center.

STRENGTH TRAINING AND CONDITIONING (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 8314**CREDIT:** 0.5**PREREQUISITES:** N/A

COURSE DESCRIPTION: This class is designed to create a safe and positive learning environment, while students learn proper technique and engage in a variety of different exercises. Students will learn about the benefits and effects of strength training, agility, flexibility and cardiovascular endurance. Major muscle groups of the body will be taught as well as biomechanical movements for specific joints. Techniques will be taught for Olympic Lifts and all supplemental exercises utilized by the use of alternative machines. Spotting techniques and safety will be paramount. Specific training routines, such as EMOM, AMRAP, and super setting will be covered. Nutritional strategies, supplementation and fitness planning are all taught and implemented. Fitness Challenges, One Rep Max and Body Weight Exercises will be used to assess each student's growth throughout the school year. This class is designed to encourage students to maintain a healthy lifestyle outside of the classroom.

YOGA CORE AND MORE (Alt.)**GRADES:** 11, 12**COURSE #:** 8324**CREDIT:** 0.5**PREREQUISITES:** N/A

COURSE DESCRIPTION: Students will participate in a variety of fitness activities that will focus on developing their cardiovascular endurance and core strength. Core training strengthens stomach and lower back muscles which is critical to overall health.

TEAM SPORTS (Alt.)**GRADES:** 11, 12**COURSE #:** 8344**CREDIT:** 0.5**PREREQUISITES:** N/A

COURSE DESCRIPTION: This course is recommended for students who are interested in competitive team sports as well as group (team) work and problem solving activities. Emphasis will be placed on skill development and team competition in flag football, soccer, volleyball, team handball, basketball, floor hockey, softball, and ultimate frisbee. Team Sports is competitive in nature and requires maximum team participation. Students will participate in a fitness unit which includes testing and use of the fitness center.

ADAPTED PHYSICAL EDUCATION (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 8384**CREDIT:** 0.5**PREREQUISITES:** Adapted Physical Education program as per Individual Education Plan.

COURSE DESCRIPTION: The Adapted Physical Education program gives students with Individual Education Plans the opportunity to reap the benefits of Physical Education classes and meet the New York State standards required for graduation. The curriculum will parallel the General Physical Education program with modifications where necessary to ensure the student's success.

AQUATICS (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 8044**CREDIT:** 0.5**PREREQUISITES:** Swim test will be given on the first days of class by the PE Department.

COURSE DESCRIPTION: This course is recommended for students in grades 9-12 who are interested in becoming stronger swimmers and to prepare for the lifeguard training course. Students will learn basic strokes including freestyle, back crawl, side, breast and elementary back. Diving techniques from the deck will be taught. Other activities will include: basic water safety, water games, snorkeling, kayaking, and other fitness activities.

ADVANCED AQUATICS (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 8054**CREDIT:** 0.5**PREREQUISITES:** Swim test will be given on the first days of class by the PE Department.

COURSE DESCRIPTION: The Advanced Aquatics class is recommended for grades 10-12, as well as for skilled swimmers and students who have completed the Lifeguard Training course. The class will begin with a review of the correct form for all swimming strokes in which each student will have the opportunity to evaluate his/her form. Workouts will be given to improve individual personal fitness and skill development. Basic aquatic skills, starts and turns, lifetime fitness activities, principles of aquatic training and hydrodynamics will be included in the course content. The basics of the American Red Cross Water Safety Program will also be taught in which students may have the opportunity to assist in the teaching of other students.

LIFEGUARD TRAINING, CPR AND FIRST AID (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 8284**CREDIT:** 0.5

PREREQUISITES: Sophomores, juniors or seniors who are 15 years old, with the approval of the high school swimming teacher or successful completion of the Aquatics/Advanced Aquatics course. Swim tests will be given on the first days of class by the PE Department.

COURSE DESCRIPTION: This course is recommended for students desiring Red Cross Certification to work as a lifeguard. An expense of \$45.00 for the Red Cross Lifeguarding, CPR and First Aid Books is associated with this course. The course consists of a full year's worth of skills that will enable the students to succeed not only as a lifeguard but also an educated rescuer for first aid and CPR. The course allows for certification in the National Red Cross Lifeguard Program and will give the student many valuable life skills. The techniques learned in this class have real-life applications and will enhance the student's opportunity to gain employment as a lifeguard.

WATER SAFETY INSTRUCTOR (Alt.)**GRADES:** 11, 12**COURSE #:** 8084**CREDIT:** 0.5**PREREQUISITES:** Students MUST be 16 years of age by the time the course is completed in June

COURSE DESCRIPTION: This course trains students to become Water Safety Instructors. Students will be able to teach courses and presentations in the American Red Cross Swimming and Water Safety program. Students will develop an understanding of how to use the course materials, how to prepare lessons, how to conduct training sessions and how to evaluate participants progress. It includes Parent and Child Aquatics Levels 1 and 2, Preschool Aquatics Levels 1 - 3, Learn-to-Swim Levels 1 - 6, three adult courses as well as the Basic Water Rescue and Personal Water Safety courses and more.

DANCE 1 (Alt.)**GRADES:** 9, 10**COURSE #:** 8134**CREDIT:** 0.5**PREREQUISITES:** N/A

COURSE DESCRIPTION: This is a beginning dance course open to students in grades 9-10 who are interested in dance performance. The course is required for any student interested in pursuing the dance sequence towards graduating with Theatre Arts honors. Basic elements of dance are covered in this course with an emphasis on jazz, lyrical & hip hop styles. Students are required to learn the basic positions of dance and incorporate these positions and techniques to combinations introduced in class. This course is required for any student interested in pursuing the dance sequence towards graduating with Theatre Arts honors. The year will culminate in the performance of a choreographed work for an invited audience as part of the Dance Showcase. This course fulfills the physical education requirement for the year.

DANCE 2 (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 1884**CREDIT:** 0.5**PREREQUISITES:** Satisfactory completion of Dance 1 or instructor approval

COURSE DESCRIPTION: Students will progress from the basic positions learned in Dance I to more challenging technical aspects of dance. Although a large focus of this class will be lyrical and modern dance, students will also study more difficult jazz and contemporary choreography. Students will apply these techniques to more challenging choreography and will be required to work together to create choreographic works of their own.

DANCE 3**GRADES:** 10, 11, 12**COURSE #:** 1890**CREDIT:** 1.0**PREREQUISITES:** Satisfactory completion of Dance 1 and 2 or instructor approval

COURSE DESCRIPTION: This full year course, 0.5 Credit for Physical Education and 0.5 credit for the Arts, fulfills the Arts requirement for graduation. This course also is a continuation of the skills that were learned in Dance I & II and is recommended to those who are interested in continuing their dance performance studies. Students will build on the techniques learned in those courses to perform more challenging technical aspects of dance. A sizable focus of this class will be how dance relates to Theatre and/or the performance of dance before an audience for a desired effect. However, lyrical and modern dance will be an integral part of the course and students will also study more difficult jazz and contemporary choreography as well. Students will also engage in creating their own choreographic studies throughout the year.

DANCE 4**GRADES:** 10, 11, 12**COURSE #:** 1690**CREDIT:** 1.0**PREREQUISITES:** Satisfactory completion of Dance 1-3 or instructor approval

COURSE DESCRIPTION: This full year course, 0.5 Credit for Physical Education and 0.5 credit for the Arts, fulfills the Arts requirement for graduation and is recommended for students in grades 10-12 who are interested in continuing their dance performance studies. The course is required for those students wishing to receive Theatre Arts honors in dance performance and is a continuation, and final element, of the dance sequence. It focuses on dance performance techniques with an emphasis on choreography from various genres of dance. Activities include choreographing individual audition pieces and incorporating more sophisticated elements such as dynamics, phrasing, musicality, expression and dance artistry. Building on the work of Dance III, students will also engage in creating more complex and challenging choreographic studies throughout the year

Science

The Science Department offers courses that meet the needs of students at all levels, with multiple onramps to advanced and college level coursework. In every course, students are encouraged to engage in inquiry, ask questions, collect evidence, and articulate their reasoning. Learning is accomplished through the use of a wide variety of laboratory and classroom experiences. The courses offered in the department are designed to provide students with an appreciation for real world applications of science.

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Science 8	Earth Science (R)	Biology (R) Biology Honors (R) w/Research 1	Chemistry (R) Applied Chemistry	Physics (R) Applied Physics AP Physics 1 (R) AP Physics C* Oceanography Forensic Science AP Environmental Science* AP Biology* AP Chemistry* SUPA Forensics* College Anatomy & Physiology* Adv. Science/Tech Research 12* Adv. Social Science Research 12* Adv. Math/CS Research 12*
Earth Science (R)	Biology (R) Biology Honors (R) w/Research 1	Chemistry (R) Chemistry Honors (R) Applied Chemistry Science/Tech Research 10* <i>With co-enrollment in Chemistry Honors</i> Social Science Research 10* <i>With co-enrollment in Chemistry Honors</i> Math/CS Research 10* <i>With co-enrollment in Chemistry Honors</i>	Physics (R) Applied Physics AP Physics 1 (R) Oceanography Forensic Science AP Biology* AP Chemistry* Adv. Science/Tech Research 11* Adv. Social Science Research 11* Adv. Math/CS Research 11*	

(R) denotes a course ending a NYS Regents exam

*Denotes courses with very specific pre and/or co- requisites. Please see the course manual for more information

+Weighting is provided for Honors, AP, and Research courses.

Science Department Course List

EARTH AND SPACE SCIENCE/LABORATORY (N.Y.S. REGENTS)

GRADES: 9

COURSE #: 4010, 4014

CREDIT: 1.0

COURSE DESCRIPTION: Students will explore the physical laws of nature by studying the Earth and its place in the Universe. Topics include geology, meteorology, and astronomy. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course. This course ends in a NYS Regents exam in Earth and Space Sciences.

EARTH AND SPACE SCIENCE/LABORATORY FOR ELL (N.Y.S. REGENTS)

GRADES: 9

COURSE #: 4100, 4104

CREDIT: 1.0

COURSE DESCRIPTION: Students will explore the physical laws of nature by studying the Earth and its place in the Universe. Topics include geology, meteorology, and astronomy. This course is designed to help and assist students learning language through the content area of Earth Science. The course implements strategies to support English language learners as they learn new concepts and vocabulary in a fun and accessible way. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course. This course ends in a NYS Regents exam in Earth and Space Sciences.

LIFE SCIENCE: BIOLOGY/LABORATORY (N.Y.S. REGENTS)

GRADES: 9, 10

COURSE #: 4120, 4134

CREDIT: 1.0

COURSE DESCRIPTION: This course provides students with a modern, comprehensive background in Biology, exploring genetics, evolution, ecology, cells, and the human body system. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course. The required alternate-day laboratory periods enhance the curriculum with hands-on applications.

LIFE SCIENCE: BIOLOGY/LABORATORY FOR ELL (N.Y.S. REGENTS)

GRADES: 9, 10

COURSE #: 4160, 4163

CREDIT: 1.0

COURSE DESCRIPTION: This course provides students with a modern, comprehensive background in Biology, exploring genetics, evolution, ecology, cells, and the human body system. The course implements strategies to support English language learners as they learn new concepts and vocabulary in a fun and accessible way. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course. The required alternate-day laboratory periods enhance the curriculum with hands-on applications.

LIFE SCIENCE: BIOLOGY HONORS/RESEARCH 1/LABORATORY (N.Y.S. REGENTS)**GRADES:** 9**COURSE #:** 4110, 4614, 4114**CREDIT:** 1.5

COURSE DESCRIPTION: This is an enriched curriculum in Biology, aligned with the NYS Next Generation Science Standards, designed as a rigorous pre-college level course.. In Research 1 students will be introduced to research methods in science, social science, and technology. Laboratory work is a required part of the course. This course ends in the NYS Biology Regents exam. Enrollment in this course requires the recommendation of Regents Earth Science and Math teacher and an A in the Earth Science course and Regents exam.

RESEARCH 1 (ALT.)**GRADES:** 9, 10**COURSE #:** 4614**CREDIT:** 0.5

COURSE DESCRIPTION: Research 1 is a course of study that provides students with foundational skills needed to conduct research in a variety of fields. Students will be exposed to topics in the sciences, technology and behavioral sciences. Skills learned here will enrich the honors science curriculum and better prepare students to navigate challenging coursework in subsequent years. This course must be taken concurrently with an honors science course.

PHYSICAL SETTING: CHEMISTRY/LABORATORY (N.Y.S. REGENTS)**GRADES:** 10, 11**COURSE #:** 4320, 4354**CREDIT:** 1.0

COURSE DESCRIPTION: This course studies the inter-relationship of matter and energy and how this can be applied to the physical world. Laboratory exercises are utilized to demonstrate many of these physical principles. This modern view of chemistry follows the N.Y.S. Regents course of study, and culminates in a NYS Regents exam in Chemistry. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course.

PHYSICAL SETTING: CHEMISTRY HONORS/LABORATORY (N.Y.S. REGENTS)**GRADES:** 10**COURSE #:** 4310, 4314**CREDIT:** 1.0

PREREQUISITES: Biology Honors with a minimum grade of B+; minimum grade of A in Regents Biology with concurrent enrollment in Research 1; and a recommendation from their science teacher. Additionally, completion of Geometry with a minimum grade of B+ or Geometry Honors with a minimum grade of B.

COURSE DESCRIPTION: This is an enriched curriculum in Chemistry designed as a rigorous pre-college level course. This course is aligned with the N.Y.S. Regents standards and culminates in a NYS Regents exam in Chemistry. The Regents exam and 1200 minutes of satisfactory laboratory work are required components of the course.

APPLIED CHEMISTRY**GRADES:** 10, 11**COURSE #:** 4340**CREDIT:** 1.0

RECOMMENDED FOR: Students in grades 10 and 11 who have completed Regents Biology and are interested in a non-Regents Chemistry course.

COURSE DESCRIPTION: Applied Chemistry is an activity, project, and laboratory based Physical Science course for students interested in completing their science requirements or who intend to enroll in Regents Chemistry. The course is designed to engage all learning modalities and is aligned with the New York State Science Learning Standards (NYSSLS). Emphasis is on course content mastery through class and laboratory activities, and research projects. Evaluation is based on examinations, lab reports, and projects. This course does not end in a Regents exam, and cannot be used as a prerequisite for Regents Physics, or AP science courses.

PHYSICAL SETTING:PHYSICS/LABORATORY (N.Y.S. REGENTS)**GRADES:** 11, 12**COURSE #:** 4420, 4424**CREDIT:** 1.0

PREREQUISITES: Satisfactory completion of Regents Chemistry and Algebra 2 or approval of the Assistant Principal of Science and Technology.

COURSE DESCRIPTION: This course studies the physical principles of force, motion, time, space, matter, and energy and how they relate to the real world. Students will partake in hands-on lab activities involving everyday items. This standard NYS Regents course is designed as part of a complete high school program and serves as an introduction to the study of Physics in college. The Regents exam and 1200 minutes of laboratory work are required components of the course.

APPLIED PHYSICS**GRADES:** 11, 12**COURSE #:** 4350**CREDIT:** 1.0

PREREQUISITES: Successful completion of an Applied Chemistry or Regents Chemistry course, or permission of the Assistant Principal of Science & Technology

RECOMMENDED FOR: Students in grades 11 and 12 who are interested in a non-Regents Physics course.

COURSE DESCRIPTION: This full-year physical science elective is a one period high school physics course designed to be accessible to all students, regardless of their prior science or math performance. Applied Physics is an activity, project and laboratory based physical setting course designed for students interested in a more complete scope of scientific literacy. The course aims to engage all students in different modalities. This NYSSLS standards-based course will provide an application-based approach. Each unit is approached thematically. All units will culminate with a project or lab investigation or assessment integrating all taught concepts applied to the theme. There will be at least one student-designed lab per unit. This course does not end in a Regents exam and may not be used as a prerequisite for AP sciences where Physics is required.

OCEANOGRAPHY**GRADES:** 11, 12**COURSE #:** 4400**CREDIT:** 1.0**PREREQUISITES:** Earth & Space Science, Biology

COURSE DESCRIPTION: The Oceanography course will provide students with an opportunity to study topics such as oceanography, marine biology, evolution, human impact on the oceans, study of historical vessels, and the technology that is currently in use in the study of the ocean floor and marine life. This is a non-college level science elective.

FORENSICS**GRADES:** 11, 12**COURSE #:** 4450**CREDIT:** 1.0**PREREQUISITES:** Biology

COURSE DESCRIPTION: This course teaches students the scientific thought process through the lens of crime scene investigations. Students will learn critical thinking and problem solving skills they can apply to their everyday lives. This is a non-college level science elective.

PROJECT ADVANCED FORENSIC SCIENCE/LABORATORY**GRADES:** 12**COURSE #:** 4210, 4214**CREDIT:** 1.0**PREREQUISITES:** B or better in Regents Biology; Chemistry is recommended

COURSE DESCRIPTION: Syracuse University Project Advance (SUPA) Chemistry 113: Forensic Science focuses on the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. Scientific methods specifically relevant to crime detection and analysis will be presented. Satisfactory completion of laboratory work is required. College credit available through Syracuse University.

ADVANCED PLACEMENT BIOLOGY/LABORATORY**GRADES:** 11, 12**COURSE #:** 4510, 4514**CREDIT:** 1.0

PREREQUISITES: Regents Biology, Regents Chemistry, with an A in both classes, and a minimum score of 85 on both Regents exams; and Regents Physics (can be taken concurrently) or AP Environmental Science.

RECOMMENDED FOR: Students with an interest in biomedical sciences or related healthcare professions. This course is a prerequisite for Anatomy and Physiology.

COURSE DESCRIPTION: The AP Biology course offers a rigorous, college-level introduction to the biological sciences, fostering advanced critical thinking, scientific inquiry, and problem solving skills. The curriculum encompasses key areas of modern biology, including the chemistry of life, cell structure and function, cellular energetics, genetics, cellular communications, evolution, and ecology. Integral to this course are laboratory investigations that promote the development of scientific research skills, including experimental design, data analysis, and effective communication of scientific findings. Aligned with the AP College Board's Big Ideas, this course prepares students for the AP Biology Exam and cultivates a foundation for further studies in biological sciences and related disciplines.

ADVANCED PLACEMENT CHEMISTRY/LABORATORY**GRADES:** 11, 12**COURSE #:** 4520, 4524**CREDIT:** 1.0

PREREQUISITES: Successful completion of a Chemistry course and an Algebra 2 course, as well as the corresponding Regents exams. Students must take Physics, preferably as a prerequisite but Physics may be taken concurrently.

COURSE DESCRIPTION: This is a college level course designed for students who want to obtain one year of college Chemistry experience. This course provides insight into modern chemical theory building on the foundations established in their high school level chemistry course. Extensive qualitative and quantitative laboratory work prepares the student for a college laboratory program. This course culminates in the Advanced Placement examination.

ADVANCED PLACEMENT PHYSICS 1/LABORATORY**GRADES:** 11, 12**COURSE #:** 4550, 4554**CREDIT:** 1.0

PREREQUISITES: Regents Chemistry with course grade of A or Chemistry Honors with course grade of B+; and Algebra 2; Concurrent enrollment in Math Theory Honors, AP Precalculus, or Precalculus.

COURSE DESCRIPTION: This is a college level course designed for students who want to obtain up to one semester of college credits in Physics. This course includes topics in both Newtonian mechanics and fluid dynamics. A working knowledge of Algebra and basic Trigonometry is required. Calculus is not used. Students taking this course are required to take the NYS Regents exam.

ADVANCED PLACEMENT PHYSICS 2/LABORATORY**GRADES:** 11, 12**COURSE #:** 4530, 4534**CREDIT:** 1.0

PREREQUISITES: A minimum grade of B in Advanced Placement Physics 1 or B+ in Regents Physics; and Algebra 2; Concurrent enrollment in Math Theory Honors, AP Precalculus, or Precalculus.

COURSE DESCRIPTION: This is a college level course designed for students who want to obtain up to one semester of college credits in Physics and have already taken AP Physics 1 or Regents Physics. This course includes topics in thermodynamics, electricity & magnetism, waves, optics, and modern physics. A working knowledge of algebra and basic trigonometry is required.

ADVANCED PLACEMENT PHYSICS C/LABORATORY**GRADES:** 11, 12**COURSE #:** 4530, 4534**CREDIT:** 1.0

PREREQUISITES: AP Physics 1 and concurrent enrollment in Calculus. Students who completed Regents physics must have a minimum grade of A, and departmental approval.

COURSE DESCRIPTION: This is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like change, force interactions, fields, and conservation.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE/LABORATORY**GRADES:** 12**COURSE #:** 4500, 4504**CREDIT:** 1.0

PREREQUISITES: Regents Chemistry with a course grade of B and passing Regents score; Earth Science; and Biology with a minimal course grade of B+ and a Regents score of 85 or higher.

COURSE DESCRIPTION: This is a college level course designed to provide students with the scientific principles required to understand interrelationships of the natural world and analyze environmental problems. This course provides an in-depth study of ecology, connecting biological communities to chemical and geological functioning. The course provides a study of the effect of anthropogenic activities on the worldwide ecosystem and provides an examination of the issues of human overpopulation, future energy resources, atmospheric change, chemical pollution and agriculture.

COLLEGE PREMED ANATOMY & PHYSIOLOGY/LABORATORY**GRADES:** 12**COURSE #:** 4370, 4374**CREDIT:** 1.0

PREREQUISITES: Students must have completed AP Biology and received a grade of B or higher. Students must take Physics, preferably as a prerequisite but Physics may be taken concurrently.

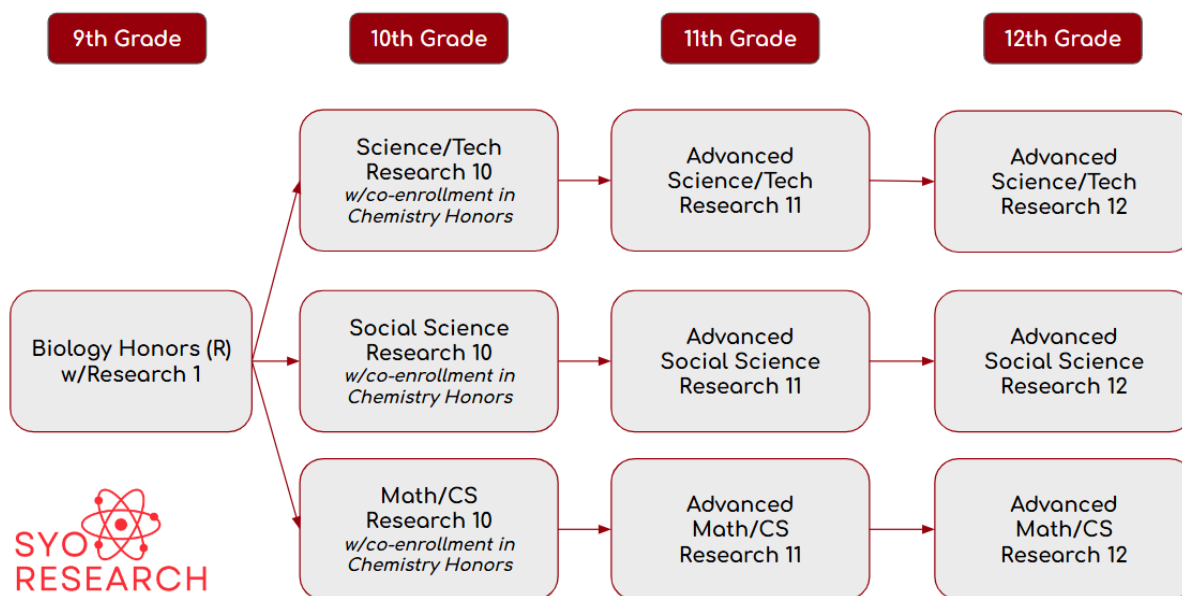
COURSE DESCRIPTION: Premedical Anatomy and Physiology is a full-year college-accredited course that covers a detailed overview of mammalian anatomy and physiology (mainly focusing on humans) for students with an interest in health sciences, such as human or veterinary medicine. This course covers concepts of structural and functional organization of the human body, the terminology involved, and the understanding of the interdependent relationships between different systems as well as diseases and disorders of each system. College credit available through LIU Post.

Research Department

The Syosset High School Research Program fosters academic independence by helping students develop science and engineering practices and critical problem-solving skills. In a rapidly changing world, students are encouraged to identify problems and create solutions. Our goal is to teach them to effectively communicate their scientific thinking.

Our Research program introduces techniques from across all major disciplines with the opportunity for motivated students to participate in the two-year Advanced Research Program. This includes interdisciplinary options and awards half-unit bonus credit. Research students are also encouraged to collaborate with outside mentors during one summer to gain hands-on experience in professional settings like universities, hospitals, or labs.

All 9th grade honors science students are required to take Research 1, followed by discipline-specific Research 10 courses. After completing Research 10, students can apply to Advanced Research 11, where they will conduct independent research in science, social science, or mathematics/computer science, guided by teacher recommendations and a formal application.



Research Department Course Offerings

RESEARCH 1 (Alt.)

GRADES: 9, 10

COURSE #: 4614

CREDIT: 0.5

COURSE DESCRIPTION: Research 1 is a course of study that provides students with foundational skills needed to conduct research in a variety of fields. Students will be exposed to topics in the sciences, technology and behavioral sciences. Skills learned here will enrich the honors science curriculum and better prepare students to navigate challenging coursework in subsequent years. This course must be taken concurrently with an honors science course.

SCIENCE/TECH RESEARCH 10 (Alt.)

GRADES: 10

COURSE #: 9624

CREDIT: 0.5

PREREQUISITES: Completion of Research 1 with an A or better, selection is based on completion of an advanced research application and teacher recommendations.

COREQUISITE: Chemistry Honors; AP Statistics is highly recommended

COURSE DESCRIPTION: Advanced Science and Technology Research 10 is designed to provide students with an advanced foundation in research methods with a focus on science and technology. Working as a class, in small groups and individually, students will learn how to analyze research texts, design research questions, design and carry out research methodologies, and analyze and interpret data. This course also focuses on communicating research in a variety of modalities. By the end of this course students are expected to design an authentic, novel research project that they will use in Advanced Research 11. This course will culminate with a poster at our annual research symposium.

SOCIAL SCIENCE RESEARCH 10 (Alt.)

GRADES: 10

COURSE #: 9534

CREDIT: 0.5

PREREQUISITES: Completion of Research 1 with an A or better, selection is based on completion of an advanced research application and teacher recommendations.

COREQUISITE: Chemistry Honors; AP Statistics is highly recommended

COURSE DESCRIPTION: Advanced Social Science Research 10 is designed to provide students with an advanced foundation in research methods with a focus on the social sciences. Working as a class, in small groups and individually, students will learn how to analyze research texts, design research questions, design and carry out research methodologies, and analyze and interpret data. This course also focuses on communicating research in a variety of modalities. By the end of this course students are expected to design an authentic, novel research project that they will use in Advanced Research 11. This course will culminate with a poster at our annual research symposium.

MATH/COMPUTER SCIENCE RESEARCH 10 (Alt.)**GRADES:** 10**COURSE #:** 9544**CREDIT:** 0.5

PREREQUISITES: Completion of Research 1 with an A or better, selection is based on completion of an advanced research application and teacher recommendations.

COREQUISITE: Chemistry Honors; AP Statistics is highly recommended

COURSE DESCRIPTION: Advanced Math and Computer Science Research 10 is designed to provide students with an advanced foundation in research methods with a focus on math and computer science. Working as a class, in small groups and individually, students will learn how to analyze research texts, design research questions, design and carry out research methodologies, and analyze and interpret data. This course also focuses on communicating research, with a requirement to participate in the Long Island Math Fair. This course will culminate with a poster at our annual research symposium.

ADVANCED SCIENCE/TECH RESEARCH 11 (Alt.)**GRADES:** 11**COURSE #:** 9654**CREDIT:** 0.5

PREREQUISITES: Completion Advanced Research 10 with a B+ or better; AP Statistics is highly recommended

COURSE DESCRIPTION: Advanced Science and Technology Research 11 is an honors level elective course. Students refine their research skills while conducting new or continued investigations in science or technology. Students are expected to formulate a novel and sophisticated research question, design and carry out methodologies, analyze their data, draw conclusions, and write a paper. Each student is also required to construct a research presentation board, prepare an oral presentation, and compete in appropriate research competitions. All Advanced Research 11 students participate in our annual research symposium and have abstracts published in the SHS Journal of Abstracts.

ADVANCED SOCIAL SCIENCE RESEARCH 11 (Alt.)**GRADES:** 11**COURSE #:** 9664**CREDIT:** 0.5

PREREQUISITES: Completion Advanced Research 10 with a B+ or better; AP Statistics is highly recommended

COURSE DESCRIPTION: Advanced Social Science Research 11 is an honors level elective course. Students refine their research skills while conducting new or continued investigations in social science. Students are expected to formulate a novel and sophisticated research question, design and carry out methodologies, analyze their data, draw conclusions, and write an original research paper. Each student is also required to construct a research presentation board, prepare an oral presentation, and compete in appropriate research competitions. All Advanced Research 11 students participate in our annual research symposium and have abstracts published in the SHS Journal of Abstracts.

ADVANCED MATH/COMPUTER SCIENCE RESEARCH 11 (Alt.)**GRADES:** 11**COURSE #:** 9674**CREDIT:** 0.5**PREREQUISITES:** Completion Advanced Research 10 with a B+ or better; AP Statistics is highly recommended

COURSE DESCRIPTION: Advanced Math and Computer Science Research 11 is an honors level elective course. Students refine their research skills while conducting new or continued investigations in math and/or computer science. Students are expected to formulate a novel and sophisticated research question, design and carry out methodologies, analyze their data, draw conclusions, and write a paper. Each student is also required to construct a research presentation board, prepare an oral presentation, and compete in appropriate research competitions, especially the Long Island Math Fair. All Advanced Research 11 students participate in our annual research symposium and have abstracts published in the SHS Journal of Abstracts.

ADVANCED SCIENCE/TECH RESEARCH 12 (Alt.)**GRADES:** 12**COURSE #:** 9684**CREDIT:** 0.5**PREREQUISITES:** Completion of Advanced Research 11 with a B+ or better; completion of a project that resulted in analyzable data; AP Statistics is highly recommended.

COURSE DESCRIPTION: Advanced Science and Technology Research 12 is an advanced elective course. The focus of this seminar is to communicate research at an advanced level and prepare for research competitions. A formal paper must be written prior to the start of Advanced Research 12. All Advanced Research 12 students are required to submit a complete application for the Regeneron Science Talent Search in the first quarter. First semester, students will refine their research papers through an extensive drafting process and work on STS application components and work on ISEF Fair requirements. Second semester students will focus on communicating their research using posters, slides and presentations. Applications to major research competitions are made available to students. Students are required to present their work at appropriate research competitions to which they are invited. All Advanced Research 12 students' abstracts are published in the SHS Journal of Abstracts and posters are presented at the annual SHS Research Symposium.

ADVANCED SOCIAL SCIENCE RESEARCH 12 (Alt.)**GRADES:** 12**COURSE #:** 9694**CREDIT:** 0.5

PREREQUISITES: Completion of Advanced Research 11 with a B+ or better; completion of a project that resulted in analyzable data; AP Statistics is highly recommended.

COURSE DESCRIPTION: Advanced Social Science Research 12 is an advanced elective course. The focus of this seminar is to communicate research at an advanced level and prepare for research competitions. A formal paper must be written prior to the start of Advanced Research 12. All Advanced Research 12 students are required to submit a complete application for the Regeneron Science Talent Search. First semester, students will refine their research papers through an extensive drafting process and work on STS application components. Second semester students will focus on communicating their research using posters, slides and presentations. Applications to major research competitions are made available to students. Students are required to present their work at appropriate research competitions to which they are invited. All Advanced Research 12 students' abstracts are published in the SHS Journal of Abstracts and posters are presented at the annual SHS Research Symposium.

ADVANCED MATH/COMPUTER SCIENCE RESEARCH 12 (Alt.)**GRADES:** 12**COURSE #:** 9774**CREDIT:** 0.5

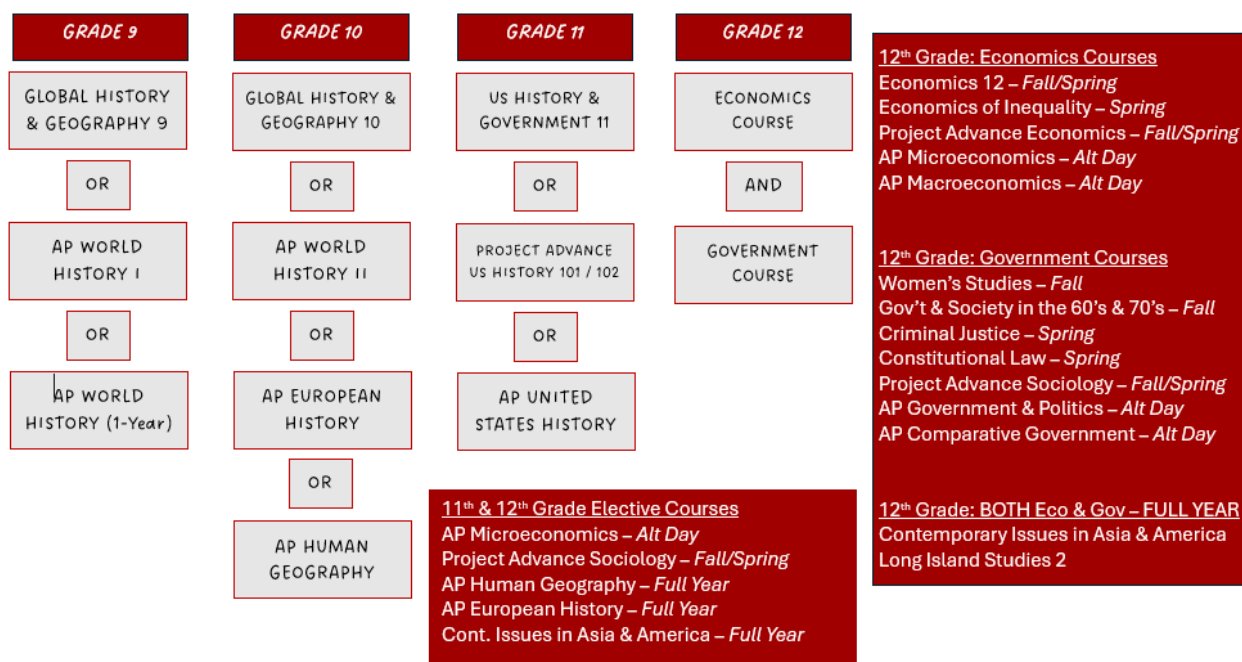
PREREQUISITES: Completion of Advanced Research 11 with a B+ or better; completion of a project that resulted in analyzable data; AP Statistics is highly recommended.

COURSE DESCRIPTION: Advanced Math and Computer Science Research 12 is an advanced elective course. The focus of this seminar is to communicate research at an advanced level and prepare for research competitions. A formal paper must be written prior to the start of Advanced Research 12. All Advanced Research 12 students are required to submit a complete application for the Regeneron Science Talent Search. First semester, students will refine their research papers through an extensive drafting process and work on STS application components. Second semester students will focus on communicating their research using posters, slides and presentations. Applications to major research competitions are made available to students. Students are required to present their work at appropriate research competitions to which they are invited. All Advanced Research 12 students' abstracts are published in the SHS Journal of Abstracts and posters are presented at the annual SHS Research Symposium.

Social Studies

The Social Studies Department strives to develop well-rounded, informed, and active students through a comprehensive educational approach. Our goal is to stimulate critical thinking and problem-solving skills, encouraging students to engage in these practices regularly. We aim to promote active citizenship by helping students understand their roles and responsibilities in society. Through courses that draw on the perspectives of historians, geographers, economists, political scientists, psychologists, lawyers, and other social scientists, students learn to apply a variety of analytical tools and techniques. The department emphasizes respect for democratic principles, cultural diversity, and global perspectives, fostering an appreciation for human contributions across the world. Our diverse student body is supported in realizing its potential as engaged citizens, both in our local community and in a democratic society.

TYPICAL PROGRESSION OF SOCIAL STUDIES COURSES



*12th grade students must take at least one (1) economics course and one (1) government course.
 **FOR MORE DETAILS, AND AVAILABILITY OF COURSES, PLEASE REFER TO THE FULL CURRICULUM MANUAL.

New York State Seal Of Civic Readiness

- Seniors may also apply to receive the NYS Seal of Civic Readiness, which is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. More information can be found online at the [NYSED Seal of Civic Readiness website](https://www.nysed.gov/assessment/seal-of-civic-readiness), or you may reach out to the Seal of Civic Readiness Committee (shscivics@syosetschools.org).

Social Studies Department Course List

GLOBAL HISTORY 9 ENRICHED

GRADES: 9

COURSE #: 2120

CREDIT: 1.0

PREREQUISITES: Successful completion of 8th grade social studies.

COURSE DESCRIPTION: Examines Global History and Geography on a chronological approach from the dawn of civilization to the Age of Enlightenment. This course explores the development of major world civilizations, focusing on common themes and issues throughout history such as the rise and fall of empires, interactions between different societies, impact of geography on human development, and the evolution of political, economic, and cultural systems across the globe and their impact on the modern world. Students will utilize the course curriculum to develop their civic readiness skills. This course will help students connect their knowledge to their own lives and prepare them to be active citizens. All students who take the course will complete a Seal of Civic Readiness research project grounded in civic knowledge and participation.

ADVANCED PLACEMENT WORLD I

GRADES: 9

COURSE #: 2110

CREDIT: 1.0

PREREQUISITES: Successful completion and high achievement in grade 8 social studies with teacher recommendation. Students should demonstrate strong critical thinking, analysis and writing skills.

COURSE DESCRIPTION: This course offers a two year sequence when combined with course 2130. The first half, taken in 9th grade, will focus on the development of foundational AP skills in historical analysis, reading, and writing and explore a rigorous curriculum that spans from the early foundations of world history through the Age of Exploration. This course is aligned to the national standards set forth by the College Board. This course equips students with foundational thinking, reading, and writing skills necessary for all 10th grade AP courses and 10th grade Regents skillset. All students who take the course will complete a Seal of Civic Readiness research project grounded in civic knowledge and participation.

ADVANCED PLACEMENT WORLD HISTORY (1-Year Course)**GRADES:** 9**COURSE #:** 2130**CREDIT:** 1.0

PREREQUISITES: Successful completion and high achievement in grade 8 social studies with teacher recommendation. Students should demonstrate strong critical thinking, analysis and writing skills. In addition, students should be prepared to cover material at a quick pace with work outside of class essential for successful completion of this AP course.

COURSE DESCRIPTION: This AP level course offered by the College Board centers on overarching themes that define the global human experience and serve to connect five unifying historical threads (Foundations, 8000 B.C.E.-600 C.E., 600 C.E.-1450 C.E., 1450-1750, 1750-1914, 1914 to the Present). The course will devote considerable focus on critical evaluation of primary and secondary sources, oral presentations, simulations, and the development and interpretation of document based questions as they relate to world history. Connections between regions and throughout history are stressed to enhance students' understanding of the factors that shape our world history. All students who take the course will complete a Seal of Civic Readiness research project grounded in civic knowledge and participation. All students will be expected to take the AP World History Modern examination in May.

ADVANCED PLACEMENT EUROPEAN HISTORY**GRADES:** 10**COURSE #:** 2200**CREDIT:** 1.0

PREREQUISITES: Successful completion and high achievement in grade 9 social studies with teacher recommendation. Students should demonstrate strong critical thinking, writing and analysis skills, as well as show an interest in history.

COURSE DESCRIPTION: This course starts with the Renaissance and traces the path of western civilization to the modern era while investigating social, political and economic developments over time. Students will read extensively in a content area textbook and supplemental resources. They will be engaging in discussions and critical analysis of change and continuity, comparison and causation. All students will be prepared to take the AP European History examination in May and the NYS Global History Regents examination in June.

ADVANCED PLACEMENT WORLD HISTORY II**GRADES:** 10**COURSE #:** 2210**CREDIT:** 1.0

PREREQUISITES: Successful completion and high achievement in grade 9 social studies with teacher recommendation. Students should demonstrate strong critical thinking, writing and analysis skills, as well as show an interest in history.

COURSE DESCRIPTION: This course is the continuation of the AP World History I, 2110 course. The curriculum begins with the Age of Revolution (1750-1914) and the Modern Era (1914-Present). All students will be expected to take the AP World History Modern examination in May and NYS Global History & Geography Regents examination in June.

GLOBAL HISTORY & GEOGRAPHY 10R**GRADES:** 10**COURSE #:** 2220**CREDIT:** 1.0**PREREQUISITES:** Successful completion of grade 9 social studies.

COURSE DESCRIPTION: Focuses on a chronological approach to World History from the Age of Revolutions (circa 1750) to the present time including an exploration of enduring issues that have impacted people across historical and cultural lines. Political, economic and social developments will be investigated in each era. This course is designed to align with the development of historical thinking skills in analysis and contextualization centered around primary sources. All students will take the NYS Global History & Geography Regents examination in June.

ADVANCED PLACEMENT HUMAN GEOGRAPHY**GRADES:** 10, 11, 12**COURSE #:** 2780**CREDIT:** 1.0

PREREQUISITES: Successful completion of grade 9 social studies and teacher recommendation. Students should exhibit an interest and appreciation for geographic concepts and current world events.

COURSE DESCRIPTION: This AP level course offered by the College Board focuses on seven global themes: geography, population, cultural patterns and processes, political organization of space, agriculture, and rural land use, industrialization and economic development, cities and urban land use. All students will be expected to take the AP Human Geography examination in May and the NYS Global History & Geography Regents examination in June.

GLOBAL HISTORY 1 FOR ELL**GRADES:** 9, 10, 11**COURSE #:** 2150**CREDIT:** 1.0

PREREQUISITES: This course is for students who are new to this nation and have English as a second language. This course meets the NYS Regents requirement for graduation.

COURSE DESCRIPTION: Focuses on a chronological approach to World History to the French Revolution (1789). Political, economic, religious, social, and intellectual developments in the Asian, Latin American, European, African, Middle Eastern societies will anchor this course. All students who take the course will complete a Seal of Civic Readiness research project grounded in civic knowledge and participation. This course follows the NYS standards for Global Studies and is the first half of a two-year course culminating in the NYS Global History & Geography Regents examination.

GLOBAL HISTORY 2 FOR ELL**GRADES:** 9, 10, 11**COURSE #:** 2160**CREDIT:** 1.0

PREREQUISITES: This course is for students who are new to this nation and have English as a second language. This course meets the NYS Regents requirement for graduation.

COURSE DESCRIPTION: Focuses on a chronological approach to World History from the French Revolution (1789) to today. Political, economic, religious, social, and intellectual developments will be studied. Students will take the NYS Global History & Geography Regents examination in June.

US HISTORY & GOVERNMENT 11 FOR ELL**GRADES:** 11, 12**COURSE #:** 2170**CREDIT:** 1.0

PREREQUISITES: This course is for students who are new to this nation and have English as a second language. This course meets the NYS Regents requirement for graduation.

COURSE DESCRIPTION: The instructor will prepare the students for successful completion on the U.S. History Regents examination in June. This course provides a cursory overview of American History to 1877 (end of Reconstruction) and an in-depth study of American History from 1877 to the present. In addition, the course examines our nation's constitutional foundations and its theory of government. All students who take the course will complete a Seal of Civic Readiness project grounded in civic knowledge and participation. Students will take the NYS US History & Government Regents examination in June.

ADVANCED PLACEMENT US HISTORY & GOVERNMENT**GRADES:** 11**COURSE #:** 2300**CREDIT:** 1.0

PREREQUISITES: Successful completion of 10th grade social studies and teacher recommendation. Students should demonstrate strong critical thinking, analysis and writing skills, while also possessing a strong interest in history and government.

COURSE DESCRIPTION: Prepares students for both the N.Y. State Regents exam in U.S. History & Government and the Advanced Placement examination given in May of the school year will be expected. In order to qualify for the program, the student should have a great interest in American History and be prepared for required extensive reading in the content area including supplemental historical books. All students who take the course will complete a Seal of Civic Readiness project grounded in civic knowledge and participation. Students are expected to take the AP US History & Government examination in May and the NYS US History & Government Regents examination in June.

PROJECT ADVANCE UNITED STATES HISTORY 101-102**GRADES:** 11**COURSE #:** 2310**CREDIT:** 1.0

PREREQUISITES: Successful completion of 10th grade social studies and teacher recommendation. Students should demonstrate strong critical thinking, analysis and writing skills.

COURSE DESCRIPTION: This is an introductory college United States History course covering the period 1607 to present. Students will explore how Europeans from a medieval culture became American; how the American Revolution influenced the social, political and economic life of America; and how American modernization affected sectional crisis. In the various readings—textbook, primary sources, and “coming of age” accounts—as well as through multimedia resources, students will see how others have experienced, written about, and interpreted history. More importantly, through discussions and various types of assignments, students will have a chance to experience history, and not just to read about it. In the process, they will begin to learn something of how historians think about and investigate the past, and will start to develop their own critical, historical perspectives. All students who take the course will complete a Seal of Civic Readiness project grounded in civic knowledge and participation. Students will take the NYS US History & Government Regents examination in June. This course is dual enrolled through the Syracuse University Project Advance program for college credit.

US HISTORY & GOVERNMENT 11R**GRADES:** 11**COURSE #:** 2320**CREDIT:** 1.0**PREREQUISITES:** Successful completion of 10th grade social studies.

COURSE DESCRIPTION: This course provides an overview of American History from Colonial and Constitutional Foundations of the United States to the modern era. Historical thinking skills such as identifying bias, author's purpose, historical context, point of view are embedded in analysis of primary and secondary sources. In addition, the course examines our nation's constitutional foundations and its theory of government. Successful completion requires passing a State Regent examination in U.S. History & Government. All students who take the course will complete a Seal of Civic Readiness project grounded in civic knowledge and participation. Students will take the NYS US History & Government Regents examination in June.

WOMEN'S STUDIES (Fall)**GRADES:** 12**COURSE #:** 2421**CREDIT:** 0.5**PREREQUISITES:** Successful completion of 11th grade social studies.

COURSE DESCRIPTION: This course raises students' consciousness by exploring the intersectionality of race, gender, and class from the First Wave to the Fourth Wave feminist movements. Students will be encouraged to recognize and analyze the implications of living in patriarchal societies in the United States and across the globe. The pedagogy in the Women's Studies course will empower students to become active learners and participants in democratic systems through seminar-style discussions, written reflections, collaborative projects and class presentations. This course meets the senior year government requirement for graduation.

ECONOMICS (Fall/Spring)**GRADES:** 12**COURSE #:** 2481, 2482**CREDIT:** 0.5**PREREQUISITES:** Successful completion of 11th grade social studies.

COURSE DESCRIPTION: When most people hear "economics," they think about banks, money, and the stock market. And while finance is a part of economics, the subject is much more than that too. Economics is the study of how our world works within the reality of finite resources colliding with infinite human desires. It affects everything from international politics to national elections to local community decisions to personal well-being. Financial literacy and preparation for life in the complicated economic environment of 2020s America is just one of the important lessons students will learn in this course. This course meets the senior year economics requirement for graduation.

PROJECT ADVANCE ECONOMICS (Fall)**GRADES:** 11, 12**COURSE #:** 2531**CREDIT:** 0.5

PREREQUISITES: For exceptional and conscientious students in their junior or senior year who are looking for the challenge and rigor of taking a college course.

COURSE DESCRIPTION: This is an introductory college Economics course which addresses mainstream economic thought. The goals of this course are to introduce students to the ideas that form the foundation of modern Western (neoclassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. This course helps students to understand and recognize the elements of economics theory, to identify the peculiar roles of these elements, and to understand how they fit together. This course meets the senior year economics requirement for graduation. This course is dual enrolled through the Syracuse University Project Advance program for college credit.

ADVANCED PLACEMENT MACROECONOMICS (Alt.)**GRADES:** 12**COURSE #:** 2734**CREDIT:** 0.5

PREREQUISITES: For exceptional students who have successfully completed of a US History course and teacher recommendation.

COURSE DESCRIPTION: The purpose of the course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Discussed in some detail will be concepts such as aggregate supply and demand, the national income, inflation, unemployment, fiscal and monetary policy, and international trade and finance. This course meets the senior year economics requirement for graduation. Students are expected to take the AP Macroeconomics examination in May.

ADVANCED PLACEMENT MICROECONOMICS (Alt.)**GRADES:** 11, 12**COURSE #:** 2744**CREDIT:** 0.5

PREREQUISITES: For exceptional students and teacher recommendation.

COURSE DESCRIPTION: A course designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Emphasis is placed on the nature and functions of product markets including the large role the government plays in promoting equity and efficiency in the economy. This course meets the senior year economics requirement for graduation. Students are expected to take the AP Microeconomics examination in May.

PUBLIC ISSUES IN CRIMINAL JUSTICE (Spring)**GRADES:** 12**COURSE #:** 2472**CREDIT:** 0.5

PREREQUISITES: Successful completion of 11th grade social studies.

COURSE DESCRIPTION: The purpose of the program is to increase the understanding in students of their role as participants in a constitutional democracy. Through the analysis of important criminal justice public policy issues, students will gain knowledge and competency in the area of criminal justice. Students will gain practical experience in preparing "cases," arguing for "clients" and sitting on "juries." Several opportunities will be offered to hear from individuals currently working in criminal justice-related fields. This course meets the senior year government requirement for graduation.

PROJECT ADVANCE SOCIOLOGY (Fall/Spring)**GRADES:** 11, 12**COURSE #:** 2631, 2632**CREDIT:** 0.5**PREREQUISITES:** Successful completion of a US History course..

COURSE DESCRIPTION: If you are the type of person interested in studying people in their social environments, this class will meet those expectations. It is an introduction to sociology class that encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. It is an analytic, skills-based course that uses primary source readings from social science journals. It includes many student-centered learning activities. As this writing-intensive class progresses, students should develop increasing skill in analytic reading and writing, sociological reasoning, empirical research and investigation, and the ability to make generalizations about self and society in a global world. Major topics include: culture, groups and social structure, the power and influence of the media, self and identity, social inequalities based on race, class, gender and social change. This course meets the senior year government requirement for graduation. This course is dual enrolled through the Syracuse University Project Advance program for college credit.

ADVANCED PLACEMENT US GOVERNMENT & POLITICS (Alt.)**GRADES:** 12**COURSE #:** 2704**CREDIT:** 0.5

PREREQUISITES: Successful completion of a United States History course and teacher recommendation. Students should demonstrate strong critical thinking, analysis and writing skills.

COURSE DESCRIPTION: This course is designed to give students a critical perspective on government and politics in the United States. It involves both the studies of general concepts used to interpret American politics and the analysis of specific case studies. It also explores the various institutions, groups, beliefs, and ideas that make up the American political reality. This course meets the senior year government requirement for graduation. Students are expected to take the AP US Government & Politics examination in May.

CONSTITUTIONAL LAW (Spring)**GRADES:** 12**COURSE #:** 2492**CREDIT:** 0.5

PREREQUISITES: Successful completion of 11th grade social studies.

COURSE DESCRIPTION: Constitutional Law is designed as a research simulation driven curriculum in which students study the history of the Supreme Court from 1789 to the present. Emphasis will be given to Supreme Court holdings from the New Deal to the present, primarily dealing with competing needs of government and the individual constitutional protections articulated by the Bill of Rights and the Fourteenth Amendment. Students will be expected to conduct legal research using the internet. Supreme Court cases in moot trial forums, focusing on such constitutionally contentious issues as abortion, free speech, physician-assisted suicide, and flag burning. This course meets the senior year government requirement for graduation.

GOVERNMENT AND SOCIETY IN THE 60's & 70's (Fall)**GRADES:** 12**COURSE #:** 2501**CREDIT:** 0.5**PREREQUISITES:** Successful completion of a US History course.

COURSE DESCRIPTION: Constitutional Law is designed as a research simulation driven curriculum in which students study the history of the Supreme Court from 1789 to the present. Emphasis will be given to Supreme Court holdings from the New Deal to the present, primarily dealing with competing needs of government and the individual constitutional protections articulated by the Bill of Rights and the Fourteenth Amendment. Students will be expected to conduct legal research using the internet. Supreme Court cases in moot trial forums, focusing on such constitutionally contentious issues as abortion, free speech, physician-assisted suicide, and flag burning. This course meets the senior year government requirement for graduation.

ECONOMICS OF INEQUALITY (Spring)**GRADES:** 12**COURSE #:** 2442**CREDIT:** 0.5**PREREQUISITES:** Successful completion of 11th grade social studies.

COURSE DESCRIPTION: What is meant by inequality in economics? Is it fair that wide disparities in wealth exist? Is it fair that wealthy individuals pay a far greater percentage of income tax? This course attempts to examine issues related to potential inequalities within the realm of economics and understand the public policy decisions made by the government that impact these issues. The course will be seminar style with the students required to complete a paper and an interactive project on a topic of their choice dealing with an issue related to inequality. This course meets the senior year economics requirement for graduation.

CONTEMPORARY ISSUES IN ASIA AND AMERICA**GRADES:** 11, 12**COURSE #:** 2650**CREDIT:** 1.0

PREREQUISITES: Successful completion of 10th or 11th grade social studies, respectfully and teacher recommendation.

COURSE DESCRIPTION: This course fosters critical awareness and a nuanced understanding of key 21st-century issues by exploring how core value systems and expressions of power shape pivotal government, economic, and social policies in Asia and the United States. Through a project-based, student-centered approach, learners investigate contemporary topics ranging from climate change, social justice, and LGBTQ+ movements in Asia to popular culture and identity formation within Asian American communities. By analyzing these subjects, students gain insight into the interconnected forces influencing personal and collective choices in today's global society. For seniors, successful completion of this course meets the graduation requirements for government and economics.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT & POLITICS (Alt.)

GRADES: 11, 12

COURSE #: 2784

CREDIT: 0.5

PREREQUISITES: Successful completion of a United States History course / teacher recommendation.

COURSE DESCRIPTION: A conceptual and thematic comparative analysis of six core nations (China, Great Britain, Iran, Mexico, Nigeria, Russia) with the United States. The course examines the political structures, policies, and political, economic, and social challenges faced by each of the six core nations. If taken in 12th grade, this course meets the senior year government requirement for graduation. Students are expected to take the AP Comparative Government & Politics examination in May.

LONG ISLAND STUDIES 2 (Social Studies)

GRADES: 12

COURSE #: 2495

CREDIT: 1.0

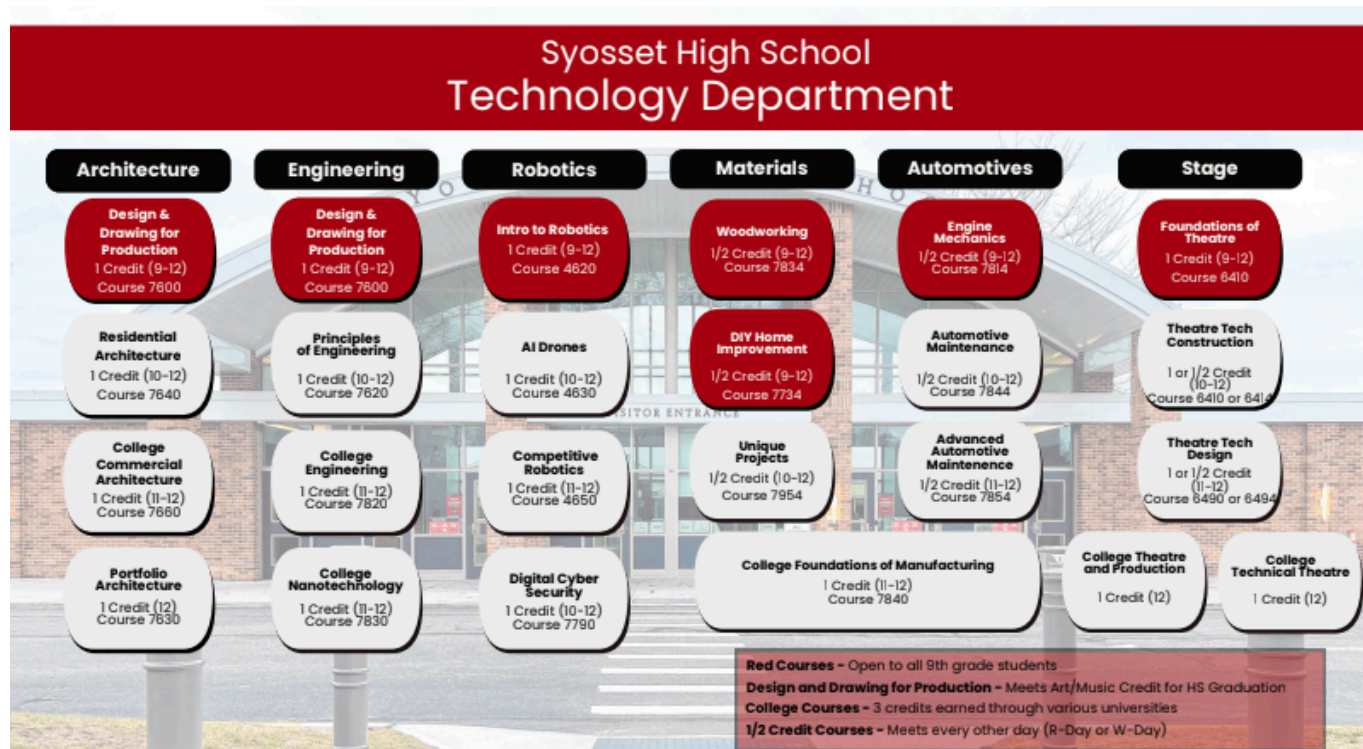
PREREQUISITES: Successful completion of a United States History course.

COURSE DESCRIPTION: Nothing exists in a vacuum; a sense of identity is connected to an understanding of place. So often we want to explore our ancestry and the places our families have been, but we fail to examine where we are, our homes. Long Island represents our home and our community, but how much do we know about the place where we live other than its proximity to Manhattan, its beautiful beaches and its excellent schools? How did our families get here? How did Long Island come to be? Where does it fit in our state and national story? This course will offer students a chance to engage in a deep exploration of identity and place without a rigid and scripted curriculum. This course meets the senior year economic and government requirements for graduation.

Department Supervisor: Irina Kimyagarov

Technology

The Technology Department uses an interdisciplinary approach to help students explore the relationship between technology and society. Courses are designed to inspire students to think creatively about technical content and to design projects with real world implications. Using hands-on activities in the state of the art technology classrooms, students will develop interests and talents while exploring the vast career opportunities in related fields. Advanced and college level coursework is offered in areas of architecture, automotive, engineering and nanotechnology.



**Syosset High School
Technology Department**

Architecture	Engineering	Robotics	Materials	Automotives	Stage
Design & Drawing for Production 1 Credit (9-12) Course 7600	Design & Drawing for Production 1 Credit (9-12) Course 7600	Intro to Robotics 1 Credit (9-12) Course 4620	Woodworking 1/2 Credit (9-12) Course 7834	Engine Mechanics 1/2 Credit (9-12) Course 7814	Foundations of Theatre 1 Credit (9-12) Course 8410
Residential Architecture 1 Credit (10-12) Course 7640	Principles of Engineering 1 Credit (10-12) Course 7620	AI Drones 1 Credit (10-12) Course 4630	DIY Home Improvement 1/2 Credit (9-12) Course 7734	Automotive Maintenance 1/2 Credit (10-12) Course 7844	Theatre Tech Construction 1 or 1/2 Credit (10-12) Course 8410 or 8411
College Commercial Architecture 1 Credit (11-12) Course 7660	College Engineering 1 Credit (11-12) Course 7820	Competitive Robotics 1 Credit (11-12) Course 4650	Unique Projects 1/2 Credit (10-12) Course 7954	Advanced Automotive Maintenance 1/2 Credit (11-12) Course 7854	Theatre Tech Design 1 or 1/2 Credit (11-12) Course 8490 or 8494
Portfolio Architecture 1 Credit (12) Course 7630	College Nanotechnology 1 Credit (11-12) Course 7830	Digital Cyber Security 1 Credit (10-12) Course 7790	College Foundations of Manufacturing 1 Credit (11-12) Course 7840	College Theatre and Production 1 Credit (12)	College Technical Theatre 1 Credit (12)

Red Courses - Open to all 9th grade students
Design and Drawing for Production - Meets Art/Music Credit for HS Graduation
College Courses - 3 credits earned through various universities
1/2 Credit Courses - Meets every other day (R-Day or W-Day)

Technology Department Course List

DESIGN & DRAWING FOR PRODUCTION

GRADES: 9, 10, 11, 12

COURSE #: 7600

CREDIT: 1.0

COURSE DESCRIPTION: This is the first in a series of STEM courses for students interested in engineering and is tailored to a student wanting to design, test, and fabricate. Students will be involved in group and independent projects they have sketched and drawn using computer design software. Materials such as wood, metal, ceramics, paper, and plastic will be used to construct lab based projects using hand and power tools. Hands-on projects may include air, land and water vehicles, structures, furniture, skateboards, robotics, wind turbines, T-shirt graphics design, and web page design. They will apply creative problem solving and the engineering design process to prepare their projects for testing, evaluation and/or competitions. This course fulfills the Art/Music graduation requirement. DDP is a prerequisite for our advanced courses in: Engineering Design, and Architecture: Residential Structures. The Vectorworks microcredential can be earned upon completion of this course as part of the SYO+ Pre-Engineering Pathway.

This course is required for the SYO+ Pre-Engineering Pathway.

INTRODUCTION TO ROBOTICS

GRADES: 9, 10, 11, 12

COURSE #: 4620

CREDIT: 1.0

COURSE DESCRIPTION: This introductory Robotics Pathway course allows students to tackle real-life challenges using Science, Technology, Engineering, and Math (STEM) as they dive into the fascinating realm of robotics. This co-taught course blends computer programming with hands-on mechanical creativity. Students will learn how to program robots with Java while exploring a variety of engineering disciplines and structural concepts. Students will learn to work collaboratively, sharpen their critical thinking skills, and build strong teams while enjoying hands-on experiences in the computer programming and technology materials labs. Design, construct, program, and test your very own robotic creations while preparing yourself for a world of possibilities in the field of engineering. This course directly supports the skills needed to be a successful member of the school's FIRST Tech Challenge team.

WOODWORKING TECHNOLOGY (Alt.)

GRADES: 9, 10, 11, 12

COURSE #: 7834

CREDIT: 0.5

COURSE DESCRIPTION: Students will learn techniques in basic and advanced woodworking and finishing. They will learn to safely use power and hand tools and a computer aided device to manufacture wood products they design. Students will have the opportunity to work in the new technology lab that is equipped with a computer controlled router(CNC) and laser cutter.



DIY HOME IMPROVEMENT (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 7734**CREDIT:** 0.5

COURSE DESCRIPTION: Students will be introduced to many of the procedures and processes of building and remodeling their homes. Students will work hands-on in teams on large structures/buildings outside the Technology shop. These may include structures such as sheds, Tiny homes, decks, patios etc. . Students will learn the safe and proper use of hand and machine tools, limitations of materials, and construction and production techniques. Each student will be equipped with their own tool belt and set of hand tools commonly used by carpenters. Areas covered include; Ladder safety, roofing, siding, window/door installation, framing, sheetrock, basic electrical, and basic plumbing.

ENGINE MECHANICS (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 7814**CREDIT:** 0.5

COURSE DESCRIPTION: This course will train students in the basics of repairing and diagnosing small engines, outdoor equipment, and powersport vehicles. In the first year, students will learn the components and systems that make up a small engine. Students will learn 4-stroke/2-stroke engine operation, maintenance procedures, diagnostics, and repair. Throughout the year, students will troubleshoot and rebuild small engines and outdoor equipment. Additionally, students will build a full sized ride-on vehicle. Some previously built vehicles have included go-karts (both gas and electric powered), mini-bikes, a boat, and a hovercraft.

ARCHITECTURE: RESIDENTIAL STRUCTURES**GRADES:** 10, 11, 12**COURSE #:** 7640**CREDIT:** 1.0

PREREQUISITES: Design & Drawing for Production

COURSE DESCRIPTION: This is the first in a series of architectural studies courses. The class will culminate with students designing and building a scaled model of their future dream home for our annual Architecture Showcase.

COLLEGE ARCHITECTURE: COMMERCIAL STRUCTURES**GRADES:** 11, 12**COURSE #:** 7660**CREDIT:** 1.0

PREREQUISITES: Architecture: Residential Structures

COURSE DESCRIPTION: As the second class in the Architecture pathway, students are building upon their architecture skills and knowledge, while expanding their perspective to things larger than just a house. Students get an in depth look at how cities are designed and built, and how people live in those places. Students in Architecture: Commercial Structures will design and facilitate the construction of the annual Architecture Showcase. This course is dual-enrolled through SUNY Farmingdale for college credit.

ARCHITECTURE: PORTFOLIO & PUBLIC**GRADES:** 12**COURSE #:** 7630**CREDIT:** 1.0**PREREQUISITES:** Architecture: Residential Structures

COURSE DESCRIPTION: In the first semester, students will focus on creating a portfolio to assist them in the college admissions process. The essentials of public architecture will be explored in the second semester. Students will design and create plans, renderings, and scale models of public structures intended to be used by large numbers of people. Emphasis will be placed on students developing a visionary design style that encompasses the need for energy conservation and society's changing needs.

PRINCIPLES OF ENGINEERING**GRADES:** 10, 11, 12**COURSE #:** 7800**CREDIT:** 1.0**PREREQUISITES:** Design & Drawing for Production

COURSE DESCRIPTION: Expanding upon the concepts in DDP, this advanced course will offer students an exciting journey into the world of engineering and innovation. Through the use of CAD drawings and a series of hands-on projects such as repurposing and upcycling dated technology, rockets, creation of puzzle cubes, and automata sculptures, students will learn to apply engineering principles while fostering their creativity and problem solving skills. This course empowers students to explore the fascinating realm of technology, equipping them with the knowledge and practical experience necessary to tackle engineering challenges and make a positive impact on the world around them.

COLLEGE ENGINEERING**GRADES:** 11, 12**COURSE #:** 7820**CREDIT:** 1.0

PREREQUISITES: Successful completion of Algebra 2 and Physics (Physics can be taken concurrently)

COURSE DESCRIPTION: College Engineering presents an overview of the development and application of engineering principles in response to social, industrial, and environmental problems from ancient times to the present (STEM). It utilizes engineering methods and theory through prototyping, case studies and current real-world applications. Students will utilize creativity and problem-solving techniques while participating in classroom simulated projects as well as analyzing past engineering disasters. Students will be given a chance to think, create, develop and communicate as future engineers of the 21st century. This course is dual-enrolled through SUNY Stony Brook for college credit.

This course is required for the SYO+ Pre-Engineering Pathway.

COLLEGE NANOTECHNOLOGY

GRADES: 11, 12

COURSE #: 7830

CREDIT: 1.0

PREREQUISITES: Successful completion of Algebra 2

COURSE DESCRIPTION: The emerging field of nanotechnology develops solutions to engineering problems by taking advantage of the unique physical and chemical properties of nanoscale materials. This course introduces materials and nanofabrication methods with applications to electronic, biomedical, mechanical, and environmental engineering. A class project will involve ethics, toxicology, economic, and business implications of nanotechnology. Basic concepts in research and design methodology and characterization techniques will be demonstrated as well as the tools used to develop nanotechnology. This course will also explore the improvements offered by nanotechnology in various technologies such as hydrogen fuel cells, solar power, electrical batteries, and structures. This course is dual-enrolled through SUNY Stony Brook for college credit. Additionally, this course is part of the SYO+ Pre-Engineering Pathway.

This course is required for the SYO+ Pre-Engineering Pathway.

A.I. DRONES

GRADES: 10, 11, 12

COURSE #: 4630

CREDIT: 1.0

PREREQUISITES: Introduction to Programming, and Introduction to Robotics or instructor approval

COURSE DESCRIPTION: This is a college level course that will introduce students to Artificial Intelligence and its impact on the technologies explored throughout the curriculum. Students will learn Python as a programming language, progressively culminating in greater proficiency in programming AI games, chatbots as well as autonomous drone flight. Students will combine both hardware and software concepts in order to design, fabricate and fly their drones. Students will use flight simulation software to prepare for drone flight testing and applications. They will apply aerodynamics, structural design, and machining principles to create drones of various types. This includes laser cutting and 3D printing plane designs as well as building complex quadcopters. The final project of the course allows students to design, 3D print, program, test and fly their own drone. This course is dual-enrolled through LIU Post for college credit.

COMPETITIVE ROBOTICS

GRADES: 10, 11, 12

COURSE #: 4650

CREDIT: 1.0

PREREQUISITES: Introduction to Robotics or current member of a FIRST team

COURSE DESCRIPTION: This course is specifically structured around the build and operations of the FIRST Robotics competition. Students will learn the basics of designing, building, and programming a robotic device to meet specific design criteria. This class uses FIRST Robotics Competitions as an inspiration. The competition includes autonomous and operator controlled operation in tournament style matches (via PlayStation style controllers using Bluetooth for communication). Students can specialize in the specific topics which include mechanical systems, electrical systems, elements of structure, motion control, programming and radio communication. Student teams will develop strategies by working in a competitive, fun environment.

DIGITAL CYBER SECURITY**GRADES:** 10, 11, 12**COURSE #:** 7790**CREDIT:** 1.0

COURSE DESCRIPTION: Students learn about why cybersecurity is important, recent threats to cybersecurity, and different careers in the field. Students learn about Internet etiquette and how to stay safe on the world wide web. Students also look at the potential effects of our digital footprints, how to protect information from online risks, and the implications of cyberbullying. Students will learn to combat the increasing security issues and challenges in the digital environment, including computer systems, computer networks, and cyberspace.

UNIQUE PROJECTS (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 7954**CREDIT:** 0.5

PREREQUISITES: Students must have a previous background in the specific area that they are looking to pursue a project in. Example: If a student is looking to build a wooden table, they should have first taken woodworking. If a student is looking to install upgraded components on their car, they should have first taken Automotive Maintenance.

COURSE DESCRIPTION: This course gives students the opportunity to utilize all of the machines and resources available in our Technology Department to create a personal project of their choosing. Metals, woods and plastics are featured. Projects completed in the past include but are not limited to; surf boards, guitars, backyard games, go-karts, dirt bike improvements, automotive upgrades, Skate boards, Science Olympics competition projects, FIRST Robotics shop work, etc.

AUTOMOTIVE MAINTENANCE (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 7844**CREDIT:** 0.5

COURSE DESCRIPTION: This program will cover different aspects of vehicle maintenance, including checking and changing fluids, tire maintenance, tune-ups, brake service, cooling system maintenance, and will work with electrical circuits. In addition to learning how various auto systems work, all units include hands-on experience working on actual cars.

ADVANCED AUTOMOTIVE MAINTENANCE (Alt.)**GRADES:** 10, 11, 12**COURSE #:** 7854**CREDIT:** 0.5

PREREQUISITES: Automotive Maintenance

COURSE DESCRIPTION: Students will learn how to use diagnostic equipment to troubleshoot common problems with automobiles including engine malfunctions that result from system problems with the drivetrain, fuel, electrical, ignition, and cooling systems.

COLLEGE FOUNDATIONS OF MANUFACTURING**GRADES:** 11, 12**COURSE #:** 7840**CREDIT:** 1.0**PREREQUISITES:** Drawing & Design for Production, Principles of Engineering, and Woodworking

COURSE DESCRIPTION: This course provides students with opportunities to work in a team environment. Each team will develop, prototype, test, modify, and mass produce products. Students will have opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. Using 3D modeling software, students learn the design process, solve design problems as they develop, analyze and create products. Students will employ engineering, math and scientific concepts in the solution of engineering design problems using a state of the art 3D solid modeling design software. Emphasis is placed on 21st Century Skills necessary to be successful in furthering education and pursuing a career. Various projects will be created using 3D printers and CNC hardware. This course is dual-enrolled through SUNY Farmingdale for college credit.

Theatre Arts

The courses and performance opportunities offered by the Theatre Arts Program are designed to meet the needs, interests, and talents of all high school students. They present opportunities to study Theatre Arts from a technical aspect, and to develop self-expression and appreciation through participation in the various theatrical productions.

To earn a Regents diploma with advanced designation using a five-unit Theatre Arts sequence, the student must complete at least one credit in a performance based class such as acting, musical theater or theater dance. The remaining units may be earned in any course in the Theatre Arts Program. Graduation honors must include advanced dance or college theatre and production as well as fulfillment of normal honors criteria.

A significant requirement of the various performance-based classes is that students participate in some capacity with the theatrical productions offered by the program each semester.

Students who plan to specialize in theatre arts or theatre arts education as a career should complete the five-unit sequence but also participate extensively in the theatrical productions. In addition, it is highly recommended for these students to enroll in the College Theater and Production course. All performance-based courses fulfill the one unit requirement in the arts for high school graduation.

Performance-Based Core Courses

- Foundations of Theatre
- Theatre Performance 1
- Theatre Performance 2
- College Theatre and Production
- Dance 1
- Dance 2
- Dance 3
- Dance 4

Non-Performance Courses

- Theater Technology - Construction
- Theater Technology - Design

Theatre Arts Department Course List

FOUNDATIONS OF THEATRE

GRADES: 9, 10, 11, 12

COURSE #: 1820

CREDIT: 1.0

COURSE DESCRIPTION: Foundations of Theatre offers students experience in various aspects of theatre, including oral interpretation, acting, movement and play production. Students study the basic techniques needed to create a character including vocal production, physical acting, improvisation, script analysis and stage combat. In addition, students will gain exposure to principles of set design and stage construction. Students experience theatre as actors, directors and designers. The year culminates in the production of selected scenes for an invited audience as part of the Theatre Arts showcase. Recommended for students in grades 9 through 12 who are interested in the performing arts. This class fulfills the required arts credit for graduation.

THEATRE PERFORMANCE 1**GRADES:** 10, 11, 12**COURSE #:** 1830**CREDIT:** 1.0**PREREQUISITES:** Satisfactory completion of Foundations of Theatre or teacher approval.

COURSE DESCRIPTION: Students in this course focus on creating their own understanding of how to create a character as we focus on the various major acting techniques and their application. Students will gain experience in the techniques of Stanislavski, Stella Adler, Uta Hagen, Sanford Meisner, Viola Spolin and others through scene study. In addition, students will work on acting for Musical Theatre, acting for film, voiceover for animation and commercial applications and elements of direction. The year culminates in the performance of selected scenes for an invited audience as part of the Theatre Arts showcase. Recommended for students in grades 11-12 who are interested in the performing arts particularly for students wishing to complete a major sequence in the Theatre Arts. This class fulfills the required arts credit for graduation.

THEATRE PERFORMANCE 2**GRADES:** 11, 12**COURSE #:** 1660**CREDIT:** 1.0**PREREQUISITES:** Satisfactory completion of Foundations of Theatre and Theatre Performance 1 or teacher approval.

COURSE DESCRIPTION: Students in this course will focus on additional aspects of theatre performance through exposure to elements of the various vocations of theatre. Students will gain experience through units in Dramaturgy, Play Analysis for the Actor/Designer, Playwriting, Directing, Mask Making, Creating Physical Characters and Intermediate Stage Combat. The year culminates in the performance of selected scenes for an invited audience as part of the Theatre Arts showcase. Recommended for students in grades 11-12 who are interested in the performing arts particularly for students wishing to complete a major sequence in the Theatre Arts. This class fulfills the required arts credit for graduation.

DANCE 1 (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 8120**CREDIT:** 0.5

COURSE DESCRIPTION: This is a beginning dance course open to students in grades 9-12. Basic elements of dance are covered in this course with an emphasis on jazz, lyrical and hip hop styles. Students are required to learn the basic positions of dance and incorporate these positions and techniques to combinations introduced in class and apply to various group projects. The year will culminate in the performance of a choreographed work for an invited audience as part of the Dance Showcase. Recommended for students in grades 9-12 who are interested in dance performance. NOTE: This course is required for any student interested in pursuing the dance sequence towards graduating with Theatre Arts honors. The course also fulfills the physical education requirement for the year.

DANCE 2 (Alt.)**GRADES:** 9, 10, 11, 12**COURSE #:** 1884**CREDIT:** 0.5**PREREQUISITES:** Satisfactory completion of Dance 1 or teacher approval.

COURSE DESCRIPTION: This full year course is a continuation of the skills that were taught in Dance 1. Students will progress from the basic positions to more challenging technical aspects of dance in all styles and incorporate these positions and techniques to combinations introduced in class and apply to various group projects. The year will culminate in the performance of a choreographed work for an invited audience as part of the Dance Showcase. Recommended for students in grades 9-12 who are interested in dance performance. This course fulfills the physical education requirement for the year.

DANCE 3**GRADES:** 9, 10, 11, 12**COURSE #:** 1890**CREDIT:** 1.0**PREREQUISITES:** Satisfactory completion of Dance 1 and 2 or teacher approval.

COURSE DESCRIPTION: This full year course is a continuation of the skills that were taught in Dance 1. Students will progress from the basic positions to more challenging technical aspects of dance in all styles and incorporate these positions and techniques to combinations introduced in class and apply to various group projects. The year will culminate in the performance of a choreographed work for an invited audience as part of the Dance Showcase. Recommended for students in grades 9-12 who are interested in dance performance. This course fulfills the 0.5 credit for the Arts requirement for graduation and the 0.5 credit for Physical Education requirement for the year.

DANCE 4**GRADES:** 10, 11, 12**COURSE #:** 1890**CREDIT:** 1.0**PREREQUISITES:** Satisfactory completion of Dance 1, 2 and 3 or teacher approval.

COURSE DESCRIPTION: This course is a continuation, and final element, of the dance sequence. It focuses on dance performance techniques with an emphasis on choreography from various genres of dance. Activities include choreographing individual audition pieces and incorporating more sophisticated elements such as dynamics, phrasing, musicality, expression and dance artistry. Building on the work of Dance III, students will also engage in creating more complex and challenging choreographic studies throughout the year. The year will culminate in the performance of a choreographed work for an invited audience as part of the Dance Showcase. It also fulfills the physical education requirement for the year. Recommended for students in grades 10-12 who are interested in continuing their dance performance studies. This course fulfills the 0.5 credit for the Arts requirement for graduation and the 0.5 credit for Physical Education requirement for the year.

COLLEGE THEATRE AND PRODUCTION**GRADES:** 12**COURSE #:** 1440**CREDIT:** 1.0**PREREQUISITES:** Theatre Production or teacher approval..

COURSE DESCRIPTION: The first semester is a three credit course which focuses on the history and evolution of theatre, as well as units on playwrights, technicians, and actors responsible for its growth and change. The second semester is a two credit course which centers on play production and the creation of a performance piece that will be shared with a select audience. After consultation and assignment of responsibilities by the instructor, students will work on specific areas of interest on the production team. Some areas of interest include house management, stage management, performance, technical crew, direction, business management, and arts management/production. Recommended for grade 12 students, with Grade 11 students requiring instructor approval. This course is dual enrolled through Five Towns College for college credit.

THEATER TECHNOLOGY - CONSTRUCTION (Every Day/Alt)**GRADES:** 9, 10, 11, 12**COURSE #:** 6410, 6414**CREDIT:** 1/1.5

DESCRIPTION: Students design and construct hand controlled and robotic puppets, masks, and stage props, as well as design and control the lighting for student theatre productions. Students will become proficient in the use of various power tools in the construction process. Scene change considerations, use of backdrops, lighting, sound considerations, use of hand/power tools, and construction safety will be addressed and practiced.

THEATER TECHNOLOGY - DESIGN (Every Day/Alt.)

GRADES: 10, 11, 12

Course #: 6490, 6494

CREDIT: 1/.5

PREREQUISITES: *Theater Technology - Construction* recommended

DESCRIPTION: Offers students focused experience and training in set design and prop construction. Students will learn faux painting (sponging, marbleizing, antiquing) and other painting techniques. This course includes aesthetics of design, knowledge of historical periods, and their application to the design process. Students will be introduced to industry-standard 3D design software. Students will also learn to collaborate with producers and directors to understand the needs of a production. Students will design the actual sets for use in various high school productions. Recommended for students interested in designing and constructing theatrical sets. Can count towards a Theater Arts sequence.

World Language

In addition to developing communication skills in another language, Syosset's World Language Department works to inspire joy, cultural literacy and global awareness in our students. Learners build proficiency in the target languages and become better communicators in English, as well. Teachers create environments and experiences that engage students in the work of language learning. We encourage the ongoing development of proficiency, from the novice through advanced levels. We hope to inspire our students to be lifelong learners of the target languages.

Syosset's World Language Department creates opportunities for students to use their language skills in real-world contexts. We offer a breadth of language choices, with pathways to success for all learners. Teachers lead efforts to collaborate and grow our program, along with support from administrators, the community and parents. Our instruction and assessments align with our vision.

The World Languages program at Syosset follows the New York State syllabus for Languages Other Than English and the American Council on the Teaching of Foreign Languages (ACTFL) World Readiness Standards and Proficiency Guidelines. The New York State curriculum includes three checkpoints along the proficiency continuum. Checkpoints A (8th grade), B (10th grade), and C (12th grade). Students' skills build as they progress from one level to the next.

Studying a World Language is a critical part of a student's high school academic experience and an important part of being an educated global citizen. It is also noted that studying a foreign language throughout high school is an essential part of developing a favorable profile for college admissions. Taking a language class during all four years of high school is as important as consistently studying any other core discipline. Since language learning is cumulative in nature, it is best to study the same language throughout high school and beyond. Students choose among studying Chinese, French, Italian or Spanish beginning in 6th grade. In general, students continue in the same language at the high school. Switching to a different language requires the approval of the World Language Coordinator.

Typical Progression Of World Language Courses

Middle School

Grade 6	Grade 7	Grade 8*
Chinese 6, French 6, Italian 6, Korean 6, Spanish 6	Chinese 7, French 7, Italian 7, Korean 7, Spanish 7	Chinese 8, French 8, Italian 8, Korean 8, Spanish 8

*Checkpoint A exam in June

High School

Grade 9	Grade 10	Grade 11	Grade 12
Chinese 2	Chinese 3*	Chinese 4	Chinese 5
Chinese 2 Honors	Chinese 3 Honors*	Chinese 4 Honors	AP Chinese
French 2	French 3*	French 4	French 5
French 2 Honors	French 3 Honors*	French 4 Honors	AP French
Italian 2	Italian 3*	Italian 4	Italian 5
Italian 2 Honors	Italian 3 Honors*	Italian 4 Honors	SUPA Italian**
			AP Italian
Korean 2	Korean 3*	Korean 4	Korean 5
Korean 2 Honors	Korean 3 Honors*	Korean 4 Honors	Korean 5 Honors
Spanish 2	Spanish 3*	Spanish 4	Spanish 5
Spanish 2 Honors	Spanish 3 Honors*	Spanish 4 Honors	SUPA Spanish**
			AP Spanish

*Checkpoint B exam in June

**Syracuse University Project Advance. Students may enter from both honors and standard tracks per teacher recommendation.

Additional High School World Languages**

American Sign Language	Japanese	Korean	Latin	Russian
ASL 1	Japanese 1	Korean 1	Exploring Latin	Russian 1
ASL 2	Japanese 2	Korean 2	Latin 1	Russian 2
ASL 3*	Japanese 3*	Korean 3*	Latin 2	Russian 3*
ASL 4	Japanese 4	Korean 4	Latin 3*	
			Latin 4	

*Checkpoint B exam in June

**Courses may or may not be offered based on annual student enrollment.

New York State Regents Diploma Requirements

One (1) high school credit is earned by passing the Checkpoint A Exam at the end of the eighth grade. If a student does not take the Checkpoint A Exam, he/she must pass one year of a high school World Language in order to meet minimum graduation requirements.

New York State Regents Diploma with Advanced Designation Requirements

Regents Diploma with Advanced Designation candidates must successfully complete a sequence of 3 units of credit **AND** pass a Checkpoint B Exam in a World Language, which is given at the end of Level 3 of each language.

Studying Multiple Languages

Many students choose to study multiple languages by adding one of the above languages to their program. We offer the following languages starting at level one at SHS: American Sign Language (ASL), Japanese, Korean, Latin, and Russian. Additionally, students who have studied one romance language (French, Italian or Spanish) may begin at level 2 of another romance language. For example, a student who has studied Italian is welcome to begin Spanish at level 2. Studying multiple languages provides an even broader linguistic experience to students and is viewed favorably in the college admissions process.

New York State Seal Of Biliteracy

Students who attain an intermediate-high level of proficiency in a world language and English may be eligible for the New York State Seal of Biliteracy (NYSSB), which is part of a national effort to recognize students who are literate in English plus another language. The seal is placed on a student's graduation diploma and it indicates their language skills to colleges and employers. Students who are candidates for the NYSSB demonstrate their skills in a number of ways, including a project which is completed during senior year. This is a wonderful goal to work toward!

Final Examinations

Course final examinations or alternative assessment evaluations are given in all courses other than Level 3 courses which culminate with a Checkpoint B Exam.

Honors Level World Language Courses

Our honors-level language courses are very demanding and meant for students who are highly motivated language learners. They are fast-paced and dense, covering the entire Level 2 curriculum in 9th grade and the entire Level 3 curriculum in 10th grade. Students registering for French, Spanish or Italian 2 Honors in 9th grade, should have at least an 'A' average in middle school and their teacher's recommendation. Students should maintain a minimum 'B+' average to continue at the honors level.

Advanced Placement Courses

Advanced Placement courses in French, Spanish and Italian are taken in 12th grade by students enrolled in the Honors Program. Students are reminded that A.P. courses are very demanding. All students enrolled in an A.P. course are required to pay for and take the corresponding A.P. examination in May.

World Language Department Course List

CHINESE 2

GRADES: 9

COURSE #: 5540

CREDIT: 1.0

PREREQUISITES: Passing grade in middle school Chinese

COURSE DESCRIPTION: Learners move from the novice into the intermediate proficiency range in the interpretive, interpersonal and presentational modes of communication, while developing a deeper understanding of the products, practices and perspectives of the target cultures.

CHINESE 3 (Checkpoint B Exam)

GRADES: 10

COURSE #: 5560

CREDIT: 1.0

PREREQUISITES: Passing grade in Chinese 2

COURSE DESCRIPTION: Learners move from through the intermediate proficiency range in the interpretive, interpersonal and presentational modes of communication, while developing A deeper understanding of the target cultures.

CHINESE 4

GRADES: 11

COURSE #: 5710

CREDIT: 1.0

PREREQUISITES: Pass Chinese 3, or Coordinator's approval

COURSE DESCRIPTION: Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics. Topics are based on the New York State syllabus for Checkpoint C.

CHINESE 5

GRADES: 12

COURSE #: 5740

CREDIT: 1.0

PREREQUISITES: Pass Chinese 4 or Coordinator's approval

COURSE DESCRIPTION: Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics. Topics change each year. Topics are based on the New York State syllabus for Checkpoint C.

CHINESE 2 HONORS

GRADES: 9

COURSE #: 5550

CREDIT: 1.0

PREREQUISITES: "A" average or higher in middle school Chinese and teacher recommendation. Sequence leading to Diploma with Advanced Designation.

COURSE DESCRIPTION: Learners move from from the novice into the intermediate proficiency range in the interpretive, interpersonal and presentational modes of communication, while developing a deeper understanding of the products, practices and perspectives of the target cultures. Students are expected to master a great deal of Chinese grammar and vocabulary. This course is meant for students who have special interest and dedication to engage in language learning. Students must be independently and intrinsically motivated to further their language proficiency and acquisition.

CHINESE 3 HONORS**GRADES:** 10**COURSE #:** 5580**CREDIT:** 1.0

PREREQUISITES: “A” average or higher in middle school Chinese and teacher recommendation.

COURSE DESCRIPTION: Learners move from intermediate proficiency range in the interpretive, interpersonal and presentational modes of communication, while developing a deeper understanding of the products, practices and perspectives of the target cultures. Students are expected to master a great deal of Chinese grammar and vocabulary. This course is meant for students who have special interest and dedication to engage in language learning. Students must be independently and intrinsically motivated to further their language proficiency and acquisition.

CHINESE 4 HONORS**GRADES:** 11**COURSE #:** 5720**CREDIT:** 1.0

PREREQUISITES: B+ average or higher in Chinese 4 Honors and teacher recommendation

COURSE DESCRIPTION: Curriculum is based on the first half of the AP Chinese course, with the remaining topics taught in the AP course in 12th grade. Designed for students who have completed Chinese 3 Honors and who are committed to additional in-depth language learning through Checkpoint C.

ADVANCED PLACEMENT CHINESE**GRADES:** 12**COURSE #:** 5730**CREDIT:** 1.0

PREREQUISITES: B+ average or higher in Spanish 4 Honors and teacher recommendation

COURSE DESCRIPTION: AP Chinese is the culmination of the honors program. The goal of the course is to refine the skills needed to clearly and concisely express oneself orally and in written form in the language. This is achieved through literature, cultural studies, listening exercises, essay writing, debate, and discussion. Students are required to sit for the A.P. exam. Student Expense for the AP exam is approximately \$94.00.

FRENCH 2**GRADES:** 9**COURSE #:** 5020**CREDIT:** 1.0

PREREQUISITES: Passing grade in Middle School French. Sequence leading to Regents Diploma with Advanced Designation

COURSE DESCRIPTION: This course provides an in depth study of the Level 2 Curriculum. The four language skills (listening, speaking, reading and writing) are developed at NYS Checkpoint B proficiency levels. Students speaking French grammar and syntax in context.

FRENCH 3 (Checkpoint B Exam)**GRADES:** 10**COURSE #:** 5030**CREDIT:** 1.0

PREREQUISITES: Passing grade in French 2

COURSE DESCRIPTION: Students study the Level 3 curriculum and develop greater proficiency in the four language skills. In addition, students will gain a better insight of the target culture and its people through the study of authentic materials. The final examination in this course is the French Checkpoint B Exam.

FRENCH 4**GRADES:** 11**COURSE #:** 5040**CREDIT:** 1.0**PREREQUISITES:** Passing grade in French 3 or World Language Coordinator's approval**COURSE DESCRIPTION:** Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics as described in the New York State Syllabus for Checkpoint C of language study.***FRENCH 5*****GRADES:** 12**COURSE #:** 5050**CREDIT:** 1.0**PREREQUISITES:** Pass French 4 or the World Language Coordinator's approval.**COURSE DESCRIPTION:** Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics as described in the New York State Syllabus for Checkpoint C of language study.***FRENCH 2 HONORS*****GRADES:** 9**COURSE #:** 5070**CREDIT:** 1.0**PREREQUISITES:** "A" average or higher in Middle School French and teacher recommendation.**COURSE DESCRIPTION:** This course provides a rigorous and in-depth study of the Level 2 curriculum. The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. Students also are expected to master a great deal of French grammar. This course is meant for students who have a special interest in language learning.***FRENCH 3 HONORS (Checkpoint B Exam)*****GRADES:** 10**COURSE #:** 5080**CREDIT:** 1.0**PREREQUISITES:** B+ average or higher in French 2 Honors and teacher recommendation
Regents Diploma with Advanced Designation**COURSE DESCRIPTION:** This course provides a rigorous and in-depth study of the Level 3 curriculum. The four language skills are developed to exceed NYS Checkpoint B proficiency levels. Students also are expected to master a great deal of French grammar. This course is meant for students who have a special talent for language learning. The final examination is the French Checkpoint B Exam.***FRENCH 4 HONORS*****GRADES:** 11**COURSE #:** 5090**CREDIT:** 1.0**PREREQUISITES:** B+ average or higher in French 3 Honors and teacher recommendation.**COURSE DESCRIPTION:** This course is designed for students who are committed to additional in-depth language learning through Checkpoint C. The course nurtures the four basic language skills: speaking, listening, reading, and writing. Particular emphasis is placed on the development of more advanced grammatical skills, spontaneous speaking and writing at length about a broad range of subjects.

ADVANCED PLACEMENT FRENCH**GRADES:** 12**COURSE #:** 5000**CREDIT:** 1.0**PREREQUISITES:** B+ average in French 4 Honors and teacher recommendation

COURSE DESCRIPTION: AP French is the culmination of the honors program in French. The goal of the course is to refine the skills needed to clearly and concisely express oneself and in written form in the language. This is achieved through literature, cultural studies, listening exercises, essay writing, debate, and discussion. Students are required to sit for the AP exam.

AMERICAN SIGN LANGUAGE 1 (ASL I)**GRADES:** 9, 10, 11, 12**COURSE #:** 5140**CREDIT:** 1.0

COURSE DESCRIPTION: ASL is the language used by most Deaf Americans and Canadians. The main goal of learning ASL is to be able to communicate with Deaf people. Students will learn signs, phrases, finger spelling (the manual alphabet), facial expressions, and body movements. Communication skills will be stressed through conversations, signed stories and songs. Topics are those described in the New York State Syllabus for Checkpoint A. Students will also learn about issues concerning Deaf culture.

AMERICAN SIGN LANGUAGE 2 (ASL 2)**GRADES:** 10, 11, 12**COURSE #:** 5150**CREDIT:** 1.0**PREREQUISITES:** Passing grade in ASL 1

COURSE DESCRIPTION: Designed to develop and strengthen the receptive, expressive, and interactive language skills of American Sign Language. Students will continue the study of topics listed in the first half of Checkpoint B as described in the New York State Syllabus.

AMERICAN SIGN LANGUAGE 3 (ASL 3) (Checkpoint B Exam)**GRADES:** 11, 12**COURSE #:** 5240**CREDIT:** 1.0**PREREQUISITES:** Passing grade in ASL 2, recommended for grades 11 or 12

COURSE DESCRIPTION: Continuation of the study of American Sign Language, including more vocabulary topics, structure, history, and issues pertinent to the deaf community. Students continue to learn to communicate with deaf individuals; they also learn how to express abstract concepts in ASL. The course includes receptive and expressive readiness activities, sign vocabulary, ASL grammatical structure, receptive and expressive fingerspelling, conversational behaviors and various aspects of deaf culture. The final examination will be the Checkpoint B Exam in ASL.

AMERICAN SIGN LANGUAGE 4 (ASL 4)**GRADES:** 11, 12**COURSE #:** 5360**CREDIT:** 1.0**PREREQUISITES:** Passing grade in ASL 3

COURSE DESCRIPTION: Continuation of the study of the American Sign Language, including more vocabulary topics, structure, history, and issues pertinent to the deaf community. Students advance through the intermediate proficiency level.

ITALIAN 2**GRADES:** 9**COURSE #:** 5320**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Middle School Italian

COURSE DESCRIPTION: This course provides an in-depth study of the Level 2 curriculum. The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. Students learn Italian grammar and syntax in context.

ITALIAN 3 (Checkpoint B Exam)**GRADES:** 10**COURSE #:** 5330**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Italian 2

COURSE DESCRIPTION: Students study the Level 2 curriculum and develop greater proficiency in the four language skills. In addition, students will gain a better insight of the target culture and its people through the study of authentic materials. The final examination is the Italian Checkpoint B Exam.

ITALIAN 4**GRADES:** 11**COURSE #:** 5340**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Italian 3 or the World Language Coordinator's approval

COURSE DESCRIPTION: Students will attain greater proficiency in Italian through conversation and the reading of Italian texts. They will further develop appreciation of cultural differences through a variety of topics including literature, film and culture. Topics are based on the New York State syllabus for Checkpoint C.

ITALIAN 5**GRADES:** 12**COURSE #:** 5350**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Italian 4 or the World Language Coordinator's approval.

COURSE DESCRIPTION: Improvement of oral proficiency skills through conversation and development of a deeper appreciation of cultural differences through a variety of topics as well as film study, Italian literature and art history. Continues the second half of Checkpoint C.

ITALIAN 2 HONORS**GRADES:** 9**COURSE #:** 5290**CREDIT:** 1.0**PREREQUISITES:** "A" average or higher in Middle School Italian and teacher recommendation.

COURSE DESCRIPTION: This course provides a rigorous and in-depth study of the Level 2 curriculum. The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. This course is meant for students who have a special interest in language learning.

ITALIAN 3 HONORS (Checkpoint B Exam)**GRADES:** 10**COURSE #:** 5380**CREDIT:** 1.0**PREREQUISITES:** B+ average or higher in Italian 2 Honors and teacher recommendation

COURSE DESCRIPTION: This course provides a rigorous and in-depth study of the Level 3 curriculum. The four language skills are developed to exceed NYS Checkpoint B proficiency levels. Students also are expected to master a great deal of Italian grammar. This course is meant for students who have a special interest in language learning. The final examination is the Italian Checkpoint B Exam.

ITALIAN 4 HONORS**GRADES:** 11**COURSE #:** 5390**CREDIT:** 1.0

PREREQUISITES: B+ average or higher in Italian 3 Honors and teacher recommendation. B+ average or higher in Italian 3 Honors and teacher recommendation.

COURSE DESCRIPTION: Designed for students who are committed to in-depth language learning through Checkpoint C. While nurturing the four language skills, particular emphasis is placed on the development of more advanced grammar, spontaneous speaking, and writing at length about a broad range of subjects as well as reading classical Italian literature.

PROJECT ADVANCE ITALIAN**GRADES:** 12**COURSE #:** 5300**CREDIT:** 1.0

PREREQUISITES: Italian 4 Honors and teacher recommendation

COURSE DESCRIPTION: Project Advance Italian is a course designed to further develop, strengthen and refine the skills acquired during the first three years of study. The course offers students a full review of Italian grammar together with the development of speaking and writing skills, and a consistent exposure to Italian language and culture. To achieve these goals, students engage in interactive oral activities, write weekly compositions, read and discuss a variety of authentic texts that include current events, cultural life, and literary selections. In addition, students will watch films, documentaries, and footage from Italian television which they will write about and discuss in class. The cost of tuition of approximately \$448 (\$112 per credit) is paid directly to Syracuse University.

ADVANCED PLACEMENT ITALIAN**GRADES:** 12**COURSE #:** 5180**CREDIT:** 1.0

PREREQUISITES: B+ average or higher in Italian 4 Honors and teacher recommendation

COURSE DESCRIPTION: AP Italian is the culmination of the honors program in Italian. The goal of the course is to refine the skills needed to clearly and concisely express oneself orally and in written form in the language. This is achieved through literature, cultural studies, listening exercises, essay writing, debate, and discussion. Students are required to sit for the AP exam. Student expense for the AP exam is approximately \$94.

JAPANESE 1**GRADES:** 9, 10, 11, 12**COURSE #:** 5250**CREDIT:** 1.0

COURSE DESCRIPTION: Introduces students to the Japanese language. Students develop listening, speaking, reading, and writing skills through the communicative approach. They will also be introduced to the cultural differences between the U.S. and Japan.

JAPANESE 2**GRADES:** 10, 11, 12**COURSE #:** 5260**CREDIT:** 1.0

PREREQUISITES: Passing grade in Japanese 1

COURSE DESCRIPTION: Japanese 2 builds on what was learned in Japanese 1. Japanese 2 students master the Hiragana and Katakana syllabaries and are introduced to at least a hundred Kanji (Chinese characters). Students will also be introduced to more complex sentence structure.

JAPANESE 3 (Checkpoint B Exam)**GRADES:** 11, 12**COURSE #:** 5270**CREDIT:** 1.0

PREREQUISITES: Passing grade in Japanese 2

COURSE DESCRIPTION: Japanese 3 builds on what students have learned in previous levels. The course will emphasize everyday conversation and students will learn hiragana, katakana, and kanji, which are essential for reading Japanese. The course will also include various cultural enrichment activities. The final examination in this course is the Checkpoint B Exam.

JAPANESE 4**GRADES:** 12**COURSE #:** 5280**CREDIT:** 1.0

PREREQUISITE: Passing grade in Japanese 3

COURSE DESCRIPTION: This course is for students who wish to study Japanese beyond the Checkpoint B level. Students will further develop their listening, speaking, reading, and writing skills and gain a more in depth knowledge of Japanese culture.

KOREAN 2**GRADES:** 9**COURSE #:** 5520**CREDIT:** 1.0

PREREQUISITES: Passing grade in middle school Korean

COURSE DESCRIPTION Learners move from the novice into the intermediate proficiency range in the interpretive, interpersonal and presentational modes of communication, while developing a deeper understanding of the products, practices and perspectives of the target cultures.

KOREAN 2 HONORS**GRADES:** 9**COURSE #:** 5310**CREDIT:** 1.0

RECOMMENDED FOR: “A” average or higher in Middle School Korean and teacher recommendation.

COURSE DESCRIPTION: This course provides a rigorous and in-depth study of the Level 2 curriculum. The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. This course is meant for students who have a special interest in language learning.

KOREAN 3 (Checkpoint B Exam)**GRADES:** 10**COURSE #:** 5530**CREDIT:** 1.0

PREREQUISITES: Passing grade in Korean 2

COURSE DESCRIPTION: Learners move from through the intermediate proficiency range in the interpretive, interpersonal and presentational modes of communication, while developing a deeper understanding of the products, practices and perspectives of the target cultures. The final examination is the Korean Checkpoint B Exam.

KOREAN 4**GRADES:** 11**COURSE #:** 5570**CREDIT:** 1.0

PREREQUISITES: Passing grade in Korean 3 or coordinator’s approval

COURSE DESCRIPTIONS Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics. Topics are based on the New York State syllabus for Checkpoint C.

KOREAN 5**GRADES:** 12**COURSE #:** 5610**CREDIT:** 1.0

PREREQUISITES: Passing grade in Korean 4 or coordinator’s approval

COURSE DESCRIPTION: Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics. Topics change each year and are based on the New York State syllabus for Checkpoint C.

LATIN 1**GRADES:** 9, 10, 11, 12**COURSE #:** 5110**CREDIT:** 1.0

COURSE DESCRIPTION: This course develops communicative skills in Latin and English. It includes Latin translation, Greco-Roman history, culture and mythology and a comprehensive English vocabulary study based on Latin roots, prefixes and suffixes.

LATIN 2**GRADES:** 10, 11, 12**COURSE #:** 5120**CREDIT:** 1.0

PREREQUISITES: Passing grade in Latin 1

COURSE DESCRIPTION: This course develops and strengthens Latin communication skills through readings in culture, mythology and history. This course continues to augment English vocabulary and language skills through a direct study of bases, prefixes, suffixes and derivatives.

LATIN 3 (Checkpoint B Exam)**GRADES:** 11, 12**COURSE #:** 5160**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Latin 2

COURSE DESCRIPTION: This course focuses on the reading of authentic Latin by writers such as Cicero and Caesar. It continues the study of Roman history, mythology, and culture. Attention to English language skills and vocabulary is emphasized. The course prepares the student to pass the Checkpoint B Exam.

LATIN 4**GRADES:** 12**COURSE #:** 5190**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Latin 3

COURSE DESCRIPTIONS: Latin 4 follows national as well as New York State standards for achievement in Latin. Students translate selected Latin authors from their original forms. Emphasis is placed on reading original Latin. Students study Roman history and culture in depth. There is continuous study of English vocabulary through Latin. Students take a midterm and final exam. This class includes material that greatly assists those who plan to take the SAT II Latin subject test.

RUSSIAN 1**GRADES:** 9, 10, 11, 12**COURSE #:** 5210**CREDIT:** 1.0

COURSE DESCRIPTION: Students develop Checkpoint A level proficiency in Russian, including speaking, listening, reading, and writing skills. The course is taught through a communicative approach with emphasis on topical vocabulary. Students will become familiar with the Cyrillic alphabet as well as the culture of Russia.

RUSSIAN 2**GRADES:** 10, 11, 12**COURSE #:** 5220**CREDIT:** 1.0**PREREQUISITE** Passing grade in Russian 1 or permission of the instructor/coordinator

COURSE DESCRIPTION Designed to strengthen the speaking, reading, listening, and writing proficiencies acquired in Russian 1. Students will be exposed to different aspects of Russian culture. Emphasis will be on a topical approach to vocabulary structure, and literature in order to achieve effective communication.

RUSSIAN 3 (Checkpoint B Exam)**GRADES:** 11, 12**COURSE #:** 5230**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Russian 2 or permission of the instructor/coordinator

COURSE DESCRIPTION: Develops students' communicative proficiency in preparation for a Checkpoint B Exam in Russian. Students will achieve proficiency as outlined in the N.Y.S. syllabus. Speaking, reading, listening, and writing will be taught in a communicative approach.

SPANISH 2**GRADES:** 9**COURSE #:** 5420**CREDIT:** 1.0**PREREQUISITES:** Passing grade in middle school Spanish**COURSE DESCRIPTION:** This course provides an in-depth study of the Level 2 curriculum.

The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. Students learn Spanish grammar and syntax in context.

SPANISH 3 (Checkpoint B Exam)**GRADES:** 10**COURSE #:** 5430**CREDIT:** 1.0**PREREQUISITES:** Passing grade in Spanish 2**COURSE DESCRIPTION:** This course provides an in-depth study of the Level 3 curriculum.

The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. In addition, students will gain a better insight of the target culture and its people through the study of authentic materials. The final examination is the Spanish Checkpoint B Exam.

SPANISH 4**GRADES:** 11**COURSE #:** 5440**CREDIT:** 1.0**PREREQUISITES:** Pass Spanish 3 or coordinator's approval.

COURSE DESCRIPTION: Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics. Topics are based on the New York State syllabus for Checkpoint C.

SPANISH 5**GRADES:** 12**COURSE #:** 5450**CREDIT:** 1.0**PREREQUISITES:** Pass Spanish 4 or coordinator's approval

COURSE DESCRIPTION: Improvement of oral proficiency skills and development of a deeper appreciation of cultural differences through a variety of topics. Topics change each year. Topics are based on the New York State syllabus for Checkpoint C.

SPANISH 2 HONORS**GRADES:** 9**COURSE #:** 5470**CREDIT:** 1.0

PREREQUISITES: "A" average or higher in Middle School Spanish and teacher recommendation

COURSE DESCRIPTION: This course provides a rigorous and in-depth study of the Level 2 curriculum. The four language skills (listening, speaking, reading, and writing) are developed at NYS Checkpoint B proficiency levels. Students are expected to master a great deal of Spanish grammar and vocabulary. This course is meant for students who have a special interest in and who are willing to engage in language learning. Students need to be independently and intrinsically motivated to further their language proficiency and acquisition.

SPANISH 3 HONORS (Checkpoint B Exam)**GRADES:** 10**COURSE #:** 5480**CREDIT:** 1.0**PREREQUISITES:** B+ average or higher in Spanish 2 Honors and teacher recommendation

COURSE DESCRIPTION: This course provides a rigorous and in-depth study of the Level 3 curriculum. The four language skills are developed to exceed NYS Checkpoint B proficiency levels. Students are expected to master a great deal of Spanish grammar. This course is meant for students who have a special talent for language learning. The final examination is the Spanish Checkpoint B Exam.

SPANISH 4 HONORS**GRADES:** 11**COURSE #:** 5490**CREDIT:** 1.0**PREREQUISITES:** B+ average or higher in Spanish 3 Honors and teacher recommendation

COURSE DESCRIPTION: Designed for students who have just completed Spanish 3 Honors and who are committed to additional in-depth language learning through Checkpoint C. While nurturing the four basic language skills, particular emphasis is placed on the development of more advanced grammar, spontaneous speaking, and writing at length about a broad range of subjects.

ADVANCED PLACEMENT SPANISH**GRADES:** 12**COURSE #:** 5400**CREDIT:** 1.0**PREREQUISITES:** B+ average or higher in Spanish 4 Honors and teacher recommendation

COURSE DESCRIPTION: AP Spanish is the culmination of the honors program in Spanish. The goal of the course is to refine the skills needed to clearly and concisely express oneself orally and in written form in the language. This is achieved through literature, cultural studies, listening exercises, essay writing, debate, and discussion. Students are required to sit for the A.P. exam. Student expense for the AP exam is approximately \$94.

PROJECT ADVANCE SPANISH**GRADES:** 12**COURSE #:** 5130**CREDIT:** 1.0**PREREQUISITE:** Completion of Spanish 4 Honors and teacher recommendation

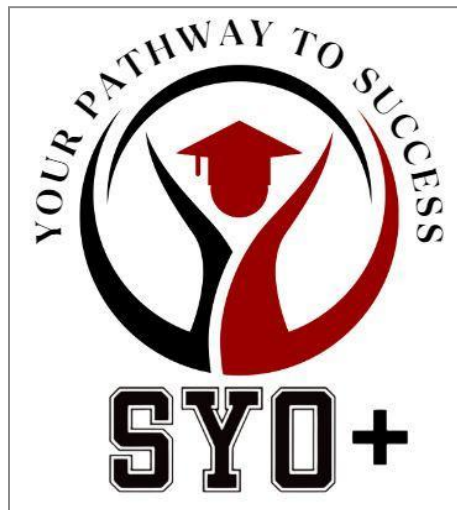
COURSE DESCRIPTION: This is a proficiency-based course that reviews understanding of formal language structures, refines linguistic and communicative skills, and builds cultural awareness. Authentic cultural and literary texts are introduced. Topics are based on the New York State syllabus for Checkpoint C. Students can earn four college credits for an approximate fee of \$112.00 per credit. The fee will be announced prior to registration.

SYO+ Pathways Program

The SYO+ pathways program provides all students the opportunity to pursue their interests in exciting and unique academic pathways composed of crosscutting and aligned curriculum. The SYO+ pathways program leads to an industry-recognized credential, seal on their diploma and offers students:

- An opportunity to apply academic concepts to real-world situations;
- Preparation for industry-based assessments or certifications;
- The opportunity to earn college credit or advanced standing while still in high school; and,
- Work-based learning opportunities where students demonstrate mastery of skills essential in the workplace.

You can learn more about this program by [following this link](#).



Program Supervisor: Matt Fiasconaro

Work-Based Learning Program

In Syosset High School's work-based learning program, students will build their academic, technical, and professional skills. Work-based learning plays a central role in bridging the classroom and work world, leading to improved educational and employment outcomes for participants.

Students in grades 11 and 12 are eligible to sign up for our internship program. The course gives students the opportunity to increase their understanding of a specific career through “on-the-job” experiences. The internship serves as an extension of the classroom and consists of a non-paid, supervised career experience. The focus of the internship is career exploration and the job site will plan an appropriate variety of job tasks or responsibilities geared toward the enhancement of the educational experience of the student.

In the work experience program students can earn half a credit for 150 hours of work or one credit for 300 hours of work. Students who elect to enroll in the program must have their job approved by the work experience coordinator, must be getting paid on the books, have their working papers, and must have received satisfactory job performance evaluations throughout the school year.

Work-Based Learning Course List

Internship Program (Fall, Spring, or Summer)

GRADES: 11, 12 **COURSE #:** 8811, 8812, 8813 **CREDIT:** 0.5

COURSE DESCRIPTION: For students who are interested in exploring a career under advisement of a mentor. Students will complete an application and work with the internship coordinator to fulfill a placement in an area of interest. Interested students should set up an appointment with Matt Fiasconaro if they are interested.

ADDITIONAL INFORMATION: [Application](#)

Work Experience Program

GRADES: 11, 12 **COURSE #:** 5880 **CREDIT:** 0.5

COURSE DESCRIPTION: The Syosset High School Work-Based Learning Program gives local businesses the opportunity to make a difference within the community by employing and mentoring our young, motivated, hard-working students. Our students will receive employment training and have the opportunity to implement that training on the job, as wage earning employees. Interested students should set up an appointment with [Matt Fiasconaro](#) if they are interested.

Syosset High School Honor Societies

Joining an honor society offers high school students numerous benefits, including recognition of their academic achievements and the opportunity to develop valuable leadership skills. Beyond academic excellence, these societies often provide networking opportunities and foster a strong sense of community, allowing students to connect with like-minded peers. These relationships can play a pivotal role in supporting both academic and career goals.

At Syosset High School, eligible students are encouraged to apply to a variety of honor societies based on the specific criteria of each program. If you have any questions or need more information, please reach out to your school counselor or the respective department leader for each honor society.

Honor Society List and Criteria

National Business Honor Society

NBHS is a nationwide organization dedicated to recognizing outstanding high school students who excel in business education and are committed to pursuing careers in business or related fields. The NBHS provides students with opportunities for personal and professional growth, leadership development, and community involvement.

- Sophomores, juniors, and seniors are eligible to apply
- Must have an A average in business classes, and an overall B+ average in all SHS classes
- Students must be currently enrolled
- Students must have completed 6 points or more based on classes and club participation
- Two non-business teacher recommendations

National Art Honor Society

This organization in the United States that recognizes and promotes excellence in the visual arts among high school students. It is a part of the National Art Education Association (NAEA) and aims to inspire and encourage students to develop their artistic skills while fostering a sense of community and responsibility in the arts.

- Applications open to all rising 9-12 Visual Art students
- Must be a visual arts student at Syosset High School in each year of high school
- Art GPA minimum of a 90
- Two teacher endorsements
- Rising 12 grade visual arts students must have been successfully inducted into The National Art Honor Society their Junior year to apply for Senior year.

National Honor Society

This is one of the most well-known and prestigious honor societies for high school students in the United States. It recognizes students who have demonstrated excellence in the areas of Scholarship, Service, Leadership, and Character. Being inducted into the NHS is a significant achievement and is often seen as a mark of academic and personal distinction.

- Application process begins in the Spring of junior year
- Cumulative average of a 90 or above at the end of Junior year
- Two clubs or two sports-each year, can be a mix of a sport and club for grades 9-11

Science National Honor Society

We are a group of high school students aiming to spread scientific passion throughout our school and community as well as recognize the future generation of scientists.

- Applicants must be a current junior or senior
- 11th grade applicants must have taken one full year of science honors in 9th or 10th grade and receive a grade of B+ or higher. 12th grade applicants must have taken one full year of science honors or AP in 11th grade and receive a grade of B+ or higher.
- B+ or higher average overall for classes
- One signature of recommendation from your science teacher
- If you currently take science Regents, you must currently have an A or higher
- If you currently take science honors or an AP science, you must currently have a B+ or higher

Thespian Honor Society

The purpose of this organization shall be the advancement of standards of excellence in the Theatre Arts. More specifically, the organization shall encourage students to attain a better appreciation and mastery of theatre arts.

- Participation in at least two full length plays
- Earned a minimum of 150 hours towards Thespian induction
- Points are awarded for participation in Syosset High School productions only

Tri-M Honor Society

Tri-M stands for Modern Music Masters, and it is specifically designed to honor students who demonstrate excellence in music and are committed to serving their school and community through music-related activities.

- Students of Tri-M earn points towards induction by participating in music events throughout the year
- Students must be enrolled in a music class
- Students must have a B+ or higher GPA
- Students must play one NYSSMA solo in their high school career
- Students must perform at least once outside of the school community

World Language Honor Society

This is an honor society designed to recognize high school students who excel in the study of foreign languages. It acknowledges academic achievement and promotes a deeper appreciation for global languages and cultures. Induction typically takes place during level 4 or 4 Honors, which is usually in 11th grade.

- A minimum average of A in World Language for the the past two years (B+ in Honors)
- A minimum average of A (B+ in Honors) in World Language for 1st and 2nd marking periods for the current school year
- Overall GPA 85 or higher
- Two recommendations from non-world language teachers who can speak to good character and academic excellence