

LEVITTOWN PUBLIC SCHOOLS

2023 - 2024 COURSE CATALOG



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Guidance and Counseling Departments

The Guidance and Counseling Departments exist to provide assistance to all students in their pursuit of educational and career goals. In particular, counselors seek to help students develop an understanding of their abilities and interests and learn the skills necessary for responsible decision-making. In all areas they strive to maintain the focus of the school as well as address the needs of the individual student.

Every year each counselor schedules an individual conference among student, parent, and counselor to review academic achievement, discuss mutual concerns, and plan for the future. Counselors often assist teachers in assessing the needs and abilities of their students. College catalogs, computer databases that provide extensive information on colleges, financial education and careers, scholarship information are among the resources available in the Guidance Office. The Guidance and Counseling Department encourages all members of the school community to utilize its services.

Division Avenue High School

Mark Curtiss, Chairperson

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Ms. Sharlene Defendini
Ms. Danielle Palumbo
Ms. Elizabeth Shapiro
Ms. Elizabeth Thompson

General Douglas MacArthur High School

Elizabeth Hammer, Chairperson

Ms. Jeanne Bernard
Mr. Cormac Conaghan
Ms. Nikki McNerney
Ms. Patricia Mirando
Ms. Stacy Phillips
Ms. Colleen Sharkey

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Introduction

We are proud to provide the 2023-2024 Course Description Guide. It is meant to assist students and parents in selecting specific courses and in planning a total high school program.

The decision to choose a course should be based on as much information as possible, and this guide is just the beginning. You should obtain input from your teachers and school counselors who will be instrumental in advising you of appropriate course content and difficulty. You should also become familiar with the requirements you need to fulfill in order to obtain a diploma at the end of your high school career.

This catalog not only contains courses that are required for graduation, but also courses that may help you decide on a course of study in college, or a path toward the world of work. We urge you to take an opportunity to explore all the different electives available to you so that you may look back on a well-rounded, provocative time in your life.

Of course there are times when you may wish to take a course that is unavailable to you, because it does not fit into your schedule, it is overenrolled or there is insufficient enrollment. If this occurs, students will be provided with an opportunity to select an alternative course, so we strongly suggest that you always choose a few alternate courses when you make your selections each year.

Where electives are subject to availability preference will be given to upperclassmen.

Commencement Goals

The success of every student in the Levittown Public Schools is defined by the attainment of five Commencement Goals as follows:

- *ACHIEVES MASTERY IN ALL SUBJECT AREAS*
- *APPLIES PROBLEM SOLVING STRATEGIES*
- *COMMUNICATES AND WORKS WELL WITH OTHERS*
- *ENGAGES IN THE CHALLENGES OF LIFELONG LEARNING*
- *RESPECTS SELF, OTHERS, AND THE ENVIRONMENT*

District Policies

This course catalog is not meant to contain a comprehensive review of District Policies, however, a summary of pertinent information is provided below. If further clarification is needed, please consult Board of Education policies which are available at www.levittownschools.com or in the main office of each school building.

Attendance

Excessive student absences can lead to a denial of credit and failing grades on a student's report card. See the Board of Education Policy #7110 for complete details.

Course Credit

A student who has passed a course may not repeat the course for credit or take a lower level course for credit (unless otherwise noted in these course descriptions). A student in grades 9 - 11 must carry a minimum of seven subjects plus physical education each semester. A student in grade 12 must carry a minimum of six subjects plus physical education each semester.

Prerequisites/Co-requisites

A student may not enroll in a course that requires a prerequisite or a co-requisite unless he or she has satisfied that prerequisite or received special permission.

Absences for Regents Exam Administration

If a student misses the exam for whatever reason, a grade of zero (0) will be averaged into the course grade, unless there are extenuating circumstances:

1. Students who absent themselves from Regents exams for reasons such as vacation, oversleeping or other illegal rationale, will have a zero averaged into the course grade.
2. Students who miss Regents exams for reasons such as illness, death in the family, or other unavoidable circumstances, will have their cases reviewed. If, after review, the student is granted an exemption, the zero will not be averaged into the final course grade. However, the student must take the Regents exam at the next available opportunity in order to qualify for Regents credit.
 - a. If the student passes the course, even after the zero is averaged in, he or she still must take the Regents exam in order to qualify for Regents credit. The final course grade will not be recalculated to include the Regents exam when taken, but the zero previously recorded on the transcript will be replaced, as per current district policy. If a student fails a Regents course, he or she must repeat it for credit.

2023-2024 Course Change Procedures

The Levittown School District is proud to offer a comprehensive educational program to meet the needs and interests of all students. Each year in December, January, and February students and parents collaborate with our school counselors to choose appropriate and interesting courses for the upcoming school year. The course selections are then used to arrange for appropriate staffing, purchase textbooks, and other class resources, and assign classroom space. While our schedule is primarily student driven, there is always the possibility that a class will close early due to heavy enrollment or that a class will not be scheduled due to an insufficient number of students electing that subject.

Based upon these factors, changes requested after the scheduling process has been completed are discouraged. We have found that once students give their scheduled classes a chance to begin, most are satisfied with their initial choices.

There are some instances where class changes are unavoidable. All requests for class changes are subject to the guidelines below:

- It is in the student's best interest to have the appropriate schedule in place at the time school opens. Every effort is made to provide students with a schedule commensurate with state and district guidelines and personal post graduate plans prior to the opening of school in September. Once schedules are released on the Parent Portal, changes will not be considered until after four weeks of school (with the exception of scheduling errors).
- Students are required to work to their fullest potential prior to making a request for any schedule change. Students must demonstrate that they have attempted to fulfill all course expectations, e.g., completion of all assignments, seeking extra help, and have met all other conditions established by the teacher. Students must continue to attend and participate in the class until a decision is rendered and they receive notification from their counselor or administrator.
- Students enrolling in a course after the start of the semester are responsible for all course expectations. This includes coursework covered prior to the student's enrollment. The student is responsible for developing a work completion schedule with the teacher.
- **Level Changes** – These requests are for a student to be moved from the same course name, at a different level. For instance, a student is enrolled in AP US History and Government but is struggling and is requesting a course change to Regents U.S. History and Government. These are changes within the same subject area. Class changes between departments are not considered level changes. Level changes will only be considered if the student has met the requirements outlined above.

- **General course changes** (not level changes) – Requests for course changes (both core courses and elective courses) will be considered along the same timeline as mentioned above. Changes will only be considered if there is satisfactory space* in the new class and there is a compelling reason for the change. Not all requests will be approved. The student is responsible for developing a work completion schedule with the teacher.
- A change of teacher within the same course is not permitted.**
- Change requests for lunch periods are only approved with a doctor's note.
- Any change in schedule may impact student overall schedule, athletic eligibility and/or college admissions

Process for schedule changes:

- Student picks up Change of Placement form from his/her Guidance Counselor.
- Parents contact the teacher and/or Guidance Counselor to discuss reasons for change.
- Teacher meets with the student.
- Student returns form signed by parent to Guidance Counselor.
- Form is routed to the teacher and Assistant Principal for approval.

*- In order for all students to be successful in an academic setting, class size and balancing is important to consider. This will include consideration of class size maximums, as well as ensuring appropriately balanced classes (ex: not having one class of 5 students and another of 29 for the same course)

** - Unless the student had the assigned teacher previously.

Graduation Requirements

In order to earn a Levittown School District diploma, every student must earn a minimum of 27 credits in addition to meeting specific testing competencies. Only those students who successfully complete the diploma requirements will take part in the graduation exercises:

Required Core Courses	Local Diploma (for student with IEPs only)	Regents Diploma	Regents Diploma with Advanced Designation
English	4 credits 1 Regents Exam (55 or higher)	4 credits 1 Regents Exam (65 or higher)	4 credits 1 Regents Exam (65 or higher)
Social Studies	4 credits 2 Regents Exam* (55 or higher)	4 credits 2 Regents Exam* (65 or higher)	4 credits 2 Regents Exam* (65 or higher)
Mathematics	4 credits** 1 Regents Exam (55 or higher)	4 credits** 1 Regents Exam (65 or higher)	4 credits** 3 Regents Exams (65 or higher)
Science	3 credits 1 Regents Exam (55 or higher)	3 credits 1 Regents Exam (65 or higher)	3 credits 2 Regents Exams (65 or higher)
World Languages	1 credit	1 credit	3 credits
Physical Education	2 credits	2 credits	2 credits
Art and/or Music	1 credit	1 credit	1 credit
Health	0.5 credits	0.5 credits	0.5 credits
Electives	7.5 credits	7.5 credits	5.5 credits
TOTAL	27 credits	27 credits	27 credits

* See options below for the Multiple Pathways Diploma.

** This is a Levittown requirement. NYSED requires 3 credits of Mathematics. The 4th year of math may be substituted with a math-related class in technology, business, or science with the approval of the Principal and/or Asst. Supt. for Instruction.

Please Note: Under the new “4+1” pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, Math, Science and Social Studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a Department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in Mathematics or Science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner’s regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or
- An Arts pathway assessment approved by the Commissioner in accordance with

§100.2(mm) (Arts Pathway). **FOR MORE INFORMATION ON THE SCHEDULING PROCESS, PLEASE SEE OUR GUIDANCE PORTFOLIO ON THE DISTRICT WEBSITE.**

Advanced Placement Courses

Students who are planning to enroll in Advanced Placement courses for the 2023-2024 school year should plan to take the AP exam. Students who do not take the AP exam will have their transcripts reflect their enrollment in an honors or Regents level of the course, not the Advanced Placement level. Students may begin taking AP courses in tenth grade. AP courses are listed by subject area at the beginning of each section. You may also click on the course to go directly to its description.

ART	<u>Studio In Art</u>
BUSINESS	<u>Computer Science-A</u> <u>Computer Science Principles</u>
ENGLISH	<u>Capstone Seminar</u> <u>English Language & Composition</u> <u>English Literature</u>
MATHEMATICS	<u>Calculus (AB) (BC)</u> <u>Statistics</u>
MUSIC	<u>Music Theory</u>
SCIENCE	<u>Biology</u> <u>Capstone Research</u> <u>Chemistry</u> <u>Environmental Science</u> <u>Physics I</u> <u>Physics II</u>
SOCIAL STUDIES	<u>Economics</u> <u>European History</u> <u>Human Geography</u> <u>Psychology</u> <u>US Government and Politics</u> <u>US History</u> <u>World History</u>
WORLD LANGUAGES	<u>French</u> <u>Italian</u> <u>Spanish</u>

College Credit Courses

The following courses enable students to earn college credit for coursework. College level courses are listed by subject area at the end of each section. Please check descriptions for availability at a particular school.

ART:

[Graphic Design I - LIU Post \(3 credits\)](#)

[Graphic Design II - LIU Post \(6 credits\)](#)

BUSINESS:

[Business Ownership and Marketing – LIU Post \(6 credits\)](#)

[Intro to Business – LIU Post \(6 credits\)](#)

[Web Design II – LIU Post \(3 credits\)](#)

ENGLISH

[AP Language & Composition - Molloy University \(3 Credits\)](#)

FAMILY AND CONSUMER SCIENCE:

[Child Development & PSY120 – LIU Post \(3 credits\)](#)

MATHEMATICS:

[PreCalculus Accelerated - SUNY Farmingdale \(4 credits\)](#)

[PreCalculus SUNY - Farmingdale \(4 credits\)](#)

[College Calculus - SUNY Farmingdale \(4 credits\)](#)

[College Probability - SUNY Farmingdale \(3 credits\)](#)

[College Statistics - SUNY Farmingdale \(3 credits\)](#)

SCIENCE:

[College Biology - Molloy University \(4 Credits\)](#)

SOCIAL STUDIES:

[AP World History - Molloy University \(3 Credits\)](#)

[AP US History – Molloy University \(6 Credits\)](#)

[AP Government – Molloy University \(3 Credits\)](#)

[AP Economics - Molloy University \(3 Credits\)](#)

TECHNOLOGY:

[College Technical Illustration - SUNY Oswego](#)

[College Robotics – SUNY Farmingdale \(3 credits\)](#)

WORLD LANGUAGES:

[French 4 - Molloy University \(6 credits\)](#)

[Italian 4 - Molloy University \(6 credits\)](#)

[Spanish 4 - Molloy University \(6 credits\)](#)

[Spanish 4 Pre-AP - Molloy University \(6 credits\)](#)

[French 5 - Molloy University \(3 credits\)](#)

[Italian 5 - Molloy University \(3 credits\)](#)

[Spanish 5 - Molloy University \(3 credits\)](#)

Diploma /Credential Requirements

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

Diploma Type	Available to	Requirements
Regents	All Student Populations	5 required Regents exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government 100.5 Diploma requirements New York State Education Department
Regents with Honors	All Student Populations	5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government 100.5 Diploma requirements New York State Education Department
Regents with Advanced Designation	All Student Populations	A student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 27 required credits. 8 required Regents exams with a score of 65 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination or a 5 unit sequence in the Arts or CTE 100.5 Diploma requirements New York State Education Department
Regents with Advanced Designation with an annotation that denotes Mastery in Math	All Student Populations	Same criteria as Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics See 100.5(b)(7)(x) 100.5 Diploma requirements New York State Education Department
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All Student Populations	Same criteria as Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science See 100.5(b)(7)(x) 100.5 Diploma requirements New York State Education Department

<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<p>Same criteria as Regents with Advanced Designation (see above) and, in addition, has a computed average score of 90 or better on the Regents 100.5 Diploma requirements New York State Education Department</p>
<p>Local</p>	<p>Students with disabilities with an individualized education program</p>	<p>Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government; 100.5 Diploma requirements New York State Education Department or Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination Local Diploma Safety Net Options for Students with Disabilities who Enter Grade 9 in September 2011 and Thereafter: Special Education or Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. Amendment to Section 100.5 of the Regulations of the Commissioner of Education Relating to the Safety Net for Students with Disabilities to Graduate with a Local High School Diploma</p>
<p>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</p>	<p>All Student Populations</p>	<p>Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program.</p> <p>Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved career and technical education program which the student has completed.</p> <p>100.5 Diploma requirements New York State Education Department</p>

** Please see note on Page 9 regarding “4 + 1” pathway option.

Non-diploma High School Exiting Credentials		
Diploma Type	Available to	Requirements
Career Development and Occupational Studies Commencement Credential	Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<p>Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;</p> <p>OR</p> <p>Students meet criteria for a national work readiness credential. Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's existing credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12accesalRevised.pdf</p>
Skills and Achievement Commencement Credential	Students w/ severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.</p> <p>Skills and Achievement Commencement Credential for Students with Severe Disabilities: Special Education : EMSC 100.6 High school exiting credentials New York State Education Department</p>

The decision of the Superintendent shall be final and binding in all matters pertaining to pupil graduation and the meeting of requirements pertaining thereto.

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma, a student must successfully complete at least one credit in visual arts and/or music, dance or theatre.

ADVANCED PLACEMENT STUDIO IN ART 81

Credit: 1
Open To: 11 - 12
Prerequisite: Teacher Recommendation

The curriculum of AP Studio in Art will emulate that of the typical first year college foundation course. Focus will be placed on the portfolio requirements set by The College Board. The driving force in this course will be a body of work that focuses on an area of sustained investigation tailored for each individual student. Students that elect to apply for AP credits will submit their portfolios in slide form in May. Slide preparation will be provided by the Art Department. Transcripts of students who do not take the AP Examination in Studio In Art will show that the student took an accelerated level of the course, not an AP course.

ART PORTFOLIO 811

Credit: 1
Open To: 11 - 12
Prerequisite: Teacher Recommendation

Students will have the opportunity to further expand their creativity, technical ability, and visual sensitivity through the completion of a series of major projects using various media. Students will consult with their classroom teacher to discuss areas of focus and development specific to them. Students are to investigate art movements and develop a deeper understanding of the meaning behind works of art. Students develop technical skills in painting, anatomy, and three-point perspective. Work produced in this course will be developed into a digital portfolio. The students will learn the importance of photographing and digitally formatting the images to help prepare a portfolio for Advanced Placement courses or college entrance.

ART (continued)

CERAMICS I 4000

Credit: 1
Open To: 9 - 12

This course offers an exploration of the properties of clay as related to pottery and ceramics. Students will learn various hand building techniques. Surface decoration techniques are widely explored.

CERAMICS II 4001

Credit: 1.0
Open To: 10 - 12
Prerequisites: Ceramics

Students will build upon the basic skills learned in ceramics and will be challenged to broaden the scope of their individual work/style. Students will gain an understanding of firing techniques, develop their wheel throwing techniques, understand the fine art of ceramics and hone their additive, subtractive, hand building and modeling techniques. Through the experimentation of traditional and non-traditional media, students will create functional as well as fine art ceramic pieces.

DIGITAL PHOTOGRAPHY 820

Credit: 1
Open To: 11 - 12
Prerequisite: Photography

Through the use of the digital camera, students will expand their photo knowledge to create professional level work. While this course will build on the techniques learned in basic photography, studio and graphic design, the students will work at a more advanced level. They will explore the world of advertising, fashion, studio lighting and fine art photography.

DRAWING and PAINTING I 4002

Credit: 1
Open To: 10 - 12
Prerequisite: Design and Drawing, or Studio in Art, or Fashion/Interior Design

Though painting will be introduced, this course will emphasize various drawing techniques and materials. Emphasis on drawing from observation will be placed throughout the year. Students will be encouraged to explore, investigate and produce works of art from nature, still life, art history and imagination. Materials will include pencil, charcoal, pen-and-ink, and wash, among others. Students interested in honing their drawing skills and artistic talent should consider this course.

ART (continued)

DRAWING and PAINTING II 4003

Credit: 1
Open To: 10 - 12
Prerequisite: Drawing and Painting I

Though drawing will be reinforced, this course will emphasize various painting techniques and media. Students will be encouraged to explore, investigate and produce works of art from nature, still life, art history and imagination. Media will include watercolors, acrylic and oil paints, glazes, ink and more. The exploration of color and its organizing principles will be taught. Students will be challenged to broaden the scope of their work to create original works of art.

FASHION ILLUSTRATION (Alternate Days) 828a

Note: This class alternates with Fashion Design

Credit: .5
Open To: 9-12

Students will learn to draw the fashion face and figure, explore drawing, painting, and pen and ink techniques in order to design clothing for men, women and children. Students will study clothing styles and by the end of the course, students will have developed their own personal style and fashion statement through their own work.

GRAPHIC DESIGN I (College Credit LIU Post-CGPH 7)

Credit: 1 7450
Open To: 10 - 12
Prerequisite: Studio in Art

Graphic Design provides higher-level skills and knowledge for students who wish to pursue a career in art and design. Building on beginning skills learned in introductory art courses, students master design elements and use traditional and computer technology. Students will be knowledgeable about the historical and current developments of graphic communication. Understanding the diverse roles and processes in the industry, students will work independently and in teams to create advertisements, brochures, periodicals, and packaging designs. Students will utilize problem-solving and interpersonal skills in the development of their artwork from thumbnail sketches to comprehensive layouts and printed documents.

ART (continued)

GRAPHIC DESIGN II (College Credit LIU Post- CGPH 8 and CGPH 11) 7451

Credit: 1
Open To: 11 - 12
Prerequisite: Graphic Design I

Graphic Design II builds on elementary skills and techniques learned in Graphic Design I. Students will learn advanced applications like masking and 3D design. Students will become proficient in Adobe Illustrator and Photoshop. These programs will be used simultaneously for final production in *InDesign* to maximize professional output. Students will work individually and as part of a creative team to simulate the roles of professionals in the industry.

PHOTOGRAPHY I 4006

Credit: 1
Open To: 10 - 12
Prerequisite: Design and Drawing, Studio in Art, or Fashion/Interior Design

This is a foundation course in photography that covers the fundamentals and techniques of black and white photography and the proper use of darkroom techniques associated with processing film and enlarging prints. Students are encouraged to have their own cameras to complete outside assignments. However, there are cameras available for students to borrow.

PHOTOGRAPHY II 4007

Credit: 1
Open To: 11 - 12
Prerequisite: Photography I

Advanced Photography is a course designed to allow students to explore alternative techniques and methods in order to express themselves photographically. Students will sharpen their visual perception and become more aware of their environment by means of personal interpretation of subject matter. Some techniques that will be explored are Polaroid manipulation, emulsion transfers, image transfers, sepia/color toning, hand coloring, and computer application, Adobe Photoshop.

ART (continued)

PHOTOGRAPHY III 827

Credit: 1
Open To: 11 - 12
Prerequisite: Teacher Recommendation

This course offers art students the opportunity to further expand their technical ability, creativity, and visual sensitivity through the completion of a series of projects. These projects are decided upon by the student with teacher guidance. Students may choose to work with traditional photographic methods and/or alternative processes, including digital cameras and computer enhancement software. Student work should reflect their understanding of specific photographers or styles of photography. The photographs produced in this course will help fill a portfolio for college entrance.

STUDIO IN ART 806

Credit: 1
Open To: 9 – 12

STUDIO IN ART A (Alternate Days) 807a

STUDIO IN ART B (Alternate Days) 809a

Credit: .5
Open To: 9 – 12

This course is an introduction to the fundamentals of drawing, painting, sculpture, and art history. Students will learn the elements and principles of design while exploring different media, various techniques, and the influence of art history. At the completion of this course students will have developed a strong foundation in art should they desire to enroll in additional art courses.

STUDIO IN CRAFTS (Alternate Days) 822a

Credit: .5
Open To: 9 – 12

This foundation course is recommended for students with an interest in three dimensional design. Though 2D design may be incorporated, students will design craft art forms using materials such as wood, plaster, wax, wire and clay. Students will explore cultural and historical art influences and its impact within their own work. This course is an excellent pre-requisite for other 3D classes- Ceramics, Ceramics II and Sculpture.

ART (continued)

STUDIO IN MEDIA 848

Credit: 1
Open to: 9-12

This is a digital media visual arts foundation course. Students will learn about the elements of art and principles of design through a foundation of different media: graphic design, darkroom and digital photography, animation, and video.

STUDIO IN SCULPTURE 803

Credit: 1
Open to: 10 - 12
Prerequisites: Studio in Art

Through experimentation with traditional and non-traditional media, sculpture students will create sculptures using additive, subtractive, and modeling techniques. Students will use their knowledge of basic 3-dimensional form and building techniques to expand upon their individual style and broaden the scope of their work. Projects will encompass 2-D as well as 3-D applications.

BUSINESS/COMPUTER SCIENCE

ADVANCED PLACEMENT COMPUTER SCIENCE-A 509

Credit: 1
Open To: 11-12
Prerequisite: Instructor approval required

This course is equivalent to a first semester college-level Computer Science course. Problem solving and algorithm design will be emphasized. Basic computer programming concepts of input, output, conditionals, looping, functions, sorting, searching, advanced data structures and object oriented programming with classes will be covered. The programming language used will be Java. College credit may be received for grades of three or higher on the Advanced Placement examination taken in May. All students enrolled in this class are expected to take the College Board AP exam. Transcripts of students who do not take the AP Examination in Computer Science-A will show that the student took an accelerated level of the course, not an AP course.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES 522

Credit: 1
Open To: 11-12
Prerequisite: Instructor approval required

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. College credit may be received for grades of three or higher on the Advanced Placement examination taken in May. All students enrolled in this class are expected to take the College Board AP exam. Transcripts of students who do not take the AP Examination in Computer Science Principles will show that the student took an accelerated level of the course, not an AP course.

APP INVENTOR (Alternate Days) 523a

Credit: .5
Open To: 9-12 Alt days/Full Year

Never coded but want to learn how to build apps? Then you've come to the right place. This course starts at the very beginning and then will walk you through building progressively more complex apps. You'll learn how to build many types of apps and you'll learn programming concepts and terminology.

BUSINESS/COMPUTER SCIENCE (continued)

COMPUTER PROGRAMMING I 511

Credit: 1
Open To: 9-12

Students are introduced to computer programming, logic and techniques using the RealBasic language. Emphasis is placed on developing skills in problem analysis by means of computer programming. Using mathematical computation and technological knowledge, students will explore ways to design and create applications through activities and projects.

COMPUTER PROGRAMMING II 512

Credit: 1
Open To: 10-12
Prerequisite: Computer Programming I

This course introduces the programming language, Java, while expanding on the RealBasic program. Students will learn to solve problems through calculations, parameters, and multi-dimensional arrays. Projects will be assigned throughout the course.

COMPUTER APPLICATIONS (Alternate Days) 517a

Credit: .5
Open To: 9-12

The objective of this course is to provide students with computer skills that will be useful in high school, college, and throughout their lives. Students will be provided a hands-on opportunity, utilizing desktop computers and tablets, to explore some of the modern computer software productivity tools used in the business world through Microsoft Office. Students become familiar with the manipulation of data through the use of Word, PowerPoint and Excel. Additionally, students will learn effective Internet search strategies and how to evaluate the veracity and authenticity of web content.

BUSINESS/COMPUTER SCIENCE (continued)

DESKTOP PUBLISHING (Alternate Days) 551a

Credit: .5
Open To: 9-12

This course is designed for students as an introduction to state-of-the-art, professional-level computer applications used in the publication field. Students will gain marketable skills by learning Adobe Illustrator, Photoshop, and InDesign to create top-quality printed materials such as playbills, brochures, newsletters and advertisements. Students will learn how to create and import graphics, scan images, manipulate fonts and use special graphic effects to produce professional business documents.

DIGITAL MEDIA PRODUCTION 1 562

Credit: 1
Open To: 10-12

In this course students will learn how to edit digital video, add music and sound effects, text, and transitions. Students will use industry software including Adobe Premiere and Adobe Creative Suite. The latest technology will be used to compile professional quality videos. Projects will include: documentaries, highlight films, music videos, conversion videos and school projects.

DIGITAL MEDIA PRODUCTION 2 566

Credit: 1
Open To: 11-12
Prerequisite: Digital Media 1

Digital Media Productions 2 is offered to all juniors and seniors interested in continuing their exploration in the field of video editing and media production. Students will have the opportunity to enhance their editing skills through a variety of video projects and assignments. This course is perfect for those students who want a hands-on experience in the world of digital editing and movie making.

BUSINESS/COMPUTER SCIENCE (continued)

FINANCIAL LITERACY & READINESS (Alternate Days) 5606a

Credit: .5
Open To: 11-12

The Financial Literacy and Readiness course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. The structure of this class will reflect real-world situations as closely as possible.

PERSONAL MONEY MANAGEMENT (Alternate Days) 519a

Credit: .5
Open To: 9-12

This course is designed to help students prepare themselves for living in the modern world. Students will explore and investigate, utilizing both desktop computers and tablets, different careers and educational requirements and will acquire the skills necessary to develop financial responsibility, manage finances, understand the use of credit and the incurrence of debt, and understand basic principles of saving and investing. Students will understand the basics of business organization, current workplace issues and will compete in the Stock Market Game while exploring the world of finance and the fast-paced environment of Wall Street.

SENIOR EXPERIENCE (Alternate Days) 515a

Credit: .5
Open To: 12

This course is designed to help seniors plan their future college/career path through research and exploration activities. It will assist seniors in determining what colleges and careers are best suited for them through class activities, which will include self-assessment and college major/career research. Students in this class will learn how to write a resume, gain interview skills, understand the job search process and how to communicate effectively. Students will be responsible for finding an on-site job shadowing experience. The course will culminate in a presentation based on the student's work experience.

BUSINESS/COMPUTER SCIENCE (continued)

SPORTS AND ENTERTAINMENT MARKETING 518

Credit: 1
Open To: 10-12

This course is designed to introduce students to the concepts of marketing by relating them specifically to the exciting and fast-paced worlds of business, sports, and entertainment. 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 and television programming. This course will be enriched with a field trip to a local sports arena or stadium.

TELEVISION AND VIDEO BROADCASTING 163

Credit: 1
Open To: 11-12

If you ever wanted to work in the Film or Television industry – this course is for you. This exciting course prepares students for positions in front of the camera, as well as in behind the scenes production. Students learn on professional equipment in MacArthur's Broadcast Studio. They also gain experience with industry standard video editing software. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and sound. Projects include different types of feature stories, including: Human Interest; Entertainment; News; Arts and Sports.

TRIAL LAW 543

Credit: 1
Open To: 10-12

This course is designed for students to investigate the foundations of our trial system. Throughout the year, students will research our court system and perform mock trials for hands-on-experience. The mock trial preparation will provide an introduction to the major components of a trial: opening statements, direct and cross examinations and closing arguments. This course of study will develop his or her public speaking skills, gain poise and confidence, and become familiar with the operation of our court system.

BUSINESS/COMPUTER SCIENCE (continued)

TRIAL LAW 2: CRIMINAL LAW 542

Credit: 1
Open To: 11-12
Prerequisite: Trial Law 1

This course is designed for students with an interest in law and its related careers. The criminal justice system is based upon an organization of laws and a system of rights. This class considers the definitions and development of criminal law, criminal procedure and criminal rights. Students examine and analyze criminal law, expanding their understanding of mock trial procedures utilized in courtroom simulations.

WEB DESIGN I 560

Credit: 1
Open To: 9-12

Students will learn to explore the Internet and obtain information for reports, projects, and personal use. Students will develop website pages using the basics of Hypertext Markup Language (HTML), the language of the World Wide Web. Students will also explore DreamWeaver software to create web pages that integrate word processing, graphics, and photographs as well as other layout techniques.

INCUBATOREDU@LPS 5417 (Alternate Day)

Credit: .5
Open to: 11-12

This full-year course offers a real entrepreneurship experience where students have the opportunity to create and fully develop their own product or service and learn how to build a business. This course also includes foundational business topics such as marketing, human resources, business law, and finance. IncubatorEDU culminates with a “shark tank” pitch to investors by student teams looking to turn their business into a reality.

COLLEGE LEVEL COURSE(S) IN BUSINESS

BUSINESS OWNERSHIP AND MARKETING (LIU POST) ⁵⁴⁵⁰

Credit: 1 (HS), 6 (LIU Post)
Open To: 10-12

This course will allow future entrepreneurs to learn about various forms of business organizations and how they enter domestic and global markets. All phases of business are discussed to prepare students to design a business plan. Students will see this business plan through from inception to implementation as they build their company through virtual business software. Note: Available credits vary based on college.

INTRODUCTION TO BUSINESS (LIU POST) ⁵⁴⁵

Credit: 1 (HS), 6 (LIU Post)
Open To: 11-12

This college-level course examines the role of business in American Society and the interrelationships between business, government, labor, and society at large. General areas of study center on the foundation of business, management, marketing activities, finance and financial services. Students will analyze and relate theory to current events.

WEB DESIGN II (LIU POST) ⁵²¹

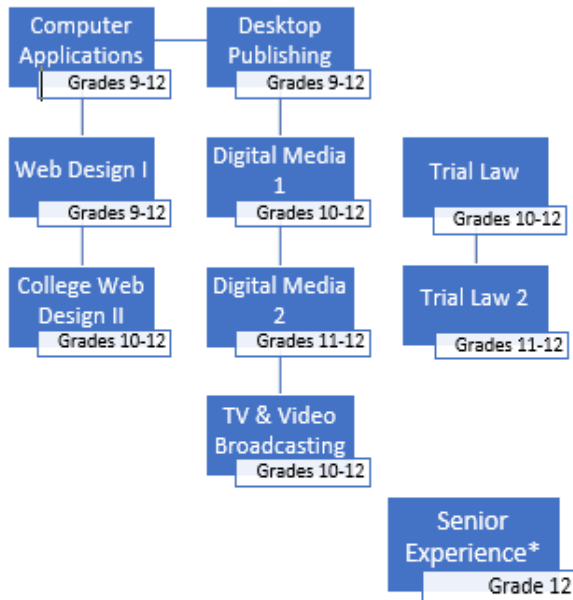
Credit: 1 (HS), 3 (LIU Post)
Open To: 10-12
Prerequisite: Web Design I

This college level course will allow students who completed Web Design I to expand and develop career skills in this growing field. This is a hands-on, project-based course that involves students in the development and design of multiple websites. Students will explore and master advanced features in web design software such as Adobe DreamWeaver and Adobe Flash to address the latest web development practices.

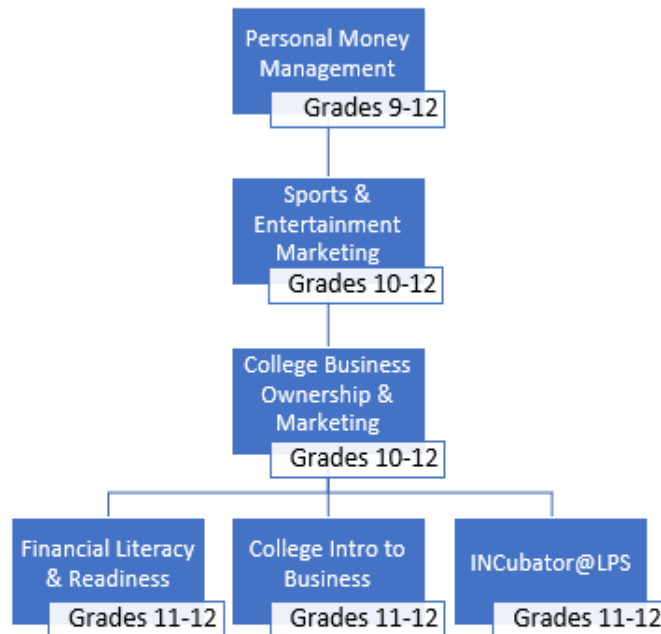


Levittown Public Schools
Suggested Business Course Pathways

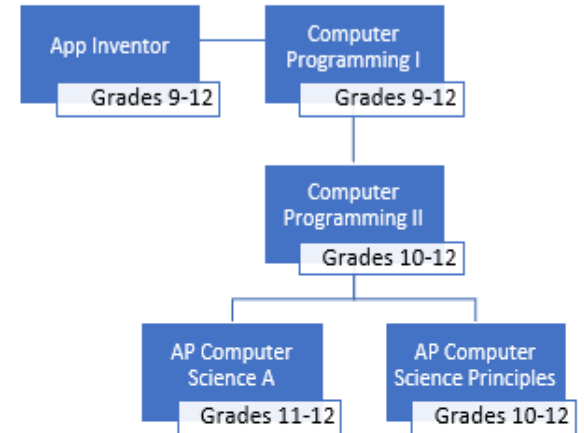
Career Explorations Cluster



General Business Cluster



Computer Science Cluster



Notes:

- The pathway map above is designed to show which Business course offerings align together within a suggested pathway for students that may have an interest in a particular area of Business education; students do not have to adhere to a pathway in its entirety.
- Student may take courses in one or more of the clusters if they so choose.
- Students may take some Business classes concurrently in the same academic year within each cluster.
- *Senior Experience can be taken as part of any cluster.

CAREER AND TECHNICAL EDUCATION

Nassau BOCES and Gerald R. Claps Career and Technical Center (GC Tech)

BOCES GC TECH/BARRY TECH: Varies Open To: 11-12

Students interested in attending career and technical programs at BOCES GC Tech or BOCES Barry Tech for areas not offered at the high schools must express interest to their school counselor. A separate application may also be required. These courses include Automotive Technology, Cosmetology, Medical Assisting, Police Science, Culinary Arts and more. For additional information please see the BOCES course catalog: <https://www.nassauboces.org/page/2275>

BOCES LIHSA Credit: Varies Open To: 11-12

Students interested in attending programs at BOCES the Long Island High School for the Arts for areas not offered at the high schools **must express interest to their school counselor and submit a written request to the Department of Instruction no later than February 15th of their sophomore or junior year. Requests received after this date will be denied.** The written request should include their activity sheet highlighting previous experience in the area they wish to pursue. The request should also include a written description detailing the reasons why attending the program is necessary for their future aspirations. **Applications will only be approved for programs not currently offered in the High School. Not all students will be permitted to attend. All decisions related to attendance at LIHSA will be made by the Department of Instruction.** Students will be notified of these placement decisions in writing no later than April 1st . Additional auditions or applications may be required. The LIHSA course catalog can be found here: <https://www.longislandhighschoolforthearts.org/app/uploads/2021/01/RSIP-LIHSA-Course-Catalog-2021.pdf>

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma, students must successfully pass the English Regents examination and complete four credits in English as follows: English 9, English 10, English 11, and a choice of English 12 courses. In order to meet Levittown Public School District's graduation requirements, students must also successfully complete an interdisciplinary

ENGLISH

ADVANCED PLACEMENT ENGLISH-LANGUAGE/COMPOSITION

1375

(College Credit Molloy – 3 Credits)

Credit: 1
Open To: 11
Prerequisites: English 10 Pre-AP OR English 10 R with Teacher Recommendation, completion of Summer Assignment

NCAA Core Course

The AP Language and Composition course involves an intense concentration on language use and literature study and will enhance the ability to use grammatical conventions both appropriately and with sophistication. Stylistic writing is fostered by studying and developing the following: a wide range of vocabulary used appropriately and effectively, a variety of sentence structures and techniques to increase coherence, constructive critiques of peers' writing, prewriting strategies and critical reading of fiction and non-fiction literature. Students will be prepared for and take the Advanced Placement Language and Composition Examination and the Regents Examination if necessary. Transcripts of students who do not take the AP Examination in Language/Composition will show that the student took an accelerated level of this course, not an AP course. This course fulfills the English III requirement.

ADVANCED PLACEMENT ENGLISH-LITERATURE/COMPOSITION 1475

Credit: 1
Open To: 12
Prerequisites: AP English: Language and Composition OR English 11R with Teacher Recommendation, completion of Summer Assignment

NCAA Core Course

This course is open to 12th grade students with proven ability in reading and writing skills. The course involves students in both the study of literature and the study and practice of writing. By carefully reading and analyzing a wide range of quality literary works, students will sharpen their awareness of language and their understanding of the writer's craft. Students will develop critical standards for the independent appreciation of any literary work and increase their sensitivity to literature as a shared experience. Writing assignments will focus on critical analysis of literature. The desired goals of the writing aspect of the course are honest and effective use of language and the ability to organize ideas in a clear, coherent and persuasive way. Transcripts of students who do not take the AP Examination in Literature/Composition will show that the student took an accelerated level of this course, not an AP course. This course fulfills the English 12 requirement.

ENGLISH 10–ADVANCED PLACEMENT CAPSTONE SEMINAR 1275

Credit: 1
Open To: 10

This course is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. This program aims to empower students by providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity. This course is a prerequisite for AP Research that will be offered in the 11th or 12th grade year. Transcripts of students who do not take the AP Capstone examination at the conclusion of this course will show that the student took an accelerated level of this course, not an AP course.

ENGLISH 12 – THE COLLEGE WRITER 1400W

Credit: 1
Open to: 12
Prerequisite: 11th Grade English
NCAA Core Course

The goal of this course is to provide superior composition instruction that exceeds the minimal standards set by the State and prepare students for the writing demands of the most selective colleges. In the College Prep Writing portion of this full year course, students practice genres of writing such as exposition, argument, description and narration. Students will learn effective prewriting and revision strategies and employ an increasingly apt vocabulary to write insightfully to a variety of audiences for a variety of purposes, including the college essay for college application. The second half of this course will allow students to explore the format of various works of fiction and nonfiction, including short stories, poetry, dramatic dialogue, screen plays, etc. Close analysis of each work will culminate in students writing original works in various genres to be included in a digital portfolio of their own written work.

ENGLISH 12 –LITERATURE 1400L

Credit: 1
Open To: 12
Prerequisite: 11th Grade English
NCAA Core Course

This full year course will begin with the exploration of the portrayal of monsters based on the work of David Gilmore, from the earliest appearance of story monsters to contemporary monsters of today. Students will then compare the various hero/heroic archetypes based on Joseph Campbell's theory of the hero's journey across diverse literary genres. Students will track the evolution of the monster and the hero and explore ways in which they both have evolved over time through literature. Students will read, write and analyze various monsters and heroes in an attempt to understand why all cultures need and love monsters and heroes.

ENGLISH – THE GRAPHIC NOVEL 1920

Credit: .5
Open To: 10-12

Graphic novels are a combination of art and literature merging to form an enthralling new media. This course will explore universal themes portrayed in the graphic novel by examining texts for meaning conveyed through both language as well as art. Some works will be examined side-by-side in order to illustrate and examine, compare and contrast the original work with its graphic counterpart. Students will collaborate to create their own graphic novels throughout the duration of this half year course.

ENGLISH – THE ART OF THE SHORT STORY 1910

Credit: .5
Open To: 10-12

Although short by definition, short stories can be masterpieces that a reader remembers for a lifetime, teaching extremely valuable lessons about human nature. In this half-year course, students will study the art of storytelling including the elements of the short story in order to understand how authors leave such singular impressions on readers in stories that last only one sitting. Students will analyze short stories focusing on the literary elements utilized by the author's mood, tone, setting, characterization, conflict, etc. and create short stories of their own. They will read and critique each other's work and examine character development, structure, and dialogue, as well as plot sequencing.

ENGLISH 9 R 1100

Credit: 1
Open To: 9
NCAA Core Course

Students enrolled in this course are provided with a comprehensive program designed to impart the elements of essay organization as well as clarity of expression. The literature portion of the course includes a study of the novel, short story, lyric and narrative poetry, and works of fiction and nonfiction. Vocabulary skills are developed in conjunction with composition and literature. In addition, listening skills are addressed. District-wide midterm and final examinations have been developed for this course.

ENGLISH 9 ELA Essentials 1120

Credit: 1
Open To: 9

NCAA Core Course

Students enrolled in this course are provided with a comprehensive program designed to impart the elements of paragraph organization as well as clarity of expression. The literature portion of the course includes a study of the novel, short story, lyric and narrative poetry, and works of nonfiction. Vocabulary skills are developed in conjunction with composition and literature. District-wide midterm and final examinations have been developed for this course. English 9 ELA Essentials is the same as English 9R, except that additional support will be provided to reinforce the skills necessary to prepare for the Regents examination in grade 11. If this additional support is necessary, students' Middle School Teacher/Guidance Counselor will recommend them for this program.

ENGLISH 9 HONORS 1110

Credit: 1
Open To: 9

NCAA Core Course

This course is designed to cover all content and skill areas of 9R with a heavier emphasis on critical thinking, careful reading and fluency of language. It utilizes supplemental materials designed to challenge students to recognize authors' techniques, and to develop an appreciation for said techniques. The emphasis on writing, the use of more challenging texts, and the focus on developing more advanced critical thinking skills distinguish this course from 9R.

ENGLISH 10 R 1200

Credit: 1
Open To: 10

NCAA Core Course

The composition portion of this course emphasizes the construction of clear and concise essays, themes, letters, and reports. Vocabulary development, sentence structure, usage, and listening skills are essential aspects of this course, as are effective oral communication and public speaking. Literature study includes the characteristics of various genres: short story, novel, essay, drama, lyric and narrative poetry. District-wide midterm and final examinations have been developed for this course.

ENGLISH (continued)

ENGLISH 10 PRE-ADVANCED PLACEMENT 1230

Credit: 1
Open To: 10

NCAA Core Course

This course is designed to place students in an Advanced Placement track for eleventh and twelfth grades. The class will cover all content and skill areas of 10R with a heavier emphasis on critical thinking, careful reading and fluency of language. It utilizes supplemental materials designed to challenge students to recognize authors' techniques, and to develop an appreciation for said techniques. The emphasis on writing, the use of more challenging texts, and the focus on developing more advanced critical thinking skills distinguish this course from 10R.

ENGLISH 10 ELA Essentials 1220

Credit: 1
Open To: 10

NCAA Core Course

Students enrolled in this course are provided with a comprehensive program designed to impart the elements of essay organization as well as clarity of expression. The literature portion of the course includes a study of the novel, short story, lyric and narrative poetry, and works of nonfiction. Vocabulary skills are developed in conjunction with composition and literature. District-wide midterm and final examinations have been developed for this course. English 10 ELA Essentials is the same as English 10R, except that additional support will be provided to reinforce the skills necessary to prepare for the Regents examination in grade 11. If this additional support is necessary, students' Teacher/Guidance Counselor will recommend them for this program.

ENGLISH 11 R 1300

Credit: 1
Open to: 11

NCAA Core Course

The composition portion of this course emphasizes the skills of mature written expression through extensive study of sentence and paragraph structure, essay development, and theme organization. Maturity of thought, sound organization, economy of words, and variety of expression are taught and practiced, particularly in expository and critical writing assignments. Vocabulary study is regular and extensive. The literature program is a study of American prose, poetry, and drama from colonial times to the present, with emphasis on the understanding and appreciation of literary types, themes, and style, as well as the historical context in which the selections were written. The New York State Regents examination will be given in June.

ENGLISH 11 ELA Essentials 1320

Credit: 1
Open To: 11

NCAA Core Course

The composition portion of this course emphasizes the skills of mature written expression through extensive study of sentence and paragraph structure, essay development, and theme organization. Maturity of thought, sound organization, economy of words, and variety of expression are taught and practiced, particularly in expository and critical writing assignments. Vocabulary study is regular and extensive. The literature program is a study of American prose, poetry, and drama from colonial times to the present, with emphasis on the understanding and appreciation of literary types, themes, and style. English 11 ELA Essentials is the same as English 11R, except that additional support will be provided to reinforce the skills necessary to prepare for the New York State Regents examination given in June.

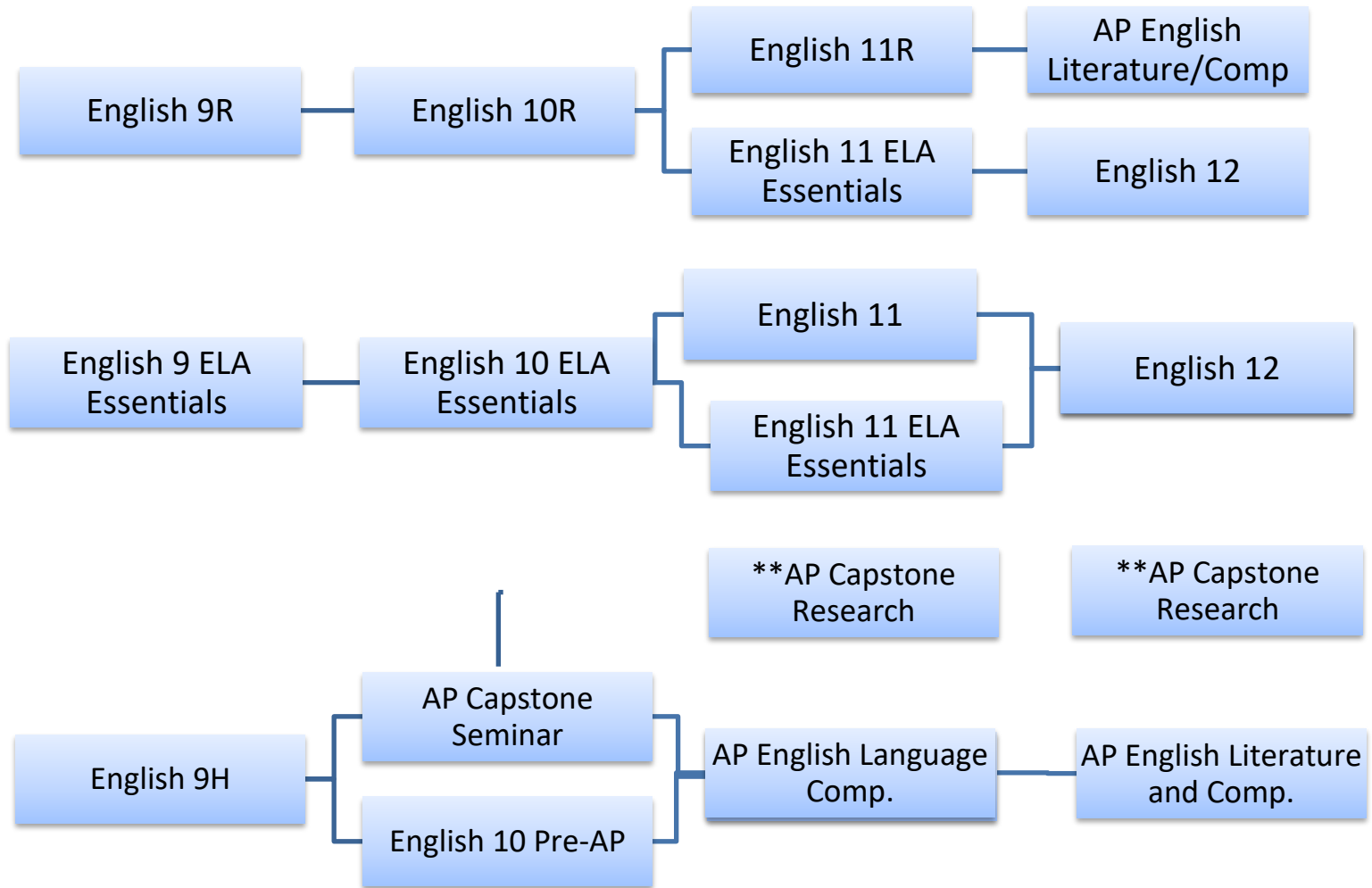
RESEARCH SKILLS 1500

Credit: .5
Open To: 11 – 12

NCAA Core Course

Research Skills is designed for seniors intending to pursue post-secondary education. Students will have an opportunity to learn research and word processing skills, which will be implemented in completing several research projects including a term paper. Intensive instruction is given in all phases of term papers, including note taking, outlining, footnoting, and the mechanics of composing research papers. A majority of class time is spent in library research, preparation of assignments under teacher supervision, and teacher-student conferences. It is expected that each student will devote considerable time outside of class to the reading and research necessary to complete each assignment.

English Course Guide



*AP Capstone students have the choice to take AP Capstone Research in either the 11th or 12th grade.

** AP Capstone Research is an elective credit and does not satisfy the English requirement.

FAMILY & CONSUMER SCIENCES

CHILD DEVELOPMENT I (Alternate Days) 795a

(College Credit LIU Post – Child Development & PSY120 – 3 Credits)

Credit: .5
Open To: 9 - 12

This course provides students with a knowledge base and practical experience in child development from the prenatal period through preschool for application to his or her present role as a family member, as a future parent, and/or in a career. Students will learn through the engagement of project-based assignments. Major units of study include: children and parenting, prenatal development, infant growth and development, toddler and preschool development and careers in child care.

CULINARY ARTS 789

Credit: 1
Open To: 9 - 12

This comprehensive course in food and nutrition is designed to provide students with the skills and techniques necessary for the preparation of a variety of foods. Course content includes nutrition awareness, meal management, preparation of foods and career exploration.

FASHION DESIGN (Alternate Days) 790a

Note: This class alternates with Fashion Illustration

Credit: .5
Open To: 9 – 12

This course is an introduction to fashion and clothing construction skills. Students will sew their own garments, evaluate the quality of ready to wear clothing and explore fashion design principles. Clothing care, textiles, consumerism and careers will be integral parts of the course. Successful completion of both *Fashion Illustration* and *Fashion Design* will satisfy the minimum art requirement for graduation.

FAMILY & CONSUMER SCIENCES (continued)

FOOD INVESTIGATIONS (Alternate Days) 784a

Credit: .5
Open To: 9 - 12

Students will cook, bake, experiment and taste a variety of foods. Using scientific methods students will solve problems by conducting food experiments to describe chemical reactions that occur during the cooking/baking process. Why does popcorn pop? What is a food scientist? Is this a real profession? Take this interactive class and find out the answers to these questions and more!

INTERIOR DESIGN (Alternate Days) 785a

Credit: .5
Open To: 9 - 12

Through hands-on experience, students will learn elements and principles of design as they relate to architecture and interior decorating. Students will learn the essential components of interior design and create a final plan for an interior space. The course will highlight decorating trends, lifestyles, types of dwellings, units of color, furniture styles and career exploration.

INTERNATIONAL CUISINE 786

Credit: 1
Open to: 9-12

Students will learn about the cultures and cuisine of different regions of the world. Students will work in lab groups to create and sample cuisines from these regions. For those students who may be interested in pursuing a culinary career, this course would provide a foundation in knife skills, food preparation, and presentation. Visits from culinary professionals and college presenters will be part of the course.

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma in the Levittown School District, you must successfully complete four credits in Mathematics AND pass the Algebra I Regents exam. In order to earn a NYS Regents diploma with Advanced Designation, you must successfully complete four credits in Mathematics AND satisfy one of the three requirements for a Regents Diploma with Advanced Designation as specified on page seven.

ADVANCED PLACEMENT CALCULUS AB ²³⁸

Credit: 1
Open To: 12
Prerequisites: PreCalculus, Teacher Recommendation
NCAA Core Course

This rigorous calculus course includes an alternating day lab and is equivalent to one semester of a college calculus course. Topics include: limits, continuity, differential calculus and applications, and integral calculus and applications. Concepts of the derivative and integral are based on a practical, rather than a theoretical basis. Therefore, this class is recommended for a strong mathematics student. Proficiency will be measured by class work, problem solving, homework, comprehensive examinations, and a midterm. This course prepares students for the AP Examination in Calculus AB. Students are expected to take the Advanced Placement examination in May. College credit may be obtained by scoring well on the Advanced Placement examination. Transcripts of students who do not take the AP Examination in Calculus AB will show that the student took an accelerated level of the course, not an AP course.

ADVANCED PLACEMENT CALCULUS BC ²⁴¹

Credit: 1
Open To: 12
Prerequisites: PreCalculus Accelerated, Teacher Recommendation
NCAA Core Course

AP Calculus BC is considerably more rigorous than AP Calculus AB and is equivalent to two semesters of college calculus. This course includes an alternating day lab. In addition to the topics covered in AP Calculus AB, vector functions, parametrically defined functions, integration by parts, integration by partial fractions, and sequences and series are included in AP Calculus BC. Therefore, this course is recommended for a very strong mathematics student. Proficiency will be measured by class work, problem solving, homework, comprehensive examinations, and a midterm examination. This course prepares students for the AP Examination in Calculus BC. Students are expected to take the Advanced Placement examination in May. College credit may be obtained by scoring well on the Advanced Placement examination. Transcripts of students who do not take the AP Examination in Calculus BC will show that the student took an accelerated level of the course, not an AP course.

MATHEMATICS (continued)

ADVANCED PLACEMENT STATISTICS 245

Credit: 1
Open to: 11-12
Prerequisite: Algebra II
NCAA Core Course

This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include: data description, probability concepts, estimation procedures, statistical hypothesis testing, correlation and regression analysis. Emphasis is placed on planning and conducting statistical experiments. Students will take the AP Examination in Statistics in May.

ALGEBRA I 257

Credit: 1
Open to: 9-12
Prerequisite: Mathematics 8
NCAA Core Course

Algebra I provides tools and ways of thinking that are necessary for solving problems in many disciplines, such as science, business, social sciences, fine arts and technology. This course will assist students in developing skills and processes to be applied using various techniques to successfully solve problems in a variety of settings. Students will take the New York State Algebra I Regents examination in June.

ALGEBRA II 227

Credit: 1
Open To: 11-12
Prerequisites: Algebra I and Geometry, plus both Regents exams
NCAA Core Course

Algebra II is the third course in the mathematics sequence, following Algebra I and Geometry. In this course students will explore a wide variety of topics including polynomial, rational and radical relationships as well as functions, trigonometry and data analysis. Students will take the New York State Algebra II Regents exam in June.

MATHEMATICS (continued)

ALGEBRA II ACCELERATED 233

Credit: 1
Open To: 10
Prerequisites: Algebra I Accelerated & Geometry Accelerated, plus Regents exams
NCAA Core Course

This course maintains the high level of course work expected in the honors program. It is the third course in the mathematics sequence, following Algebra I Accelerated and Geometry Honors. In this course students will explore a wide variety of topics including polynomial, rational and radical relationships as well as functions, trigonometry and data analysis. Students will take the New York State Algebra II Regents exam in June.

COLLEGE ALGEBRA 1 (Fall semester only) 298

Credit: 0.5
Open To: 12
Prerequisites: Completion of two mathematics courses, including Algebra I
NCAA Core Course

This course is designed to prepare students for the study of college level mathematics and to provide students with the skills needed to pass college level placement tests in mathematics. Topics include number theory, set theory, logic, polynomial operations, the Cartesian plane, solving linear and quadratic equations and transformations in the coordinate plane. A final examination will be given at the end of the course.

COLLEGE ALGEBRA 2 (Spring semester only) 299

Credit: 0.5
Open To: 12
Prerequisites: Completion of two mathematics courses, including Algebra I
NCAA Core Course

This course is designed to prepare students for the study of college level mathematics and to provide students with the skills needed to pass college level placement tests in mathematics. Topics include functions and their graphs, systems of equations/inequalities, rational expressions, irrational and complex numbers, geometry and statistics. A final examination will be given at the end of the course.

MATHEMATICS (continued)

FINANCIAL ALGEBRA 1 (Fall semester only) 295

Credit: 0.5
Open To: 11
Prerequisites: Completion of two mathematics courses, including Algebra I
NCAA Core Course

This course combines algebraic and graphical approaches to mathematics with business and personal finance applications. Project-based learning, problem solving and real-world applications will center on the following topics: mathematical modeling for business, the stock market, banking services, consumer credit and automobile ownership. A final examination will be given at the end of the course.

FINANCIAL ALGEBRA 2 (Spring semester only) 297

Credit: 0.5
Open To: 11
Prerequisites: Completion of two mathematics courses, including Algebra I
NCAA Core Course

This course combines algebraic and graphical approaches to mathematics with business and personal finance applications. Project-based learning, problem solving and real-world applications will center on the following topics: employment, income taxes, independent living, planning for retirement and preparing a budget. A final examination will be given at the end of the course.

FINITE MATHEMATICS 4700

Credit: 1
Open To: 11-12
Prerequisites: Algebra I & Geometry
NCAA Core Course

This course is for students with a good foundation in mathematics and are interested in mathematical models for life, management or social sciences. Topics include matrix algebra, linear modeling, probability & game theory.

MATHEMATICS (continued)

FUNDAMENTALS OF MATH 4040

Credit: 1
Open To: 10-12
Prerequisite: Algebra I

This course is designed for students to continue their study of mathematics. This course prepares students for college mathematics placement exams. Topics include: Integers and rational numbers, fundamental operations with integers, fractions and decimals, ratio and proportion, percent, algebra, geometry, and consumer and job related problems.

GEOMETRY 313

Credit: 1
Open to: 9-12
Prerequisite: Algebra I, plus Regents exam
NCAA Core Course

This course employs an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. A major emphasis of this course is to allow students to investigate geometric situations. Students will take the New York State Geometry Regents examination in June.

GEOMETRY ACCELERATED 201

Credit: 1
Open to: 9
Prerequisite: Algebra I Accelerated, plus Regents exam
NCAA Core Course

This is a high level course that employs an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. A major emphasis of this course is to allow students to investigate geometric situations. Students will take the New York State Geometry Regents examination in June.

COLLEGE LEVEL COURSES IN MATHEMATICS:

PRECALCULUS FOR COLLEGE CREDIT ACCELERATED (SUNY Farmingdale)

203

Credit: 1 (HS); 4 (SUNY Farmingdale)
Open To: 11-12
Prerequisite: Algebra II Accelerated, plus Algebra II Regents ≥ 70
NCAA Core Course

This course is recommended for students who would like to continue in the accelerated program. The course is a high level survey course with topics on functions and relations, theory of equations, analytic geometry, theory of limits and an introduction to calculus.

PRECALCULUS FOR COLLEGE CREDIT (SUNY Farmingdale) 230

Credit: 1 (HS); 4 (SUNY Farmingdale)
Open To: 11-12
Prerequisite: Algebra II, plus Algebra II Regents ≥ 70
NCAA Core Course

This course is recommended for students who have successfully completed Algebra II and who have passed the Algebra II Regents examination at the mastery level. Students enrolled in this course will receive dual credit from the high school and a local college. This course is a high level survey with topics on functions and relations, and an introduction to the study of calculus.

COLLEGE CALCULUS (SUNY Farmingdale) 4450

Credit: 1 (HS); 4 (SUNY Farmingdale)
Open To: 12
Prerequisite: Precalculus or Precalculus Accelerated
NCAA Core Course

This is a calculus course for those wanting to take a non-AP, college-level Calculus. Topics include the derivative, differentiation of algebraic, trigonometric, exponential and logarithmic functions, applications of the derivative and the definite integral. Applications are taken from technology, science, and business. A graphing calculator is required.

COLLEGE PROBABILITY (SUNY Farmingdale) 4650

Credit: 1 (HS); 3 (SUNY Farmingdale)
Open to: 11-12
Prerequisite Algebra I, plus Algebra I Regents ≥ 70
NCAA Core Course

This course uses set theory to develop the basic concepts of finite probability. Students are introduced to tree diagrams and to counting methods of devising sample spaces. The probability of mutually exclusive events, dependent and independent events are treated. Some application of probability distributions of discrete variables are included. Finally, the basic concepts of symbolic logic are covered.

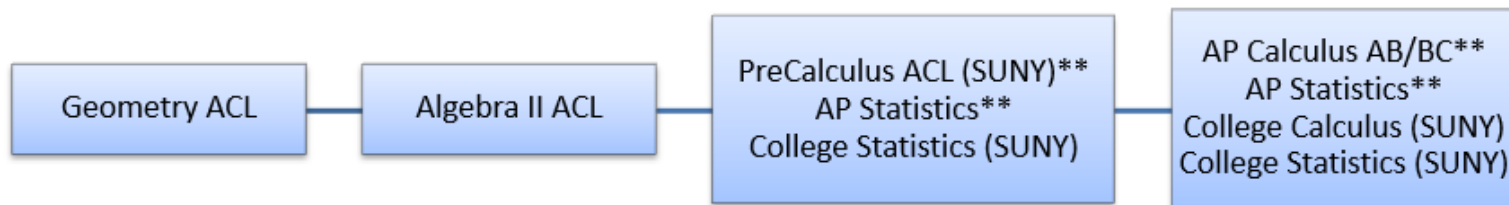
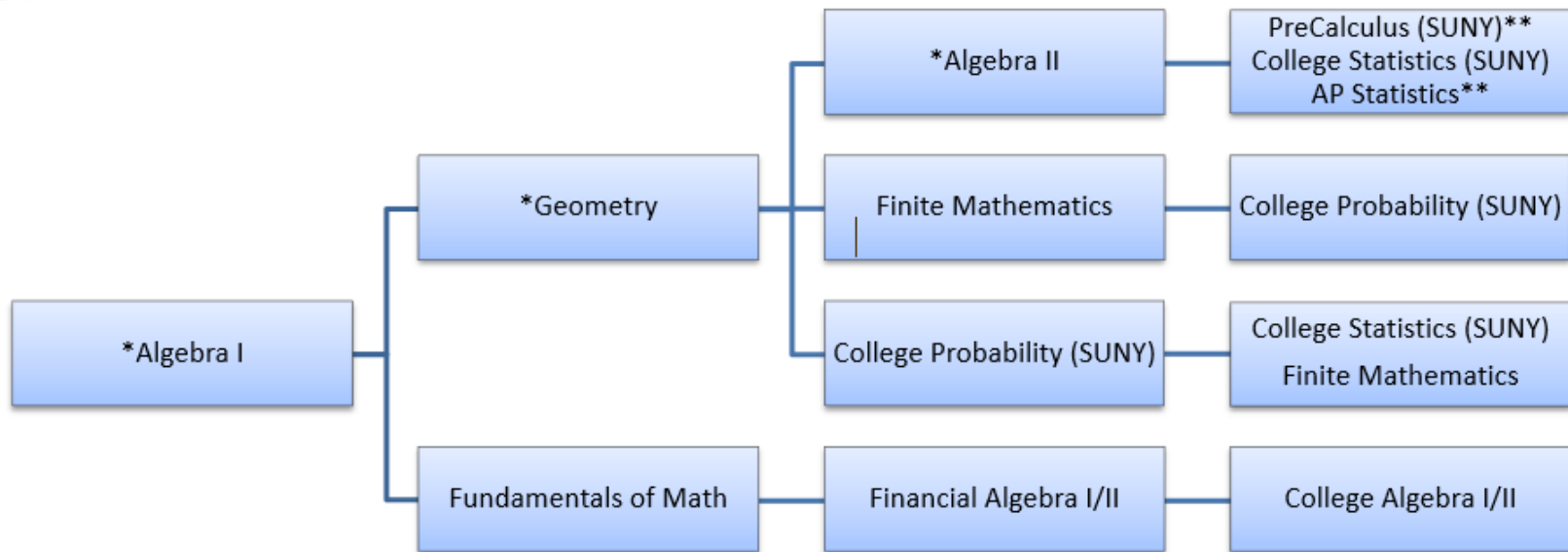
COLLEGE STATISTICS (SUNY Farmingdale) 300

Credit: 1 (HS); 3 (SUNY Farmingdale)
Open To: 12
Prerequisites: Algebra II, plus Algebra I Regents ≥ 70 or College Probability
NCAA Core Course

The course is an introduction to probability and statistics theory. It will include the study of random variables, probability and sampling distributions. Statistics, testing hypotheses and estimating parameters will also be topics covered in this curriculum. Proficiency will be measured by class work, problem solving, homework, comprehensive examinations and a final examination.



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*Students entering Algebra I, Geometry, or Algebra II who are identified as needing AIS services will be scheduled for an additional alternate day support period.

** Students have the option to take both courses concurrently in the same academic year.

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma, a student must successfully complete one credit in visual arts and/or music or theatre.

ADVANCED PLACEMENT MUSIC THEORY 842

Credit: 1
Open To: 10 - 12
Prerequisite: Music Theory 1 OR Placement Test Given by an Instructor

Advanced Placement Music Theory is a continuation of the development of skills acquired in Music Theory: aural identification, written identification, sight singing, compositional technique, and analytical technique. The course is designed to prepare students to take the AP Music Theory examination in May. After the examination is completed, acquired skills will be applied to work on a project(s) in arranging, transcribing, orchestrating, and/or composing. Exercises in listening, writing, creating, and analyzing will be assigned to foster development of these skills. Transcripts of students who do not take the AP Examination in Music Theory will show that the student took an accelerated level of this course, not an AP course. This course is offered alternating years.

Performance Groups - BAND/ CHORUS / ORCHESTRA

The following performing groups pursue the art of playing a musical instrument or singing in an ensemble while also improving individual performing skills. These courses cover a broad variety of musical literature that will be read, rehearsed, and/or performed by each group. Public performances are the culmination of some of the selections prepared. The student in the performing group may also be eligible for nomination to All-County, the Long Island String Festival (string instrument players only), All-State, and All-Eastern performing organizations. The work requirements include learning about music and how to play the instrument or sing through home practice, class participation, and the preparation of assigned materials. There may be performance tests on the assigned material. Students are required to attend a weekly lesson on a rotating basis. Participation beyond the school day (sometimes involving evening and/or weekend activities) is required for students joining these groups. In addition, band students are required to participate in noncompetitive marching band and all of its activities. Students enrolling in these groups, in order to maintain membership and/or receive credit, must be prepared to make a commitment to all of the activities of the group. Therefore, students considering enrolling in one of these courses should familiarize themselves with the requirements. Weekly rotational pull-out lessons required.

CONCERT CHOIR 836

Credit: 1
Open To: 9-12
Prerequisite: Audition and/or Previous Participation

MUSIC (continued)

SYMPHONIC BAND 866

Credit: 1
Open To: 9 - 12
Prerequisite: Audition and/or Previous Participation

ORCHESTRA 833

Credit: 1
Open To: 9 - 12 OR Pending Implementation of String Orchestra, a second orchestra divided by grade level(s) to ensure proper balance of instruments.
Prerequisite: Audition and/or Previous Participation

STRING ORCHESTRA 831

Credit: 1
Open To: Pending Enrollment and implementation of second orchestra (see above)
Prerequisite: Audition and/or Previous Participation

DANCE 875

Credit: 1
Open To: 9 – 12

This course exposes beginners to a variety of dance styles while allowing more advanced students to expand their abilities. Dance styles explored include Ballet, Modern, Jazz, Tap, period dance, and movement of various cultures. Testing may be written, performance, and/or the critiquing of others. Recitals are after school hours. Participation beyond the school day (including evening and/or weekend activities) is required for students to receive credit and/or remain enrolled in this group. Students must be prepared to make a commitment to all the activities of the group. Appropriate clothing is required and character shoes, or other appropriate dance shoes, are recommended.

DIGITAL MUSIC PRODUCTION LAB I 858 861

Credit: 1
Open To: 9 – 12*
Prerequisite: Digital Music Production Lab I

DIGITAL MUSIC PRODUCTION LAB II

Credit: 1
Open to: 10 -12

Digital Music Production Lab 1 and 2 are designed for students who wish to gain a working knowledge of electronic music through the use of computers, software, synthesizers and other electronic devices. Digital Music Production Lab I covers the principles of sound production, recording, acoustics and sound synthesis. Previous knowledge of electronics is not required. Electronic equipment used in this class will be supplied. Students will be required to perform or demonstrate the projects they have been working on for the teacher in class. Students will develop an independent final project.

MUSIC (continued)

GUITAR I ⁸⁴³	GUITAR II ⁸⁴⁶	GUITAR III ⁸⁴⁹	GUITAR IV ⁸⁴⁷
Credit: 1	Credit: 1	Credit: 1	Credit: 1
Open To: 9 – 12*	Open To: 10 – 12*	Open To: 10 – 12	Open To: 11 - 12
Prerequisite: None	Guitar 1 or audition	Guitar 2 or audition	Guitar 3 or audition

These guitar courses are designed to meet the needs of the guitar student and will equip the student with the ability to read musical notation and to develop facility on the fingerboard by playing songs and chords. Areas of study will include listening to and analyzing all styles of guitar music, performing, composing and in using technology. Students do not need to own their own guitar, as guitars are available for use in school. Students will be required to perform for the teacher on a weekly or bi-weekly basis, take written exams and develop an independent project. These courses may include performances beyond the school day.

* Preference will be given to upperclassmen.

JAZZ ENSEMBLE ^{876a}
Credit: .5
Open To: 9 - 12
Prerequisite: Audition and/or teacher recommendation
Corequisite: Band Except for Non Band Instruments

Students in the Jazz Ensemble will be offered the opportunity to enhance their education in music and develop their abilities as players through rehearsals and performances of jazz ensemble repertoire. In addition, portions of the course are devoted to the development of the skills associated with improvisation and the history of the uniquely American art form known as Jazz. Selections are made based upon auditions and the aptitude shown by a student as well as the instrumentation needs of the ensemble. Students taking the course for credit are graded based upon class participation, which includes attendance, class preparation, and periodic evaluations of their playing. At the end of the school year, students seeking credit will take a final examination, containing both written questions and/or a performance portion. Participation in the Jazz Ensemble involves rehearsals and performances, which may take place after school and/or on weekends. Students are required to attend all rehearsals and performances in order to maintain membership and receive academic credit, if applicable, for their participation in the course. Additional remedial instruction may be required as necessary.

MUSIC (continued)

MUSIC THEORY 1 *840*

Credit: 1
Open To: 9 - 12
Prerequisite: General Knowledge of Music and Ability to Read Music

Music Theory 1 seeks to explore music theory and study the "building blocks" of musical composition. Students will focus on basic chord progressions and structure, major, minor, and modal scales, the ability to identify scales, intervals and chords by sight and sound, sight singing, basic four-part harmonic structure and composition techniques, and other areas. Students will be expected to develop, through classwork, homework, and practice, the aural, visual, and vocal assignments that will be given to assess mastery and development of skills. Tests will be given involving aural, written, and vocal skills in order to evaluate the degree to which these skills are being mastered and/or developed. This course is offered alternating years.

PIANO I <i>839/839a</i>	PIANO II <i>838/838a</i>	PIANO III <i>832/832a</i>	PIANO IV <i>837/837a</i>
Credit: .5	Credit: .5	Credit: .5	Credit: .5
Open To: 9 – 12	Open to: 10 – 12	Open to: 10 – 12	Open to: 10-12
Prerequisite: None	Piano I or audition	Piano II or audition	Piano III or audition

Using the New York State's "Music In Our Lives" guide as a model, the piano course is designed to meet the needs of the piano student and will equip the student with the ability to read musical notation and to develop facility on the keyboard by playing compositions. Areas of study will include: listening to and analyzing all styles of piano music, performing, music history, composing and using technology. Students will be required to perform for the teacher on a weekly or bi-weekly basis, take written exams and develop an independent project.

THEATRE WORKSHOP 1 *870*

Credit: 1
Open To: 9 – 12

PERFORMING THEATRE *873*

Credit: 1
Open To: 10 - 12
Prerequisite: Theater Workshop 1 and/or audition

These courses give exposure to skills relating to dramatic and musical performance. These areas include voice production, body movement, dance, speech, singing, poise, expression, self-confidence and all aspects of stagecraft. Students prepare work in all of the above-mentioned areas. Testing may be written, performance, and/or the critiquing of others. This course may include performances beyond the school day.

PHYSICAL EDUCATION

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma, you must successfully complete two credits of Physical Education and one-half credit of Health.

CPR/FIRST AID AND EMERGENCY RESPONSE 903

Credit: .5
Open to: 10 - 12

This course will prepare you for carrying out emergency action principles and will grant you certification if you successfully meet the standards required by the certifying agency. The purpose of this course is to train students to respond appropriately to emergency situations. The course content and activities will prepare you to better recognize emergencies, make first aid decisions and provide care with little or no first aid supplies and equipment. This course teaches the skills you will need to manage emergency situations until emergency medical services personnel arrive and take over.

DIGITAL CITIZENSHIP 395

Credit: 0.5
Open to: 11-12

This class will help empower students to think critically, behave safely and participate responsibly when navigating through our digital world. Social media has turned every user into a mass communicator. Learning to skillfully and safely utilize it now will greatly benefit students and help them to become responsible digital citizens.

HEALTH EDUCATION 391/392a

Credit: .5
Open To: 10 - 12

This course is required for graduation. The Health curriculum is concerned with the physical, mental, emotional and social health of the individual student. This course includes a study of oneself: personality and personality traits, emotions and their relationship to the body and reactions to the problem of living in today's world. Types of mental illness and their treatment are also discussed. A strong emphasis is placed on the effects of drugs, alcohol and smoking. Students also study nutrition, relationships, disease and first aid. A final examination is given.

PHYSICAL EDUCATION (continued)

INTRODUCTION TO SPORTS MEDICINE & ATHLETIC TRAINING 904/904a

Credit: .5 S/A
Open to: 10-12
Prerequisite: CPR & AED

Through classroom engagement and hands-on experience, students will become familiar with the concepts relevant to sports medicine. Students will learn to prevent, treat and evaluate athletic injuries and maintain an efficient, professional athletic training facility.

MIND BODY WELLNESS (YOGA) 8405a (OFFERED AT DAHS ONLY)

Credit: .5
Open To: 10 - 12

This course is designed to meet the needs of our students' physical, emotional and social well being. The focus is on improving the body and mind through the use of yoga postures, breathing techniques, walking and meditation. Yoga practices will help the students physically achieve things such as protection from injury, improved athletic performance, cardio and circulatory health, weight reduction, a balanced metabolism, strength, balance and flexibility. Through the use of themes, meditation and community circle activities, students will also develop self-awareness, self-management, responsible decision making, relationship skills and social awareness.

OUTDOOR EDUCATION 914

Credit: .5
Open To: 11 - 12
Prerequisite: Teacher Recommendation/Good Standing in Prior PE courses

This course will help students gain personal self-confidence while participating in various outdoor activities. Students will also learn to develop trust among themselves through participation, communication, problem solving, trust building, risk taking and cooperation. Throughout the course students will be exposed to activities that are outside the regular physical education curriculum. Field trips will be offered during the course for an additional fee. Please note this course is an elective and does not meet the Physical Education requirement. High elements of Adventure Curriculum, The Burma Bridge and the Zip Line will be introduced this year.

PHYSICAL EDUCATION (continued)

PHYSICAL EDUCATION 901af/901am

Credit: .5
Open To: 9 - 12

The goals of the Physical Education program are consistent with the total school curriculum. Physical Education's unique contribution lies in the area of education through the use of physical activity as the instrument in the development of (1) organic growth, (2) sound moral ideas through intensive participation under proper leadership, (3) psychological development, including emotional stability resulting from stimulating physical and social experiences, (4) safety skills, and (5) recreational skills that have a distinct function as hobbies for leisure time hours. At the conclusion of their senior year, students will be required to submit a senior wellness paper

PHYSICAL EDUCATION – ADAPTIVE 909a

Credit: .5
Open To: 9 - 12
Prerequisite: Prior Approval

This course meets the requirement of physical education. Enrollment in this class is for those students who have a medical condition and are unable to participate in a regular physical education class. The activities offered in this class are developmentally appropriate to the physical capacity of each individual student.

PHYSICAL EDUCATION BOOTCAMP/CROSSFIT 905a

Credit: .5
Open To: 10-12
Prerequisite: Successful completion of one year of High School Physical Education with passing grade. Teacher recommendation.

Through classroom and hands-on practice, students will learn and practice proper lifting, spotting techniques as well as ways to develop new and exciting ways to train. This class will cover Olympic style lifting, speed and agility methods and development of a personalized strength and conditioning program.

SPIN CLASS 906a

Credit: .5
Open To: 10 - 12

This course is designed to give students the opportunity to improve cardio-respiration, endurance, strength and flexibility through spinning. Each week students will be led through various spinning routines, participate in flexibility activities and take part in strength training. Students will also be exposed to standards 1 & 2 of the New York physical education & health standards.

PHYSICAL EDUCATION (continued)

PERSONAL WELLNESS *394a*

Credit: .5
Open To: 9 – 12

A course designed to make the student aware of stress and how it can impact his/her quality of life. It will provide methods for identifying stressors and strategies to effectively manage them. Students will be able to construct a personalized life-style management program.

WEIGHT TRAINING *902a*

Credit: .5
Open To: 10 - 12
Prerequisite: Teacher Recommendation/Good Standing in Prior PE courses

The purpose of this course is to teach students the basic principles of strength training while incorporating proper nutrition. Students will learn the various forms of strength training such as resistance training, machine/free weight training, plyometrics and core training. Students will learn and apply the principles and techniques related to strength in order to design a personalized workout program. This is an elective course and does not meet students' physical education requirement for graduation.

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma, you must successfully complete three credits in Science. At least one must be in the life sciences; at least one must be in the physical sciences; the third credit may be either life sciences or physical sciences AND you must pass one Science regents exam. In order to earn a NYS Regents Diploma with Advanced Designation, you must pass an additional Science regents exam.

ADVANCED PLACEMENT BIOLOGY 3175

Credit: 1
Open To: 11 - 12
Prerequisites: Earth Science, Living Environment, & Chemistry
NCAA Core Course

This is a second level Biology course. Through lectures, seminars, and individual investigations, the course develops a basic core of biological knowledge in the areas of biochemistry, cytology, histology, vertebrate physiology, genetics evolution and ecology. The students are introduced to basic laboratory skills (the use of analytical balance, pipetting, volumetric measurement, microscopic techniques). The development of research skills, the ability to produce a well-organized scientific paper and give oral seminars on current biological topics is stressed. This course has an alternating day laboratory. A midterm and final examination are given. Students are encouraged to take the advanced placement exam for college credit and may also purchase credits through Molloy University. Transcripts of students who do not take the AP Examination in Biology will show that the student took an accelerated level of the course, not an AP course.

ADVANCED PLACEMENT CAPSTONE RESEARCH 3575

Credit: 1
Open to: 11 - 12
Prerequisite: Completion of AP Capstone Seminar including the end-of-course exam and all required performance tasks and teacher recommendation

This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question. Students will further develop their skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Using a process and reflection portfolio, students document their inquiry processes, communication with their teachers and expert advisers, and reflections on their thought processes. Students will present and defend the topic of inquiry/research question, approach, and findings or product to a panel.

SCIENCE (continued)

ADVANCED PLACEMENT CHEMISTRY 3375

Credit: 1
Open To: 11 - 12
Prerequisites: Earth Science, Living Environment, Chemistry, Algebra I, Geometry,
& Algebra 2/Trigonometry

NCAA Core Course

This is a second level Chemistry course. After reviewing the basic concepts learned in regents Chemistry, the student will study in depth; the nature of matter, atomic structure, chemical bonding, stoichiometry, solutions, kinetics and equilibrium and electrochemistry. Laboratory is an integral part of the course, including both qualitative and quantitative investigations. The latter third of the year is devoted almost completely to laboratory work with the study of qualitative analysis. A midterm and final examination are given. Students are encouraged to take the advanced placement exam for college credit. Transcripts of students who do not take the AP Examination in Chemistry will show that the student took an accelerated level of the course, not an AP course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 3675

Credit: 1
Open To: 11 - 12
Prerequisites: Living Environment, Earth Science, Algebra I, & Geometry

NCAA Core Course

This course is a cross disciplinary course, incorporating elements of study from biology, chemistry, geography, oceanography and earth science as well as environmental studies. It is a rigorous course that stresses scientific principles and analysis and includes a laboratory component. Transcripts of students who do not take the AP Examination in Environmental Science will show that the student took an accelerated level of the course, not an AP course.

SCIENCE (continued)

ADVANCED PLACEMENT PHYSICS I 3475

Credit: 1
Open To: 11 - 12
Prerequisites: Algebra II & Chemistry
NCAA Core Course

AP Physics 1 is equivalent to a first semester introductory college-level algebra-based physics course. Students will explore concepts such as Newtonian mechanics, fluid mechanics, thermodynamics, electricity, magnetism, waves, optics and atomic and nuclear physics. In addition they will build critical thinking skills through inquiry-based, laboratory investigations that explore these physics concepts. Students will be expected to complete extensive student centered laboratory reports. All students will take the Physics 1 Advanced Placement exam in May as well as the Physical Setting/Physics regents examination in June. The course meets for two periods each day. Students are encouraged to take the advanced placement exam for college credit and may also purchase credits through Molloy University. Transcripts of students who do not take the AP Examination in Physics I will show that the student took an accelerated level of this course, not an AP course

ADVANCED PLACEMENT PHYSICS II 3476

Credit: 1
Open to: 12
Prerequisite: Physics I
NCAA Core Course

AP Physics II is equivalent to a college-level algebra-based physics course. There is an emphasis on problem solving and laboratory skills. Students will be expected to complete extensive student centered laboratory reports. Students explore principles of fluids, thermodynamics, electricity, magnetism, optics and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. All students will take the Physics II Advanced Placement exam in May. The course meets for lecture one period each day with an alternating day lab period. Transcripts of students who do not take the AP Examination in Physics II will show that the student took an accelerated level of this course, not an AP course.

SCIENCE (continued)

PHYSICAL SETTING/ APPLIED CHEMISTRY 335

Credit:

Open To: 11 - 12

Prerequisites: Earth Science and Living Environment

NCAA Core Course

This course is designed for the college bound and the non-college bound student who wishes to acquire a knowledge of chemistry. Chemistry examines matter, its composition, its structure and the changes it undergoes. This diversity of information is unified through the study of atomic theory, the periodic table and chemical bonding. Investigations serve to demonstrate and reinforce the chemical principles studied. The course meets for 1 period daily. Students are not eligible to take the Chemistry Regents examination.

FORENSICS I 3700

Credit: .5

Open To: 10 - 12

Prerequisites: Earth Science and Living Environment. Seniors may be exempted from these prerequisites.

NCAA Core Course

Forensic I is an introductory course that will study the use of basic scientific concepts and technologies related to solving crime. Through the study of forensic scientific techniques, students are given the opportunity to explore and further understand how basic scientific concepts apply to the field of criminalistics. This course will include topics such as: introduction, crime scene, physical evidence, fingerprints, DNA, serial killers, microscopes, hairs and fibers.

FORENSICS II 3701

Credit: .5

Open to: 10 - 12

Prerequisites: Forensics I, Earth Science, and Living Environment. Seniors may be exempted from these prerequisites.

NCAA Core Course

Forensics II will cover the topics in criminalistics that were not covered in the introduction to Forensics. These topics include: toxicology, serology, ballistics and firearms, arson and explosives, organic and inorganic analysis, document and handwriting analysis and anthropology.

SCIENCE (continued)

LIVING ENVIRONMENT R 3100

Credit: 1
Open to: 9
NCAA Core Course

In this course students explore the complex universe through the study of Biology and the nature of life. Cells are studied as the units of life, and the role of instruments in augmenting advances of knowledge is covered. Plants and animals are studied and related to their environment. Similarities and differences in organisms and reasons for such are discussed in terms of present day theories in genetics and evolution. Laboratory is an integral part of this course. Students will take a midterm examination in January and a Regents examination in June. Thirty laboratory credits are required to take the regents. This course has an alternating day laboratory.

MARINE SCIENCE (BIOLOGY) 3600

Credit: .5
Open To: 10 - 12
Prerequisites: Earth Science and Living Environment. Seniors may be exempted from these prerequisites.
NCAA Core Course

This course will serve as a survey of biotic responses to ecological challenges in different aquatic realms. Controls of diversity and trophic structure in the marine ecosystem, historical aspects of marine realms, productivity in the oceans, plankton, soft-bottom communities, intertidal habitats, coral reefs, deep-sea environments and the effects of pollution in the ocean are discussed.

PHYSICAL SETTING/ CHEMISTRY ACCELERATED 3310

Credit: 1
Open To: 10 - 12
Prerequisites: Living Environment Accelerated, Earth Science Accelerated, Algebra I, Geometry, and Teacher Recommendation
NCAA Core Course

The content of this accelerated course is essentially the same as that of an enriched Chemistry R with greater mathematical rigor. Students will take a midterm examination in January and a Regents examination in June. Laboratory is an integral part of the course. Investigations serve to demonstrate and reinforce the chemical principles studied. Thirty laboratory credits are required to take the regents. This course has an alternating day laboratory.

SCIENCE (continued)

PHYSICAL SETTING/ CHEMISTRY R 3300

Credit: 1
Open To: 10 - 12
Prerequisites: Living Environment, Earth Science, Algebra I, Geometry, and enrolled in Algebra II
NCAA Core Course

This course is recommended for the college bound and technically oriented student. It is a key part of the firm scientific foundation needed in today's technological world. Chemistry examines matter, its composition, its structure and the changes it undergoes. This diversity of information is unified through the study of atomic theory, the periodic table and chemical bonding. Further interactions of matter are explored as the student learns about matter and energy, kinetics and equilibrium, acid-base theory, electrochemistry and organic chemistry. Throughout this course, the student will see how these abstract chemical principles explain phenomena encountered in many of his/her daily activities. Students will take a midterm examination in January and a Regents examination in June. Laboratory is an integral part of the course. Investigations serve to demonstrate and reinforce the chemical principles studied. Thirty laboratory credits are required to take the regents. This course has an alternating day laboratory.

PHYSICAL SETTING/ CHEMISTRY R-2 (DOUBLE PERIOD) 3302

Credit: 1
Open To: 11 - 12
Prerequisites: Living Environment, Earth Science, Algebra I, Geometry, Enrolled in Algebra II, and Teacher Recommendation
NCAA Core Course

This course is recommended for the college bound student who wishes to take Chemistry in an everyday double period format. It is a key part of the firm scientific foundation needed in today's technological world. Chemistry examines matter, its composition, its structure and the changes it undergoes. This diversity of information is unified through the study of atomic theory, the periodic table and chemical bonding. Further interactions of matter are explored as the student learns about matter and energy, kinetics and equilibrium, acid-base theory, electrochemistry and organic chemistry. Throughout this course, the student will see how these abstract chemical principles explain phenomena encountered in many of his/her daily activities. Students will take a midterm examination in January and a Regents examination in June. Laboratory is an integral part of the course. Investigations serve to demonstrate and reinforce the chemical principles studied. Thirty laboratory credits are required to take the regents.

SCIENCE (continued)

PHYSICAL SETTING/EARTH SCIENCE ACCELERATED 3210

Credit: 1
Open To: 9
Prerequisites: Living Environment Accelerated and Teacher Recommendation
NCAA Core Course

This course introduces our students to many aspects of ecology, astronomy, and meteorology. It is another building block in the scientific foundation needed in our technological world. The approach in this course is one in which the scientific methods of observation and problem solving are utilized. The students will use laboratory equipment, graph and interpret data, and solve mathematical problems. Topics such as plate tectonics, pollution, geologic history, meteorology, and astronomy, will be covered as well as the Solar System, earthquakes/volcanoes, coastal environment, glacial activity, oceanography, and weather. Students will take a midterm examination in January and a Regents examination in June. Thirty laboratory credits are required to take the regents. This course has an alternating day laboratory.

PHYSICAL SETTING/ EARTH SCIENCE R 3200

Credit: 1
Open to: 9 – 10
Prerequisite: Living Environment
NCAA Core Course

This course introduces our students to many aspects of ecology, astronomy, and meteorology. It is another building block in the scientific foundation needed in our technological world. The approach in this course is one in which the scientific methods of observation and problem solving are utilized. The students will use laboratory equipment, graph and interpret data, and solve mathematical problems. Topics such as plate tectonics, pollution, geologic history, meteorology, and astronomy, will be covered as well as the Solar System, earthquakes/volcanoes, coastal environment, glacial activity, oceanography, and weather. Students will take a midterm examination in January and a Regents examination in June. Thirty laboratory credits are required to take the regents. This course has an alternating day laboratory.

SCIENCE (continued)

PHYSICAL SETTING/ PHYSICS R 3400

Credit: 1
Open To: 11 - 12
Pre/co-requisites: Earth Science, Living Environment, Chemistry R, & Algebra II
NCAA Core Course

This course consists of the study of matter, energy and the effects of energy on matter. It is recommended for students who desire to attend college or technical school. It completes the scientific foundation needed in our technological world. Areas covered include mechanics, heat, light, sound, electricity, electronics and nuclear energy. The fundamental principles in each area and their mathematical relationships are studied through lecture, teacher demonstrations and student experimentation. Students will see that physics and physics problems are present in the real, everyday world. Students will take a midterm examination in January and a Regents examination in June. Laboratory is an integral part of the course. Thirty laboratory credits are required to take the regents. This course has an alternating day laboratory.

SCIENCE OF NATURAL DISASTERS 3603

Credit: .5
Open To: 11 - 12
Prerequisites: Earth Science and Living Environment. Seniors may be exempted from these prerequisites.

NCAA Core Course

This course focuses on an investigative exploration of significant geological and biological hazards impacting the earth. There will be an emphasis on volcanoes, earthquakes, hurricanes, tornadoes, pollution, tsunamis and floods. Emergency preparedness and readiness to respond to a natural disaster crisis will be stressed within a discussion of the geological and biological processes governing each type of disaster. This course can be used to fulfill students' graduation requirement of three years of science for a Regents diploma or an Advanced Regents diploma. Students must have successfully completed two years of Regents science for admission to the course.

SCIENCE (continued)

SCIENCE RESEARCH I (Alternate Days) 3500a

Credit: .5
Open To: 9 - 10
Prerequisites: Final average of 90 or above in Science

This is an introductory research class that is designed to expose students to research techniques. This course is designed to help develop effective research skills and abilities. The overall goal of the course is to prepare students to conduct advanced research projects if they move forward in the program. Students will also have the opportunity to compete in various science competitions.

SCIENCE RESEARCH II (Alternate Days) 3501a

Credit: .5
Open To: 10, 11, or 12
Prerequisites: Research I (Final average of 90 or above) and Teacher Recommendation

The Science Research program provides students with the first opportunity for in-depth study and individual instruction in the principles and methods of scientific research: from the initial acquisition of a specialized field, through the recognition and evaluation of questions, the framing of hypotheses, the design of experiments and sampling, the collection, analysis and interpretation of data, and the reporting of results. The overall goal of this course is for students to prepare to compete in various science competitions including Intel.

COLLEGE LEVEL COURSES IN SCIENCE:

COLLEGE BIOLOGY *3150*

Credit: 1 (HS); Up to 8 if both courses
purchased (Molloy University)
Open To: 11-12
Prerequisites: Earth Science, Living Environment, Chemistry, & Teacher
Recommendation
NCAA Core Course

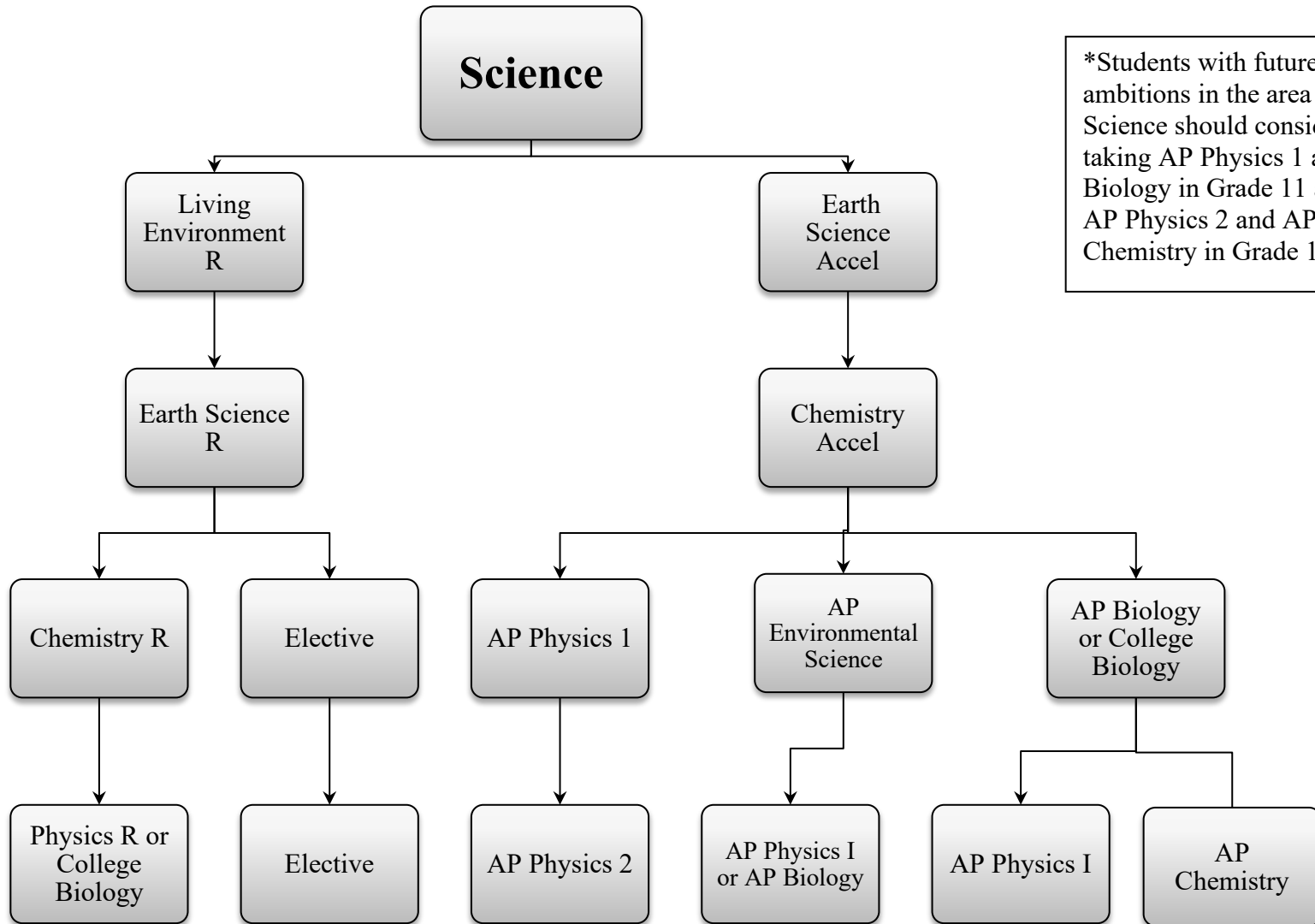
This course is recommended for students who would like to earn college credit in science. It includes a study of basic biological mechanisms at the cellular and molecular level. Covers the organization of cells, cellular energy, metabolism, cellular reproduction, genetics, evolution, biological diversity, principles of organ systems in plants and animals, and an introduction to ecology. Students that attain a C or better in the course will earn up to 8 credits through Molloy University.

COLLEGE PHYSICS (PHY2700 AI) *3450*

Credit: 1 (HS) 3 Molloy University
Open To: 11 - 12
Prerequisite: Algebra II and a SAT Math Score of 450 or above
NCAA Core Course

This course is recommended for students who would like to earn college credit in science. A study of the fundamentals of mechanics-velocity, forces, momentum and energy. Students that attain a C or better in the course will earn 4 credits through Molloy University. All students will take the College Physics Final in May, as well as the Physical Setting/Physics Regents examination in June. This course has an alternating day laboratory.

Science Course Guide



*Students with future ambitions in the area of Science should consider taking AP Physics 1 and AP Biology in Grade 11 and AP Physics 2 and AP Chemistry in Grade 12.

GRADUATION REQUIREMENT:

In order to earn a NYS Regents diploma, you must successfully complete four credits in Social Studies as follows: Global History and Geography I, Global History and Geography II, US History and Government, Participation in Government (or an alternative approved course) and Economics AND you must pass the Regents exams in Global History and Geography and US History and Government.

ADVANCED PLACEMENT US GOVERNMENT & POLITICS/ ACCELERATED ECONOMICS 460/420

(These two courses must be taken together)

(College Credit Molloy – POL 1010 – 3 Credits)

Credit: .5

Open To: 11 - 12

Prerequisites: United States History and Government or AP United States History,
Completion of Summer Assignment

NCAA Core Course

AP US Government and Politics prepares students to take the Advanced Placement exam in May. The course requires an understanding of the constitutional structure of American government; the political beliefs and actions of its citizens, political parties and pressure groups; the institutions and policies of the government; the working of the three branches; the development of civil liberties; and the economic policies of the United States. Transcripts of students who do not take the AP examination in US Government and Politics will show that the student took an accelerated level of this course, not an AP course. In Accelerated Economics, basic concepts such as scarcity, productivity, capitalism, interdependence and the business cycle will be stressed together with a program to develop a rational decision-making process related to various economic topics. This training will help our students to function more effectively and intelligently as citizens and participants in the United States and world economies. Transcripts of students who do not take the AP Examination in US Government & Politics/Accelerated Economics will show that the student took an accelerated level of the course, not an AP course.

SOCIAL STUDIES (continued)

ADVANCED PLACEMENT HUMAN GEOGRAPHY/GLOBAL ECONOMICS ACCELERATED 423/2665

(These two courses must be taken together)

Credit: 1
Open To: 11 – 12
Prerequisites: Global History and Geography II or AP World History, Teacher Recommendation
NCAA Core Course

AP Human Geography allows students to learn about world population issues, border disputes, and international conflicts. In addition, students are exposed to economic theories and models as well as world religions and the origins and diffusion of languages. They also study urban development, industrialization, and city planning. Overall, AP Human Geography students will explore topics ranging from farming to pandemic disease. This course satisfies both the Government and Economics New York State graduation requirements. Transcripts of students who do not take the AP Examination in Human Geography will show that the student took an accelerated level of this course, not an AP course.

ADVANCED PLACEMENT ECONOMICS 428/419 (MACROECONOMICS)/ACCELERATED GOVERNMENT

(These two courses must be taken together)

(College Credit Molloy – ECO 2000 - 3 Credits)

Credit: .5
Open To: 11 - 12
Prerequisites: United States History and Government or AP United States History, Teacher Recommendation, and Completion of Summer Project
NCAA Core Course

AP Macroeconomics prepares students to take the Advanced Placement exam in May. It is a college level course that focuses on the principles that apply to an economic system as a whole. Emphasis is placed on the study of national income and price determination, economic performance measures, economic growth and international economics. Transcripts of students who do not take the AP Examination will show that the student took an accelerated level of this course, not an AP course. In Accelerated Government, the focus is on participation in government. This course will stress interaction between the citizen and his or her government. Basic civic values and analytical concepts will be developed and reinforced. Students will study how and why political decisions are made which will lead them into actual participation in political decision-making. In May, students will take an AP examination in Macroeconomics. Transcripts of students who do not take the AP Examination in Economics/Accelerated Government will show that the student took an accelerated level of this course, not an AP course.

SOCIAL STUDIES (continued)

ADVANCED PLACEMENT UNITED STATES HISTORY ⁴²⁵

(College Credit Molloy – HIST 1110 & HIST 1120 – 6 Credits)

Credit: 1
Open To: 11- 12
Prerequisites: Global History and Geography II or AP World History, Teacher Recommendation, and Completion of Summer Assignment

NCAA Core Course

This course prepares students for the examination in American History. It is a college level course, covering American History and Government from 1607 to the present. Students will study the political, economic, social, literary and cultural history of the United States. Students will develop skills in utilizing primary sources as well as secondary source materials. Students take the examination in AP United States History at the end of this course. Students selected for this course will be required to complete a considerable number of independent assignments to prepare for the eleventh grade Regents examination in US History and Government. Transcripts of students who do not take the AP examination will show that the student took an accelerated level of this course, not an AP course.

ADVANCED PLACEMENT EUROPEAN HISTORY ⁴²⁶

Credit: 1
Open To: 11 - 12
Prerequisites: Global History and Geography II or AP World History, Teacher Recommendation

NCAA Core Course

This is a challenging course that examines the history of Western Europe from the time of the High Renaissance (1490) until the present day. Students will be expected to interpret primary sources for bias and point of view. Secondary historical sources will also be examined. The political, social, economic, and cultural consequences of major epochs will be studied. These include the Renaissance, Reformation, Age of Exploration, Rise of Nation-States, Wars of Religion, the Enlightenment, the French Revolution, the Industrial Revolution, the Age of Imperialism, the World Wars, the Cold War, and the breakup of the Soviet bloc. The Advanced Placement test will be taken in May. Transcripts of students who do not take the AP Exam will reflect that the student took an honors level course. This course is offered alternating years.

SOCIAL STUDIES (continued)

ADVANCED PLACEMENT PSYCHOLOGY 328

Credit: 1
Open To: 10 - 12
Prerequisite: Living Environment R/ACL, Global History and Geography II or AP World History, and Teacher Recommendation

NCAA Core Course

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. The course will develop a basic core of knowledge in the areas of consciousness, learning, biopsychology, sensation, perception, cognition, motivation, emotion, development, personality, abnormal psychology, and social psychology. Students will also explore the methods psychologists use in their science and their practice. Transcripts of students who do not take the AP Examination in Psychology will show that the student took an accelerated level of this course, not an AP course.

ADVANCED PLACEMENT WORLD HISTORY 427

(College Credit Molloy - HIST 1010 - 3 Credits)

Credit: 1
Open To: 10 - 12
Prerequisites: Global History I or 9 ACL, Teacher Recommendation, and Completion of Summer Assignment

NCAA Core Course

This course begins c 1500 and continues building on skills and knowledge gained in Pre-AP World History, with a focus on setting historical and geographical context. The course curriculum focuses on the global experience, with relevant factual knowledge in conjunction with leading interpretative issues and types of historical evidence. Periodization forms the organizing principle for dealing with change and continuity from the year 1200 to the present. Historical reasoning skills receive approximately equal attention throughout the course and serve as unifying threads: the impact of interaction among major societies, the relationship of change and continuity across the world history periods, the impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments among and within societies, and the changes in functions and structures of states and in attitudes toward states and political identities. Transcripts of students who do not take the AP Examination in World History will show that the student took an accelerated level of this course, not an AP course.

SOCIAL STUDIES (continued)

ABNORMAL PSYCHOLOGY 444

Credit: .5
Open To: 10 - 12

This course focuses on abnormal behavior as described in the Diagnostic and Statistical Manual. Topics include but are not limited to mental health disorders (eg: eating disorders, anxiety, depression, obsessive-compulsive disorder, personality disorders, the psychology of serial killers, guilt by insanity, and psychotherapy) and the history of treatment for those disorders. Abnormal Psychology is a half-year class that culminates with a final exam or a project-based assignment.

CURRENT LEGAL ISSUES 433

Credit: .5
Open To: 11 - 12
NCAA Core Course

This is a course designed for students interested in law, government and politics. It examines a wide range of contemporary issues subject to Constitutional interpretation, enhancing student understanding of the Constitution and the role of the courts. Students discuss and analyze topics including freedom of speech, affirmative action, the death penalty, gun control, civil rights, abortion, privacy issues, drug testing, bias in the media and students' rights. This course satisfies the NY State Government course requirement and may be taken in lieu of the 12th grade government requirement.

21st CENTURY LEADERSHIP SKILLS 445

Credit: .5
Open To: 11 - 12

This is a course in which students develop leadership, professional and business skills. They learn to foster a healthy self-concept, healthy relationships, and to understand the concept of personal responsibility and social media's impact on image. Students will develop an understanding of emotional intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students also develop skills in public speaking and communications. They will have an understanding of the concept of principle-based decision-making and learn to make responsible decisions. In addition, students will develop an understanding of the effects of peer pressure, skills to counteract those effects, bullying prevention and defending skills, and problem-solving skills. As members of a community, students also develop leadership skills practiced in the form of community service. They will also develop an understanding of the need for vision in goal-setting, both personally and professionally.

SOCIAL STUDIES (continued)

ECONOMICS R 422

Credit: .5
Open To: 12
Prerequisite: United States History and Government or AP United States History
NCAA Core Course

Basic concepts such as scarcity, productivity, capitalism, interdependence and the business cycle will be stressed together with a program to develop a rational decision-making process related to various economic topics. This training will help our students to function more effectively and intelligently as citizens and participants in the United States and world economies. There is a district-wide final examination for this course.

ETHICS 453

Credit: .5
Open To: 10 – 12
Prerequisite: Global History I

This course will explore the history of moral tradition and the nature of moral reasoning. It will consider the question of “How to Live” based on different moral perspectives. The moral dilemmas we face as a society will be addressed in the following areas: business, health care, medical practices, crime and everyday life decisions. This course fully supports the commencement goals of Levittown Schools, in particular the goal of respecting yourself, respecting others and respecting the environment. This course will encourage students to think critically about problems and topics that are part of everyday life, both personally and as a society. This course is offered alternating years.

GLOBAL HISTORY AND GEOGRAPHY I Pre-Advanced Placement World History

406

Credit: 1
Open To: 9
NCAA Core Course

This course is designed to provide challenging material for the accelerated level student. It is a chronological examination of world history from prehistory until the mid-18th century. Many facets of culture are studied, including religion, geography, economics, political science, anthropology, history, sociology, and archaeology. Major culture regions are covered, specifically East Asia, South Asia, the Middle East, sub-Saharan Africa, Latin America, Eastern Europe, and Western Europe. Many social studies skills are developed in this course, including critical thinking, analyzing primary sources, media research and essay writing. This course provides the foundation for Advanced Placement World History, to be taken during sophomore year.

SOCIAL STUDIES (continued)

GLOBAL HISTORY AND GEOGRAPHY I R (Social Studies 9 R) 404

Credit: 1
Open To: 9
NCAA Core Course

This course is a study of world history from prehistory until the mid-18th century. Many facets of culture are examined, including religion, geography, economics, political science, anthropology, history, sociology and archaeology. Major culture regions are covered, specifically East Asia, South Asia, the Middle East, sub-Saharan Africa, Latin America, Eastern Europe, and Western Europe. Many social studies skills are developed in this course, including critical thinking, analyzing primary sources, media research and essay writing. This course comprises the first year of the two year sequence in Global History and Geography.

GLOBAL HISTORY AND GEOGRAPHY II R (Social Studies 10R) 410

Credit: 1
Open To: 10
Prerequisite: Global History and Geography I R or 9 ACL
NCAA Core Course

This course provides a chronological study of world history from 1750 to the present. Many facets of society are examined including religion, geography, anthropology, history, political science, sociology, and economics. The world's major culture regions are studied. These include East Asia, South Asia, the Middle East, sub-Saharan Africa, Latin America, Eastern Europe and Western Europe. The skills necessary for success on the Regents exam are emphasized including critical thinking, analyzing documents and writing essays. The New York State Global History Regents is given in June.

GOVERNMENT R 421

Credit: .5
Open To: 12
Prerequisite: United States History and Government or AP United States History
NCAA Core Course

This is a half-year course that examines the practical functions of various levels of government. Students will learn how the federal system works and the interrelationship among town, county, state, and national governments. An emphasis is placed on the importance of active participation by an informed citizenry. There is a district-wide final examination for this course.

SOCIAL STUDIES (continued)

HISTORY OF THE PRESIDENCY 4022

Credit: .5
Open To: 11 - 12
NCAA Core Course

This course will enhance student understanding of the United States Government, specifically the Executive Branch. Students will examine the process utilized for electing the President, and analyze the efficacy of this procedure. Notable Presidents will be discussed, along with the achievements and critical decisions of their administrations. The many roles and responsibilities of the President will be analyzed, as well as the limitations on Executive power. Basic civil values and analytical concepts will be reinforced. This course satisfies the NY State Government course requirement and may be taken in lieu of the 12th grade government requirement.

HUMAN RIGHTS ISSUES: AN EXAMINATION OF RACISM AND GENOCIDE

464

Credit: .5
Open To: 10 - 12
Prerequisite: Global History I or 9 ACL
NCAA core Course

The purpose of this course is to foster understanding of the historical elements of the human rights movement and the significance of international human rights laws and humanitarian action in the 20th and 21st century. We will examine the roles that the international community (nation-states, the United Nations, and civil society) play in protecting human rights. Human rights issues such as genocide, ethnic conflict, child soldiers, women's rights, human trafficking, political inequalities, and poverty will be studied. Furthermore this course will look at various case studies involving human rights issues, and specific individuals who have actively worked to improve conditions related to basic rights. This course satisfies the NY State Government course requirement and may be taken in lieu of the 12th grade government requirement.

NEW YORK CITY 451 (next offered in 2024-2025)

Credit: .5
Open to: 11 - 12

This course will focus on the historical and modern development of New York City. Through the study of New York City's geography, demographics, diverse culture, economy, political system, and current social issues, students will gain valuable knowledge about this great cosmopolitan resource. Students will have the opportunity to participate in field trips and experience what the city has to offer first hand. These trips will allow students to navigate Mass Transit, experience different neighborhoods, and see historical sites and buildings. This course is offered alternating years.

SOCIAL STUDIES (continued)

PHILOSOPHY 452 (next offered in 2024-2025)

Credit: .5
Open To: 10 - 12
NCAA Core Course

This course will highlight and investigate a person's view of himself/herself and his/her relationship with the world. Major philosophical questions will be discussed in the light of various philosophical schools of thought. Important philosophers to be examined include: Socrates, Plato, Aristotle, Confucius, Kant, Hume, Nietzsche, Heidegger, Rousseau, Huxley, and James. This course is offered in alternating years.

PSYCHOLOGY 432

Credit: .5
Open To: 10 - 12
NCAA Core Course

The focus of this course is human behavior and the mind. Topics include personality development, abnormal behavior, therapy, and learning styles. Throughout the course attention is given to career opportunities in the field of psychology. Psychology is a half-year course that culminates with a final examination or a project based assignment.

SOCIOLOGY 430

Credit: .5
Open To: 10 - 12
NCAA Core Course

This course studies people and their relationship to society. This is achieved through research and the study of social institutions, both past and present. Students examine many contemporary topics such as crime, poverty, justice, bias, and societal norms. There is a final examination or a project based assignment at the end of this half-year course. This course is offered in alternating years.

SOCIAL STUDIES (continued)

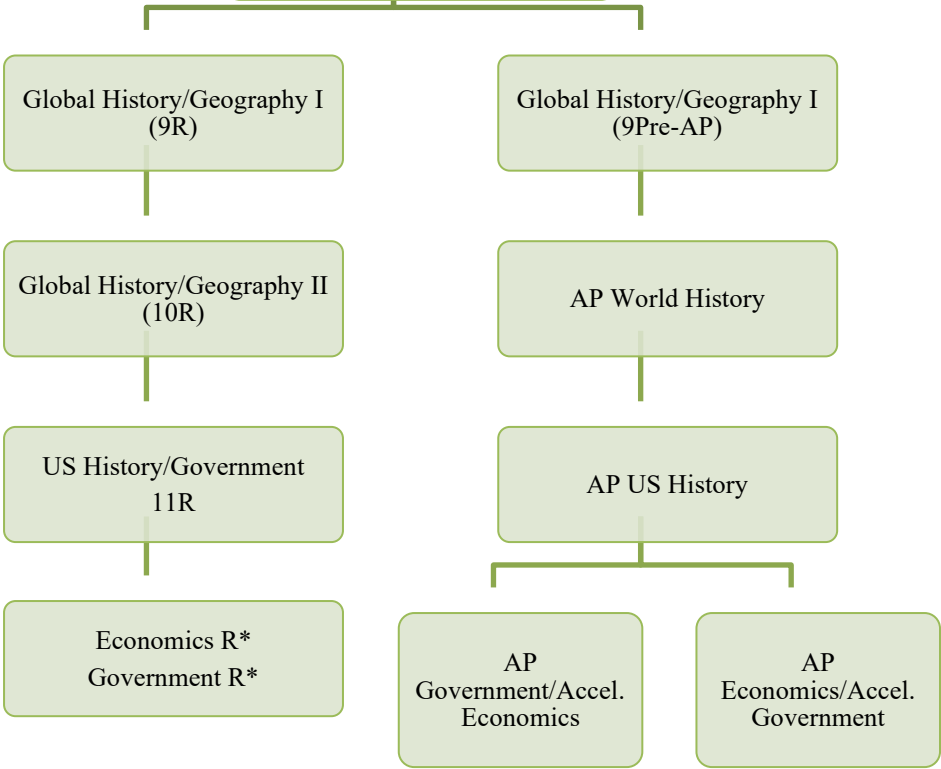
UNITED STATES HISTORY AND GOVERNMENT R (Social Studies 11 R) 416

Credit: 1
Open To: 11
Prerequisite: Global History and Geography IIR or AP World History
NCAA Core Course

This course centers on United States History and Government from the Colonial Era to the current day. Main topics include the study of government as it relates to historical events, American business, industry, labor and other developments that impact the United States' domestic and foreign relations. Students are challenged to develop analytical skills that foster a deeper understanding of American history, while enhancing key academic competencies such as persuasive essay writing and examination of sources. The United States History Regents examination is given in June.

Social Studies Course Guide

Social Studies



Please note that this chart represents the typical paths that students take during their high school careers. In some cases, students may have

*The following classes may be substituted for Government:
 Current Legal Issues
 Human Rights Issues
 History of the Presidency
 AP Human Geography

*AP Human Geography may be substituted for Economics & Government

TECHNOLOGY

DESIGN AND DRAWING FOR PRODUCTION 5803

Credit: 1
Open To: 9 - 12

Through hands-on projects students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems. This is a great starter course for all students interested in engineering, architecture, and drafting. Students will use traditional and computer aided drafting (CAD) while exploring new and exciting design problems. Successful completion of this course satisfies the NYS graduation requirement in art.

ROBOTICS I 5900

Credit: 1
Open To: 9 - 12

This program is designed to teach the fundamentals of electricity and robotics. The students will be introduced to safety, construction, power, energy, AC and DC circuits, home applications, and communications systems. The exploration of robotics will include research and design, problem-solving, and practical applications. The students will acquire knowledge and skill in these areas through academic and hands-on experience. Grades will be based on written exams and performance evaluation.

RESIDENTIAL STRUCTURES 5806

Credit: 1
Open To: 9 – 12

This course is designed to provide an overview of basic home construction, repair and maintenance. Students will learn framing, electricity, plumbing, roofing and masonry while also learning to follow the appropriate safety protocols. The goal of this course is to give the student the necessary skills to work on a home, while also providing an opportunity for students to see what vocational fields they may be interested in pursuing.

TECHNOLOGY (continued)

COLLEGE ROBOTICS 5950

(College Credit-SUNY Farmingdale-MET 215 Special Topic in Engineering)

Credit: 1

Open To: 10 - 12

This course will cover various applications of basic principles of statics, strength of materials, electrical principles, introduction to basic principles of electromechanical control systems and introduction to robotics and automation systems. Students will work on independent projects related to various engineering concepts by utilizing various CAD software. This course can lead to college credit through SUNY Farmingdale.

COLLEGE TECHNICAL ILLUSTRATION 5853

(College Credit SUNY OSWEGO- TEL 101 Engineering Graphics and Technical Illustration:)

Credit: 1

Open To: 11–12

TEL 101 Engineering Graphics and Technical Illustration is a study of engineering graphics as a medium: for communication and problem solving. The course content will include a contemporary systematic process for the development of graphic representations to communicate ideas, objects, or systems. Instruction will address standards and practice accepted as universal language within the global society. Emphasis will be placed on skills development through hands-on laboratory experience. The course will meet 1 period a day for a full year. In order to receive college credit through SUNY Oswego students must complete a portfolio and receive a minimum of a 70 on the final exam which is provided by SUNY Oswego.

WORLD LANGUAGES

GRADUATION REQUIREMENT:

In order to earn a NYS Regents Diploma you must complete at least one credit in World Languages and pass the Checkpoint A local exam. In order to earn a NYS Regents diploma with Advanced Designation, you must successfully complete two credits in World Languages AND you must pass the Checkpoint B local exam in that language.

ADVANCED PLACEMENT FRENCH 6375

ADVANCED PLACEMENT ITALIAN 6275

ADVANCED PLACEMENT SPANISH 6175

Credit: 1 (HS) ; 3 (Molloy University)

Open To: 12

Prerequisite: Language 4, 4 Pre AP

NCAA Core Course

Depending on the students enrolled each year, the AP level classes can consist of either a survey of specific authors or an intensive and comprehensive expansion of all four language skills: listening, speaking, reading, and writing. Both are recommended for those students who have acquired proficiency in the basic skills, are able to read critically, discuss perceptively, and express written opinions and reactions well. Students achieving a grade of 3 or above can receive varying credit (from 4 - 6 credits) at most colleges or universities as well as advanced standing in the language. The AP courses prepare students for either the AP literature exam or the AP language exam. Transcripts of students who do not take the AP Examination in French, Italian or Spanish will show that the student took an academic level of this course, not an AP course.

SPANISH 1R 6100

Credit: 1

Open To: 9

NCAA Core Course

Language 1R leads to the Checkpoint A local exam at the end of 8th grade. Students who pass the Checkpoint A Exam will earn one High School credit. Ninth graders and above are not required to take the Checkpoint A local exam. The course focuses on everyday communication skills including aural comprehension, speaking, reading, and writing. In addition to functioning successfully in a language other than their own, students gain awareness of and appreciation for another culture. Examination is based primarily on the ability to communicate in the target language in a variety of everyday situations and settings as outlined by the NY State syllabus. For ninth graders, successful completion of the course results in one credit.

WORLD LANGUAGES (continued)

FRENCH 2R 6301

ITALIAN 2R 6201

SPANISH 2R 6101

Credit: 1
Open To: 9
Prerequisite: Language 1R
NCAA Core Course

Students in language 2R will be expanding upon topics addressed in Language 1R. The emphasis will be on improving the degree of accuracy and scope of their ability to communicate. Cultural authenticity will continue to play a significant role. Once again, evaluation will be based upon successful communication in the target language, with a district-wide midterm and final examination. All four skills are addressed with an increased emphasis on reading and writing.

FRENCH 3R 6302

ITALIAN 3R 6202

SPANISH 3R 6102

Credit: 1
Open To: 10
Prerequisite: Language 2R
NCAA Core Course

A continuation of language 2R culminating in the Checkpoint B Local Examination. Students who successfully complete a language level 3 course and pass the Local Language examination satisfy the requirements for the Levittown Advanced Regents Diploma.

SPANISH 3 HONORS 6112

Credit: 1
Open To: 10
Prerequisite: Language 2R (Teacher Recommendation)
NCAA Core Course

This course is designed to provide challenging language communication skills for the honors level student. A continuation of language 2R topics with an increased emphasis on advanced accurate speaking, listening, reading and writing skills, the course culminates in the Checkpoint B Local Examination.

WORLD LANGUAGES (continued)

AMERICAN SIGN LANGUAGE LEVEL I *6400*

Credit: 1
Open To: 9-12
Corequisite: Spanish, Italian or French

The purpose of this course is to introduce students to American Sign Language, the 4th most used language in the United States. This is an overview of American Sign Language (ASL), its basic vocabulary, structure, syntax and grammar. Students will focus on mastering the basics of fingerspelling, numbers, colors, facial grammar and sentence structure; students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL, with deaf/hard-of-hearing native users of the language. Introductory information about deaf culture will also be presented, along with deaf humor, to provide students with a broad picture of language and culture.

AMERICAN SIGN LANGUAGE LEVEL II *6401*

Credit: 1
Open To: 10-12
Prerequisite: American Sign Language Level I

This is the second course in the American Sign Language series. Students will continue to develop ASL communication skills -receptive (listening) and expressive (speaking) - with vocabulary and grammar in a cultural context. American Deaf culture and history will be expanded upon with an emphasis on making comparisons and connections to one's own culture. Course instruction and activities are primarily in ASL.

AMERICAN SIGN LANGUAGE LEVEL III *6402*

Credit: 1
Open To: 10-12
Prerequisite: American Sign Language Level I and Level II

This is the third course in the American Sign Language series. Students will continue to develop ASL communications skills – receptive (listening) and expressive (speaking) – with vocabulary and grammar in a cultural context. American Deaf culture and history will be expanded upon with an emphasis on making comparisons and connections to one's own culture. Course instruction and activities are primarily in ASL.

WORLD LANGUAGES (continued)

EXPLORATION OF LANGUAGES *6000a NEW*

Credit .5
Open To: 11-12
Prerequisite: Level 3 or 3H of any World Language

In this Exploration course students will study various languages and cultures. The purpose is to expose students to as many different languages and cultures as possible. Students will exit this class with a greater appreciation and understanding of other cultures along with a basic understanding of how those languages are structured. Basic vocabulary will be introduced in Arabic, Urdu, Ukrainian, Russian and Chinese to name a few.

SPANISH IN THE WORKPLACE *6130a NEW*

Credit .5
Open To: 11-12
Prerequisite: Level 3 or 3H of any World Language

The focus of this course will be on the development of communicative proficiency in various professional situations in Spanish. Students will practice in the three modes of communication, interpretive, interpersonal and presentational. Professional vocabulary explored in this course will relate to Healthcare, Law, Business and Food Service. Role play will be a large part of this course.

WORLD LANGUAGES (continued)

COLLEGE LEVEL COURSES IN WORLD LANGUAGES

FRENCH IV Molloy University 6353

ITALIAN IV Molloy University 6253

SPANISH IV Molloy University 6153

Credit: 1 (HS); 6 (Molloy University)

Open To: 11

Prerequisites: Language 3R

NCAA Core Course

This course is available to those students who have successfully completed the Checkpoint B course of study. Students in the full year French, Spanish, and Italian courses may elect to earn six college credits through the Molloy University Long Island High School Program for a nominal tuition fee. The course content has two primary focuses. One is the introduction, usage, and mastery of more advanced grammatical structures. The second is a comprehensive and broad based exposure to reading including: literary excerpts, magazine articles, essays, advertisements, and other current materials. All four language skills are addressed.

SPANISH 4 PRE-AP(Molloy University) 6163

Credit: 1 (HS); 6 (Molloy)

Open To: 11

Prerequisite: Language 3H or Teacher Recommendation

NCAA Core Course

This course is available to those students who have successfully completed the language 3 Honors Checkpoint B Course of study. Students may elect to earn six college credits through the Molloy University Long Island High School Program for a nominal tuition fee. The course content is an introduction to AP Language communication skills and grammatical structures. This course will also prepare students for the SAT II Subject Test in Spanish.

LOTE - FRENCH V FOR COLLEGE CREDIT 6354

Credit: 1 (HS) ; 3 (Molloy University)

Open To: 12

Prerequisite: French 4

This course integrates and enhances all four language skills: Listening, speaking, reading, and writing while exploring cultural diversity. A strong emphasis is based on culture, customs and civilizations. Films, television programs, literature and cookbooks will be presented to develop a greater global understanding of target-language culture.

WORLD LANGUAGES (continued)

LOTE - ITALIAN V FOR COLLEGE CREDIT 6254

Credit: 1 (HS) ; 3 (Molloy University)

Open To: 12

Prerequisite: Italian 4

NCAA Core Course

This course integrates and enhances all four language skills: Listening, speaking, reading, and writing while exploring cultural diversity. A strong emphasis is based on culture, customs and civilizations. Films, television programs, literature and cookbooks will be presented to develop a greater global understanding of target-language culture.

LOTE - SPANISH V FOR COLLEGE CREDIT 6154

Credit: 1(HS) ; 3 (Molloy University)

Open To: 12

Prerequisite: Spanish 4

NCAA Core Course

This course integrates and enhances all four language skills: Listening, speaking, reading, and writing while exploring cultural diversity. A strong emphasis is based on culture, customs and civilizations. Films, television programs, literature and cookbooks will be presented to develop a greater global understanding of target-language culture.

*Level 5/AP Courses cannot earn college credit without purchasing the 6 Pre-req credits from Molloy for the Level 4 Course.

Please note that this chart represents the typical paths that students take during their high school careers. In some cases, students may have opportunities to take alternate paths.

World Language

