

**CURRICULUM GUIDE 2017-2018**

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## INTRODUCTION

Dear Students,

Part of the mission of Southampton High School is to equip our students with knowledge, values and skills to become responsible citizens in a dynamic global society. The courses offered here at Southampton High School will help you achieve this goal and enter college and/or your career fully prepared to take on a 21<sup>st</sup> century world.

Directly related to fulfilling the mission above is the program of study that you select. This important decision should come from a collaborative effort that entails communication between students, parents, counselors and teachers. I strongly encourage you to take advantage of all that we have to offer at Southampton High School. We are committed to helping each of you plan a program that is tailored to your individual needs and interests. A meaningful program will result in a rewarding educational experience.

The scheduling process is an opportunity for you to review past accomplishments and establish future goals. Reflect upon your current progress and consider carefully how you will take maximum advantage of the courses we offer. I ask that you please plan carefully, as your choices will drive the development of our master schedule. When you choose classes, you are making a commitment that we expect you will honor. Please be advised that your course selections will be final. No course changes will be accepted after the scheduling process is complete. I encourage you to ask many questions throughout this process.

Wishing you continued success as you begin planning for the 2017-2018 school year.

Dr. Brian Zahn  
*Principal*

**SOUTHAMPTON PUBLIC SCHOOLS**  
Southampton, New York

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## REQUIREMENTS FOR GRADUATION FROM SOUTHAMPTON HIGH SCHOOL

To be qualified for graduation, SHS students must complete successfully all required: courses, credit requirements and Regents Exams (including locally-developed Regents-like exams).

### Minimum Diploma Requirements (Required courses and credits)

Subject	SHS Credits	Regents Credits	Advanced Regents Credits
English	4.0	4.0	4.0
Social Studies	4.0	4.0	4.0
Math	3.0	3.0	3.0
Science	3.0	3.0	3.0
LOTE	1.0	1.0	3.0
Art/Music	1.0	1.0	1.0
Health	0.5	0.5	0.5
Physical Education*	2.0	2.0	2.0
Electives	3.5	3.5	1.5
<b>Total Credits Required</b>	<b>22.0</b>	<b>22.0**</b>	<b>22.0**</b>

\* A passing grade in physical education is required each semester in each school year

\*\* Students must pass Regents examinations/ Locally-developed Regents-like exams all required areas (see chart below)

Students must also complete the following New York State Regents Exam requirements:

<b>REGENTS DIPLOMA</b> 5 Regents Exams: Score 65 or Higher on Each	<b>ADVANCED REGENTS DIPLOMA</b> 8 Regents Exams plus LOTE Checkpoint B: Score 65 or Higher on Each
<b>English Language Arts</b>	<b>English Language Arts</b>
<b>One (1) Math:</b> Integrated Algebra Geometry Algebra 2 & Trigonometry	<b>Three (3) Math:</b> Integrated Algebra Geometry Algebra 2 & Trigonometry
<b>Global History &amp; Geography*</b>	<b>Global History &amp; Geography*</b>
<b>US History &amp; Government*</b>	<b>US History &amp; Government*</b>
<b>One (1) Science:</b> Living Environment Earth Science Chemistry Physics	<b>Two (2) Sciences (1 Life &amp; 1 Physical):</b> Living Environment ( <i>Life Science</i> ) Earth Science ( <i>Physical Science</i> ) Chemistry ( <i>Physical Science</i> ) <b>Physics (<i>Physical Science</i>)</b>
	<b>LOTE (Locally-developed Checkpoint B exam)</b>
<i>*See Multiple Pathways to Graduation</i>	<i>*See Multiple Pathways to Graduation</i>

A **Local Diploma** is available for students with disabilities if they meet the credit requirements for a Regents Diploma and the following testing requirements:

- Entered grade 9 prior to September, 2011: Achieve a Pass on Regents Competency Tests (RCT's)  
**OR** Achieve a score of 55-64 on Regents Exams
- Entered grade 9 September 2011 & beyond: Achieve a score of 55-64 on Regents Exams

**New York State Diploma/Credential Requirements**

The following charts outline the diploma and credential requirements currently in effect.

<b>Diploma Type</b>	<b>Available to</b>	<b>Requirements</b>
Regents	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> 5 required Regents exams with a score of <b>65 or better</b> as follows: 1 Math, 1 Science, ELA, Global History &amp; Geography, US History &amp; Government</li> </ul>
Regents (through appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> <b>4 required Regents exams</b> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>62-64</b> for which an appeal is granted by the local district as follows: 1 Math, 1 Science, ELA, Global History &amp; Geography, US History &amp; Government</li> </ul>
Regents with <b>Honors</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> 5 required Regents exams with a computed average score of <b>90 or better</b> as follows: 1 Math, 1 Science, ELA, Global History &amp; Geography, US History &amp; Government</li> </ul>
Regents with <b>Advanced Designation</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> 8 required Regents exams with a score of <b>65 or better</b> as follows: 3 Math, 2 Science, ELA, Global History &amp; Geography, US History &amp; Government; and either a locally developed Checkpoint B LOTE examination or a 5 unit sequence in the Arts or CTE</li> </ul>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Math</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics</li> </ul>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science</li> </ul>
Regents with <b>Advanced Designation with Honors</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits</b> (see chart)</li> <li>• <b>Assessment:</b> 8 required Regents exams with a computed average score of <b>90 or better</b> as follows: 3 Math, 2 Science, ELA, Global History &amp; Geography, US History &amp; Government; and <b>either</b> a locally developed Checkpoint B LOTE examination with a score of 65</li> </ul>

Diploma Type	Available to	Requirements
Local	Students with disabilities with an individualized education program or section 504 Accommodation Plan	<ul style="list-style-type: none"> <li>• <b>2 Credits (see chart)</b></li> <li>• <b>Assessment: Low Pass Safety Net Option<sup>1</sup>:</b> 5 required Regents exams with a score of <b>55 or better</b> as follows: 1 Math, 1 Science, 1 ELA, 1 Global History &amp; Geography, 1 US History &amp; Government; or;</li> <li>• <b>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b> Passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination or</li> <li>• <b>Compensatory Safety Net Option:</b> Scores between 45-54 on one or more of the five required Regents exams, other than the 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.</li> </ul>
Local Diploma (through Appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see chart)</b> includes an approved CTE program.</li> <li>• <b>Assessment: Achieves a passing score on State</b> assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved CTE program which the student has completed.</li> </ul>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All Student Populations	<ul style="list-style-type: none"> <li>• <b>2 Credits (see chart)</b></li> <li>• <b>Assessment: Low Pass Safety Net Option<sup>1</sup>:</b> 5 required Regents exams with a score of <b>55 or better</b> as follows: 1 Math, 1 Science, 1 ELA, 1 Global History &amp; Geography, 1 US History &amp; Government; or;</li> <li>• <b>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b> Passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination or</li> <li>• <b>Compensatory Safety Net Option:</b> Scores between 45-54 on one or more of the five required Regents exams, other than the 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.</li> </ul>

Nondiploma High School Exiting Credentials		
Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>• Completes a career plan; demonstrates attainment of the commencement level 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 CTE coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Student meets criteria for a national work readiness credential</li> </ul> <p>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 exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using NYSAA	All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten graduate 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.

(Note: Students and parents should meet with the school counselor to explore options specific to the student's needs. Complete details about graduation requirements, including alternatives for fulfilling diploma requirements can be obtained <http://www.p12.nysed.gov/part100/>).

**\* Multiple Pathways to Graduation (4+1 Option)**

NYSED has developed a series of *Pathways to Graduation*, whereby students may be able to substitute an additional Math or Science Regents exam in lieu of one of the Social Studies Regents exams. Students should consult with their counselor to determine if they are eligible for one of these alternate pathways. (See "Field Memo" at <http://www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways-4+1-field-memo.pdf>).

## New York State Seal of Biliteracy (NYSSB)

In recognition of the importance of bilingualism, NYSED developed the New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a "high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English." Chapter 271 of the Laws of 2012 (Section 815 of Education Law) established the NYSSB. The NYSSB will be awarded by the Commissioner to students who meet criteria established by the Board of Regents and who attend schools in districts that voluntarily agree to participate in the program. The NYSSB will be affixed to the high school diploma and transcript of graduating pupils attaining the NYSSB criteria. (Complete details about the NYSSB can be obtained at <http://www.nysed.gov/common/nysed/files/programs/world-languages/handbook-for-the-seal-of-biliteracy-10-1-16.pdf>).

### Earning the New York State Seal of Biliteracy

- A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma\*;  
 B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of the **two (2) areas** listed below:

<b>Criteria for Demonstrating Proficiency in English</b>	<b>Point Value</b>	<b>Criteria for Demonstrating Proficiency in a World Language</b>	<b>Point Value</b>
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80, or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
Complete all 11 <sup>th</sup> and 12 <sup>th</sup> grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.



**Checkpoint C World Language Assessments and Minimum Scores**  
(based on ACTFL Intermediate High standards)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
<b>AP</b> – Advanced Placement Examination	4
<b>IB</b> - International Baccalaureate	5
<b>STAMP4S</b> - Standard Based Measurement of Proficiency	6
<b>DELE</b> (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute of NYC	B1
<b>AAPPL</b> -The ACTFL Assessment of Performance toward Proficiency in Languages	I-5
<b>OPI</b> – The ACTFL Oral Proficiency Interview <b>OPIc</b> - The ACTFL Oral Proficiency Interview by Computer <b>WPT/BWT</b> – The ACTFL Writing Proficiency Test/Business Writing Test <b>RPT</b> – The ACTFL Reading Proficiency Test <b>LPT</b> - The ACTFL Listening Proficiency Test .	Intermediate High  In this section, students should take exams in as many modalities (speaking, listening, reading and writing) <i>as available</i> to qualify for Checkpoint C credit.
<b>ALIRA</b> - The ACTFL Latin Interpretive Reading Assessment	I-4
<b>SLPI: ASL</b> – American Sign Language Proficiency Interview	Intermediate Plus

**NOTE:** Some exams do not give results until after June. Students and advisors may need to plan accordingly.

## CAREER AND COLLEGE PREPARATION

Your course selections should be a reflection of your post-secondary plans. We understand that choosing a college major or a career path can be a daunting task. The Counseling Office has multiple tools that can assist you in exploring your future options. Please consider the following guidelines as you look to plan for your future:

- We encourage all students to appropriately challenge themselves while pursuing a full academic program for four years in each major subject area. It is also important to take the opportunity to explore various elective courses in different subject areas which may pertain to your future career pathway.
- Southampton High School has many extracurricular opportunities that can complement your area(s) of interest. Colleges look for students that are actively involved in their school and community. This may include 9-12 grade activities (in school and out of school), athletics, clubs, community service, leadership and employment.
- *Naviance's Family Connection* offers a variety of career-related resources. Students are encouraged to identify potential careers of interest through the Career Interest Profiler, Do What You Are and Cluster Finder. They can also explore specific careers of interest to understand the required skills, coursework, education and training, job outlook, etc. Through Naviance's Family Connection, students can also access *Roadtrip Nation* - a video library of interviews with leaders around the world who have built lives around their interests.

We also want to remind you that standardized testing is required for admissions to most colleges and universities. Please consider the following options below:

- **PSAT 8/9** – Administered (during the school day) to 9th grade students
- **Pre-ACT** – Administered (during the school day) to 10th grade students
- **PSAT/NMSQT** – Administered (during the school day) to 11th grade students
- **SAT** – Register ([www.collegeboard.org](http://www.collegeboard.org)) to take in the winter/spring of 11th grade and fall of 12th grade.
- **SAT Subject Tests** – Register ([www.collegeboard.org](http://www.collegeboard.org)) to take at the end of a course in which you have excelled. (Consult with your teacher and/or counselor before registering.)
- **ACT** – Register ([www.actstudent.org](http://www.actstudent.org)) to take in the winter/spring of 11th grade and fall of 12th grade.

*Students and parents are invited to participate in annual meetings with their counselor to discuss course selections, career interests and post high school plans.*

### CHART TO DETERMINE SHS GRADE LEVEL

<b>To Be Considered:</b>	<b>Total Credits Earned</b>
Grade 9 - Freshmen Status	Grade 8 success
Grade 10 - Sophomore Status	5.5
Grade 11 - Junior Status	11
Grade 12 - Senior Status	Enrolled in a graduating program

**(Any questions? See your counselor!!)**

## SHS SCHEDULING PROCEDURES

### Course Selection

1. In selecting courses, students are encouraged to seek the advice of their teachers and counselors. Courses selected require parental approval and are considered firm. Changes required by course completion or failure in June or August are to be made within one week of report card issuance.
2. Since the primary purpose of a student attending school is education, it is school policy that all students carry six periods of course work, excluding physical education each semester. Students are expected to take, in normal sequence, those subjects required for graduation. An exception to this policy would be registering for two of the following science courses: Chemistry, Physics, and AP Biology. Exceptions require approval of the student's counselor and/or the principal.
3. In some subjects, students are grouped into Advanced Placement and/or Honors sections. Determination of the grouping is made at the time of the course selection. Students must take Regents Exams as the final test if they are in courses that offer such exams. **All students enrolled in Advanced Placement courses are required to sit and pay for the corresponding AP exam offered in May.**
4. Counselors work with their students in small groups to review requirements, students' progress toward graduation and discuss course offerings. Working in these small counselor groups and guided by teacher recommendations, students will enter their initial course selections into Power School using the Power Scheduler registration portal. Students' course selections will be mailed home for students and parents to review. Counselors are available to meet with students/parents to respond to any questions or concerns they may have about the course selections during the course request review period.
5. **Please be advised that, after the course selection review period, your course selections will be final.**

### Course Changes

1. Course selections are final and separate and distinct from teachers.
2. Class changes from one teacher to another will be at the discretion of the building principal. (Requests to change teachers will not be honored unless there are extenuating circumstances.)
3. Changes resulting from summer school failures must be made prior to the start of the school year.
4. Students may not enroll in a course after the start of the school year without administrative approval.
5. During the scheduling period, every attempt is made to incorporate the input and expertise of students, parents, counselors, teachers and administrators to insure each student receives a schedule designed to be challenging and rewarding at the level the student is capable of handling. Therefore, **requests for changes after parental approval of the proposed schedule must be approved by the building principal and must include significant evidence of extenuating circumstances.** All avenues of intervention must be exhausted prior to an extenuating program change request, inclusive but not limited to attending extra help periods, meeting with teacher, parent-teacher conferences, counselor/parent/teacher meetings, etc. Program change requests are just that, they are *requests*. Students are required to continue attending the course in question until an administrative decision has been made.
6. Course level changes will only be considered after all interventions have been exhausted, inclusive but not limited to, attending extra help periods, meeting with teacher, parent-teacher conferences, counselor/parent/teacher meetings, etc. **No course level changes will be honored beyond the midpoint of the course.**
7. All students who drop a course must accept a withdrawal (W) or withdrawal failing (WF).
8. Recording grades on withdrawn courses:
  - a. If the course is dropped and the student has a passing grade at the time of the withdrawal the mark on the permanent record and transcript should be shown as: **Biology (W)** Withdraw
  - b. If the course is dropped and the student has a failing grade at the time of the withdrawal the mark on the permanent record and transcript should be shown as: **Biology (WF)** Withdraw Failing (equivalent to grade of 60% in GPA).

## Final Grades

In most full-year (non-Common Core) courses final grades are determined as follows:

Class average for the year .....	80%
Midterm examination grade .....	5%
Final examination grade .....	15%

In Common Core full-year courses, grades are determined as follows:

Each quarter .....	25%
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(Double test grade in third quarter serves as a midterm)

In most half-year courses (except Physical Education) final grades are determined as follows:

Class average for the semesters .....	80%
Final examination grade .....	20%

Physical Education final grades are determined as follows:

Class average for the semesters .....	100%
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## Making Up Courses

If a student fails a course, three options are available to make up the credit:

- 1. A student can repeat the course the following year.** Students repeating a full year subject will be permitted to take a final examination in January only if they have a first semester average of at least 75% and in the opinion of the teacher are fully prepared for the exam. Students must pass the mid-year final examination to receive credit for the course. If the student fails the mid-year examination, the student must continue in the course for the remainder of the year.
- 2. A student may attend summer school.** To be eligible, a student must have accumulated the necessary seat time for the course the student intends to repeat. The procedure for registering for summer school is:
  - a. Obtain a summer school application.
  - b. Complete the application and have it approved by the Counseling Office.
  - c. Register at the summer school and pay requisite fees.
- 3. A student may be tutored to make up the credit.**
  - a. Contact a tutor who is N.Y. State certified in the subject that the student is going to make up. The tutor must be approved by the high school principal.
  - b. Have a minimum of thirty 1-hour tutoring sessions for each full credit/15 one- hour tutoring sessions for each half-credit course (this is to be completed prior to the third week of August).
  - c. Register by August 1 at Southampton High School for a school examination to be taken during the third week of August.
  - d. At least 24 hours prior to the exam, the high school principal must receive a note from the tutor stating that the required 30 hours of tutoring have been completed.
  - e. Take an examination prepared by a Southampton High School faculty member and approved by the principal. Such examinations are to be graded only by a high school staff member and a passing grade must be achieved for the student to receive credit. (Note: It is the student's responsibility to contact the school in the beginning of August to ascertain on which day the examination is to be given).

## GRADUATION HONORS

**Honors Recognition:** Averaging for honors recognition at graduation shall include all potential members of the graduating class and is inclusive of seven semesters of high school (through first semester of senior year). Final transcript will reflect any honors recognition outlined by this regulation as follows:

Summa Cum Laude	95+ % grade point average (GPA)
Magna Cum Laude	92+ % grade point average (GPA)
Cum Laude	89+ % grade point average (GPA)

### Graduation Speakers (in lieu of Valedictorian/Salutatorian)

1. Graduation Speakers shall meet all graduation requirements.
2. One Graduation Speaker shall be selected from among the summa cum laude group while the other may be any other member of the graduating class.
3. Candidates for Graduation Speaker must have completed four consecutive semesters at SHS by graduation.
4. Any Southampton student who has been selected to study abroad for a year under the AFS, Rotary or similar program will be considered a candidate based on his or her academic record in the home school and the successful completion of an adequate course of study in the foreign school, which shall be interpreted as meeting the twenty-two credit requirement.
5. Graduation Speakers will be selected through a comprehensive process.

## SHS COURSES FOR POTENTIAL COLLEGE CREDIT

The following courses *may be offered* for college credit whereby students pay a reduced fee to the cooperating college.

**(Please note: Students seeking college credit must meet all criteria established by each college, complete and submit all documents and fees required by the college in mid-September. Some colleges require that students be at least 16 years of age to be eligible for college credit.)**

Advanced Orchestra	ISA Spanish 5 Honors	PLTW DDP/IED
College-Level Drawing	Literature & Film Honors	PLTW POE
French 4 Honors	Latin 4 Honors	Spanish 4 Honors
French 5 Honors	Latin 5 Honors	Spanish 5 Honors
ISA Spanish 4 Honors	PLTW CSE	

### Advanced Placement (AP) Courses

**(Please note: Each college has its own criteria and process for evaluating students' scores and programs to determine awarding of college credit).**

AP Biology	AP Psychology
AP Calculus AB	AP Spanish Language ISA
AP Computer Science Principles PLTW	AP Spanish Literature and Culture ISA
AP English Language & Composition	AP United States History
AP English Literature & Composition	AP U.S. Government & Politics
AP Environmental Science	AP World History
AP Physics I	

**All enrolled students are *required* to take the corresponding Advanced Placement examination. Note: AP exam registration fee (\$93 [per exam] during 2016/2017 school year may increase nominally for 2017/2018) must be paid in full by March.**

## HONORS/ADVANCED PLACEMENT (AP) CRITERIA

Honors and AP level courses expand upon New York State Standards outlined for a course. Material is presented at an accelerated pace and a higher cognitive level. The necessity of the student to be self-motivated and responsible with the requirements is paramount for success. There is a great deal of independent work outside of the classroom that must be completed to actively participate in class activities and be successful.

The following criteria will be evaluated to make recommendations for honors or AP classes for the following year (**unless otherwise specified herein**):

### Criteria for CONTINUING PLACEMENT IN HONORS/AP COURSES

Class achievement: 85 or greater subject average in previous course or recommendation from teacher of previous course

### Criteria to MOVE FROM NON-HONORS TO HONORS /AP

Class achievement: 92 or greater subject average in previous course

Recommendation from teacher of previous course

Meet all course prerequisites

As appropriate, completion of independent study work to prepare for the honors curriculum

## AP / HONORS COURSE ACCESS PROTOCOL

The Southampton Public Schools believe that the entire student body should have access to all courses offered and have the opportunity to challenge themselves academically through a variety of rigorous, multi-leveled classes available. In the event that a student chooses to enroll in an Honors or Advanced Placement (AP) course without meeting the prerequisite classes and/or teacher recommendations listed in this catalog, admission can be sought through the SHS Course Access Protocol which begins with a formal request to the principal **NO LATER THAN June 1st** of the preceding year. (The complete Honors/AP Course access protocol can be found on the SHS website under *Student Resources* and *Parent Resources*.)

## ATTENDANCE REQUIREMENTS

As per Board Policy #5100R, students must be in attendance for at least 85% of the time to receive credit for a course. Should attendance fall below 85%, credit will be denied and the course must be retaken if it is required for graduation.

## CIVIL RIGHTS

All courses are offered to all students without regard to sex, race, color, national origin or physical condition; this includes courses offered in vocational education.

## COUNSELING PROGRAM

The Southampton Counseling Department's mission is to promote each student's academic, social and emotional development, while assisting the student with post-secondary planning. Our focus is to create a collaborative environment with students, educators and parents by helping students develop the independence necessary to make sound decisions and positive life choices. The philosophy of the Southampton Counseling Department emerges from our belief in the value and uniqueness of *every* student. Our work with each student reflects this philosophy and guides us in our role as student advocates.

The Counseling curriculum is designed to assist all students in developing an understanding of their aptitudes, interests and abilities, and to learn skills necessary for responsible decision-making. Counselors will help students learn how to accept responsibility for their commitments and for their academic, career and social needs.

An organized program of counseling is required by the State Education Department for the benefit of each student. Students are assigned to a counselor on an alphabetical basis. Regularly scheduled interviews, small group sessions, classes and assemblies are held each year to assist students in making educational and vocational plans and to help in other areas of concern to students.

The Counseling Office is home to the **College Center**. We have laptops available for students to do the following college-related tasks: register for SATs/SAT Subject tests and ACTs (and even take and upload the photo required for registration!), create CommonApp accounts and complete college applications, utilize Naviance to search for and research colleges and scholarships ... more! The **College Prep Lending Library** consists of college books and test prep materials generously donated by SHS alumni. Large maps are displayed identifying the locations of colleges and universities throughout the country. We also have a phone and fax available.

The Counseling Curriculum planned annually for students includes:

### Grade 9

#### Class Presentations

Naviance - Career Interest Profiler  
Scheduling (counselor-groups)  
Freshmen-2-Freshmen

PSAT 8/9  
Freshmen Orientation  
Activity Fair  
Freshmen Survey  
Course review meetings with parent/guardian (as needed)

### Grade 10

#### Class Presentations

Sophomore Leadership Opportunities  
Naviance - Do What You Are  
Scheduling (counselor-groups)  
SAT Subject Tests  
Career Interest Profiler

Pre-ACT  
Course review meetings with parent/guardian (as needed)  
Presentation by Eastern LI Academy of Applied Technology  
(formerly known as BOCES)  
Visitors' Day at Eastern LI Academy of Applied Technology  
Free practice tests (SAT/ACT)

### Grade 11

#### Class Presentations

Requesting Letters of Recommendation  
College Planning/Naviance  
SAT Subject Tests  
Scheduling (counselor-groups)  
College/Scholarship Essay Development

PSAT/NMSQT  
Junior Post-High School Planning meeting with parent(s)  
Course review meetings with parent/guardian (as needed)  
College Trip  
Free practice tests (SAT/ACT)  
SAT/ACT Registration Workshops  
Skype with college admissions personnel

## Grade 12

### Class Presentations

Senior College Prep Seminars (5-week series)  
Local Scholarship Opportunities  
SHS Alumni Panel

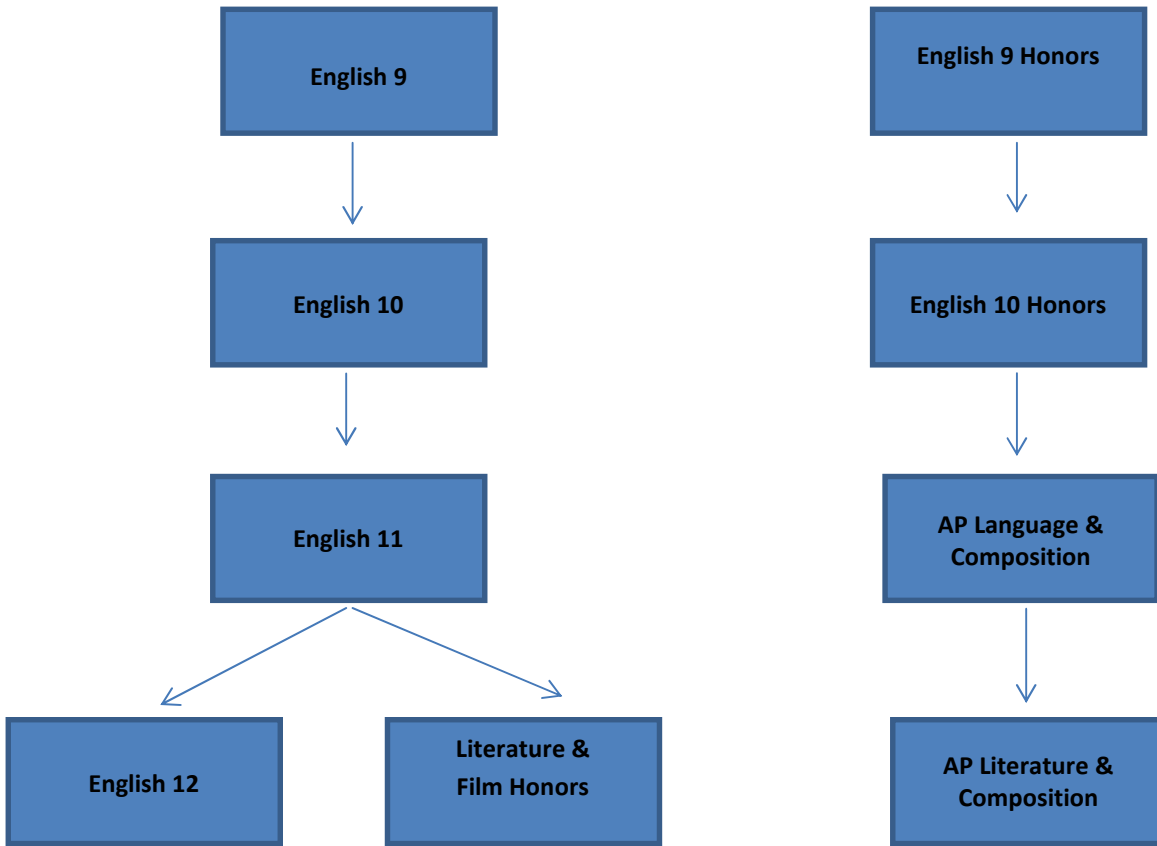
Onsite Admissions (Fall & Spring)  
College Admissions visits to SHS  
Armed Forces contacts for individual appointments  
College Trip(s)  
Senior College Conference  
Free practice tests (SAT/ACT)  
Skype with college admissions personnel

## Afternoon/Evening Workshops for Students and Parents

College Fair (local high school)  
College Panels  
Scholarship Opportunities  
College Planning Nights  
College Series for our Spanish-Speaking Families  
FAFSA Completion Support Sessions  
Understanding PSAT Results  
Financial Aid  
Naviance Workshops for Students and Parents  
NCAA & College Athletics  
Parent Scheduling Information Night  
Parent Webinars on College-Related Topics (afternoons)  
Skype Sessions with College Admissions Personnel  
The Road to College (Indian Education at Family Preservation Center)  
The Top Ten Mistakes Students Make On their College Application Essays



**Southampton English Pathways**



**English Electives (semester courses offered on an alternating year basis if enrollment permits)**



## ENGLISH

### English 9

Grade 9; Local Final

1 credit

This course builds upon students' prior knowledge of grammar, vocabulary, word usage and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. This course will introduce and define various genres of literature, with writing exercises often linked to reading selections. *(NCAA-Approved)*

### English 9 Honors

Grade 9; Local Final

1 credit

Students enrolled in this year-long course will do all of the same activities as those in English 9 as well as other differentiated activities and projects. Writing assignments will mirror those on state assessments. Students will read from a variety of genres. Writings will focus regularly on the texts read. *(NCAA-Approved)*

### English 10

Grade 10; Local Final

1 credit

This course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. *(NCAA-Approved)*

### English 10 Honors

Grade 10; Local Final

1 credit

This is a rigorous course in reading, thinking and writing. Interdisciplinary in nature, the course parallels the Global Studies 2 and World History AP courses where possible. Many of the literature selections will be reflective of the periods of history and specific cultures studied in those courses. Only students who are highly motivated should consider English 10 Honors. The literature is highly challenging. Maturity of attitude in the student is essential. *(NCAA-Approved)*

### English 11

Grade 11; Regents Exam

1 credit

This course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. **Students will take the Common Core English Regents Exam in June.** *(NCAA-Approved)*

### AP English Language and Composition

Grade 11; Regents Exam/AP Exam

1 credit

Following the College Board's suggested curriculum designed to parallel college-level English courses, this course exposes students to prose written in a variety of periods, disciplines and rhetorical contexts. This course emphasizes the interaction of authorial purpose, intended audience and the subject at hand. Through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. **Students are required to take both the English Language and Composition Advanced Placement Examination (May) and the Common Core English Regents Exam (June).** *(NCAA-Approved)*

## SENIOR ENGLISH

Students may choose one of the three following one-credit courses:

### Literature & Film H

Grade 12; Research Paper

1 credit

*Prerequisite: 80 or higher in English 11 or Language AP*

This class will teach students to critically read, view, analyze, and give insight into various works of literature and their film counterparts. Also, the students will critically explore several classic and contemporary films. The students are expected to complete the assigned response papers, creative assignments, research papers, tests and quizzes. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college.** *(NCAA-Approved)*

### English 12

Grade 12; Research Paper/Project

1 credit

This course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature and non-fiction texts continuing to develop their language arts skills. Typically, students write primarily multi-paragraph essays, but they will also write one or more major research papers. Students enrolled in this course are recommended to enroll in the Senior Experience course as well. Together these courses will support students through their exploration and research of an area of interest. *(NCAA-Approved)*

**AP English Literature & Composition***Grade 12; AP Exam/Research Paper**1 credit*

Following the College Board's suggested curriculum designed to parallel college-level English courses, this course enables students to develop critical standards for evaluating literature. Students study the language, character, action and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative and creative writing). The course is reading intensive. The summer reading project connected with the course consists of reading two novels and writing an essay on each. **Enrolled students are required to take the English Literature and Composition Advanced Placement examination. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Literature in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**ENGLISH ELECTIVES****College Prep Writing\****Grades 10-12**1/2 credit*

The goal of this course is to provide composition instruction for our students to prepare students for the writing demands of college. In this course, students will write and present research reports, feature articles, personal narratives and thesis/support papers on a variety of topics related to all school subjects. Students practice such genres of writing as exposition, argument, description and narration-genres important to college writing as well as to the new English and Social Studies Regents. Students learn effective prewriting and revision strategies and employ an increasingly apt vocabulary to write insightfully to a variety of audiences, including but not limited to college admissions personnel and scholarship committees. **(Note: Offered on alternating year basis if enrollment permits)**

**Creative Writing and Reading\****Grade 10-12**1/2 credit*

This course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays and other forms of prose. The emphasis is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting). Writing done in this course generally provides most of the written content for the high school's literary and arts magazine, *Point Break*. **Note:** This course is a demanding one where lengthy reading and writing assignments are routine. Only students who enjoy, and commit to, such involvements should take this class. **(Note: Offered on alternating year basis if enrollment permits)**

**Journalism for the 21st Century\****Grades 10-12**1/2 credit*

This course emphasizes writing style and technique as well as production values and organization. Students will be introduced to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. This course is a year-long course for students who would like to learn more about the world of print and digital media. This course will teach students how to communicate effectively in the digital age while becoming published writers using digital tools such as blogging and online journalism, as well as creating print publications. Another focus of the class will involve learning to read and evaluate sources, studying the history of journalism and becoming familiar with the ethics of journalism. **(Note: Offered on alternating year basis if enrollment permits)**

**Playwriting and Acting\****Grades 10-12**1/2 credit*

The students in this class will become stars of the stage themselves as they immerse themselves in a true theater experience. The students will enjoy activities such as playwriting, editing, casting, performing, and video-documentary in this sparkling half-year course. A major part of this class is involvement in the YAWP program. Theatre professionals from Stony Brook Southampton will come to the school and, through a series of fourteen workshops, develop the students' understanding of dramatic writing. Students are actively involved in all aspects of production at the theatre for the Playwrights' Festival. This course will be offered in the fall semester. **(Note: Offered on alternating year basis if enrollment permits)**

**Power and Persuasion in Film\****Grades 10-12**1/2 credit*

This English elective will explore a variety of movies, with an emphasis on specific genres, themes, periods, directors and actors. While learning that film can be much more than mere entertainment, we will discover a host of ways that filmmakers provoke, persuade, and perplex us. We will watch, analyze and critique American and foreign films—noteworthy films of artistic, political, social and/or emotional meaning. The course will involve serious discussion, written analysis and reading of related materials. It is not meant to be a passive exercise, but rather an active, intellectual one. Of the films studied, some may familiar and others be totally unknown to you, yet viewing and reflecting on the meaning and the method of these films will change your movie-viewing habits forever. **(Note: Offered on alternating year basis if enrollment permits)**

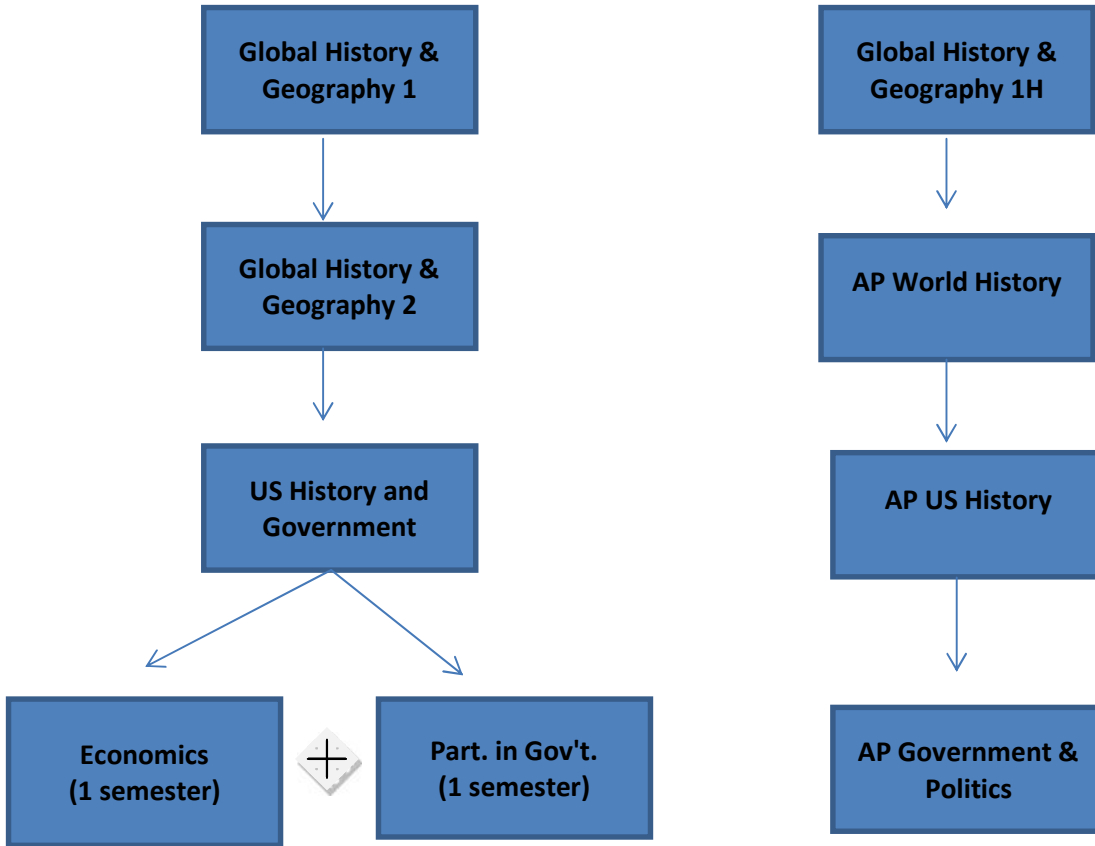
**Public Speaking\****Grades 10-12**1/2 credit*

This course enables students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, etc). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence. **(Note: Offered on alternating year basis if enrollment permits)**

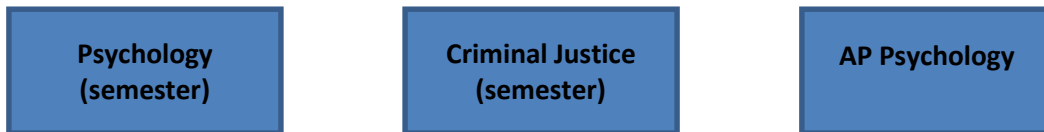
**The Lyric as Art Form\****Grades 10-12**1/2 credit*

From spirituals, field chants, gospel and blues to folk, rock, soul and hip hop, American popular music has always been connected to the culture that spawned it. Through examining the songs, their lyrics, musical criticism and related pieces of non-fiction, students will learn to analyze and connect America's rich musical heritage to the poetical and literary traditions that inspired them and the social movements and traditions that generated them. Written and oral analyses of songs and related literature will be an essential part of the course. **(Note: Offered on alternating year basis if enrollment permits)**

**Southampton Social Studies Pathways**



**Social Studies Electives**



## SOCIAL STUDIES

### **Global History & Geography 1**

*Grade 9; Local Final*

*1 credit*

This course is the first in a two-year sequence in global history designed to prepare students for the 10th grade Global History Regents Exam. Emphasis is on the Ancient World, including ancient civilizations in Africa, the Middle East, the Far East, and Europe up through the time of the First Global Age. Historical, geographical, and cultural elements of Early Civilizations, Empires of the Ancient World, The Middle Ages, The Renaissance, The Protestant Reformation and the Age of Exploration and linkages among nations and peoples will be studied within specific epochs to ascertain how the past influences the present. *(NCAA-Approved)*

### **Global History & Geography 1 Honors**

*Grade 9; Local Final*

*1 credit*

This course will focus on building the reading, writing, critical thinking, and analyzing skills that will serve students as they move to even more rigorous AP work and exams, as well as the Regents Exam. The Global History and Geography 1H course will emphasize the historical, geographical, and cultural elements from the Ancient World (10,000 B.C.E.) to the Age of Absolutism (c. 1550s). The course parallels the N.Y.S. Global History curriculum. *(NCAA-Approved)*

### **Global History and Geography 2**

*Grade 10; Regents Exam*

*1 credit*

This is the second year course in a two-year sequence in global history designed to prepare students for the 10th grade Global History Regents Exam. Emphasis is on the Modern World with a concentration on the study of Europe and the roots of Western Civilization as well as the world since 1945. Initial study begins with the Middle Ages and progresses to our current era. Historical, geographical and cultural elements of The Enlightenment, The Age of Revolutions, Industrial Revolution, Nationalism, Imperialism, and the 20th Century are all foci of study. **Students are required to take the Global History & Geography Regents Exam in June.** *(NCAA-Approved)*

### **AP World History**

*Grade 10; AP Exam & Regents Exam*

*1 credit*

Following the College Board's suggested curriculum designed to parallel college-level World History courses, this course examines world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. This course highlights the nature of changes in an international context and explores their causes and continuity. **Enrolled students are required to take both the Global History & Geography Regents Exam and the World History Advanced Placement Exam for this course.** *Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in World History in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans.* *(NCAA-Approved)*

### **U.S History and Government**

*Grade 11; Regents Exam*

*1 credit*

This course provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups and the importance of civic participation in the democratic process. In addition, students may examine the structure and function of state and local governments and may cover certain economic and legal topics. **Students are required to take the U.S. History Regents Exam in June.** *(NCAA-Approved)*

### **AP United States History**

*Grade 11; AP Exam & Regents Exam*

*1 credit*

Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, this course provides students with the analytical skills and factual knowledge necessary to address critically problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past. **Enrolled students are required to take both the U.S History Regents Exam and the United States History Advanced Placement exam.** *Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in U.S. History in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans.* *(NCAA-Approved)*

### **Economics & Economic Decision Making**

*Grade 12; Final Exam*

*1/2 credit*

This course provides students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. Also, this course may cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. **This class will satisfy the NYS Economics graduation requirement for seniors.** *(NCAA-Approved)*

**Participation in Government***Grade 12; Final Exam**1/2 credit*

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen. Course content will: draw from areas beyond the defined social studies curriculum; include life experience beyond classroom and school; be related to problems or issues addressed by students, i.e., content in the form of data, facts, or knowledge may vary from school to school, but real and substantive issues at the local, State, national, and global levels should be integrated into the program; be in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course. In addition, the term "participation" must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom. ***This class will satisfy the NYS Participation in Government graduation requirement for seniors. (NCAA-Approved)***

**AP U.S. Government & Politics***Grade 12; AP Exam**1 credit*

Following the College Board's suggested curriculum designed to parallel college-level U.S. Government and Politics courses, this course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course covers the constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government and civil rights and liberties. Throughout the year, the general principles of American Macroeconomics will be interwoven into the study of the American Political System. Students will fulfill the State graduation requirement in Economics but they will not take a culminating Advanced Placement Economics examination. **NOTE:** Students who drop this course before the advertised deadline may be eligible to enter a Government course first semester and Economics second semester, *space permitting*. If a student drops this course or changes levels after the deadline, he/she must take the required Government and Economics courses second semester. **Students enrolled in this course will take the United States Government & Politics Advanced Placement examination in May. This course will satisfy both the NYS Participation in Government and Economics requirements for seniors. (NCAA-Approved)**

**SOCIAL STUDIES ELECTIVES****AP Psychology***Preference Grade 12, then 11; AP Exam**1 credit*

Following the College Board's suggested curriculum designed to parallel a college-level psychology course, this course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It exposes students to each major subfield within psychology and enable students to examine the methods that psychologists use in their science and practice. **Students enrolled in this course will take the Psychology Advanced Placement examination in May. (NCAA-Approved)**

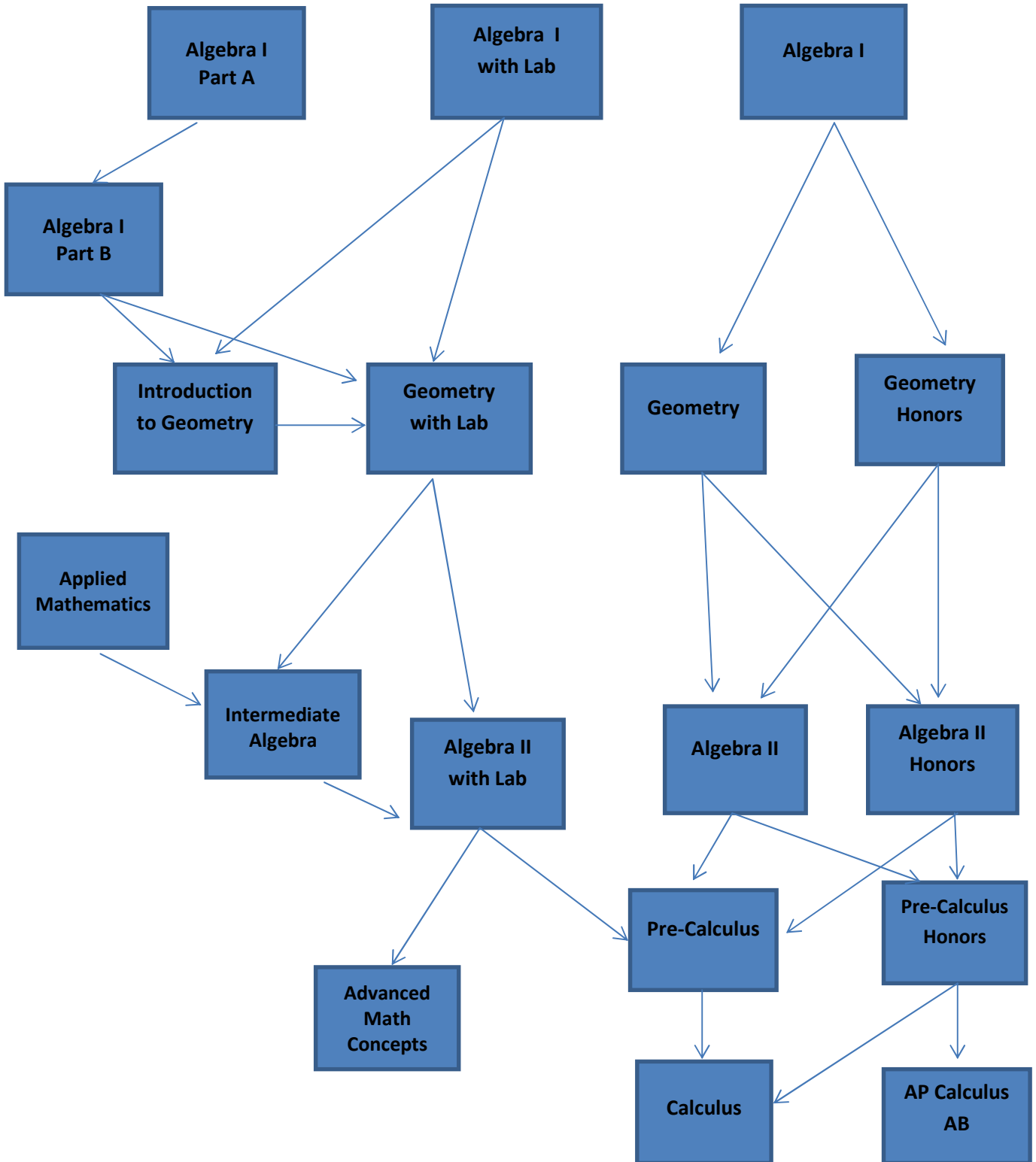
**Criminal Justice***Grades 10-12, Local Final**1/2 credit*

This course trains students to understand and apply the principles and procedures essential to the U.S. criminal justice system. Students will explore the principles and structure of the justice system and the law including investigation, search and arrest, and laboratory, forensic and trial procedures. Students may also learn CPR and first aid skills, personal defense tactics, and crime prevention techniques. **(NCAA-Approved)**

**Psychology***Grades 10-12; Local Final**1/2 credit*

This course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior and abnormal psychology. **(NCAA-Approved)**

**Southampton Mathematics Pathways**





## MATHEMATICS

### **Algebra I (Part A/Part B)**

*Grades 9-11; Local Final*

*1 credit*

This course a two-year Common Core Algebra program. Part A generally covers the same topics as the first semester of Algebra I, including the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities. Part B of the course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics. *(Note: This course is only available to Entering/Emerging ELLs or as recommended by CSE for students with an IEP) (NCAA-Approved)*

### **Algebra I**

*Grades 9-11; Regents Exam*

*1 credit*

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, students will engage in deepening understandings of mathematical processes. The course deepens and extends understandings of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will master fluencies on: Solving characteristic problems involving the analytic geometry of lines; adding, subtracting and multiplying polynomials; transforming expressions and chunking (seeing the parts of an expression as a single object) as used in factoring; completing the square; and other algebraic calculations. **Students are required to take the Common Core Algebra Regents Exam in June.** *(Note: This course may meet seven periods per week if support is required based on NYS testing results). (NCAA-Approved)*

### **Introduction to Geometry**

*Grades 9-12; Local Final*

*1 credit*

*Prerequisite: Algebra and Teacher Recommendation*

This course emphasizes a practical approach to the study of geometry and begins to develop an abstract formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. The course will build a foundation to prepare students to be successful in Geometry (and on the Geometry Regents exam) the following year. *(Note: This course is only available to students by teacher recommendation).*

### **Geometry**

*Grades 9-12; Regents Exam*

*1 credit*

*Prerequisite: Algebra I and Regents Exam*

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Students will master fluencies on: Triangle congruence and similarity criteria; using coordinates to establish geometric results; calculating length and angle measures; using geometric representations as a modeling tool; using construction tools; and physical and computational to draft models of geometric phenomenon. **Students are required to take the Common Core Geometry Regents Exam in June.** *(Note: This course may meet seven periods per week if support is required based on NYS performance in Geometry and/or teacher recommendation). (NCAA-Approved)*

### **Geometry Honors**

*Grades 9-12; Regents Exam*

*1 credit*

This course will explore, in greater detail, topics of the Geometry curriculum. Students will be expected to synthesize their own questions and complete a geometry journal. **Students are required to take the Common Core Geometry Regents Exam in June.** *(NCAA-Approved)*

### **Applied Mathematics**

*Grades 11-12; Local Final*

*1 credit*

*Prerequisite: Algebra and Regents Exam*

This course reinforces general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income and investment.

**Intermediate Algebra/Trigonometry***Grades 10-12; Regents Exam**1 credit**Prerequisite: Algebra and/or Geometry*

This course reviews and extends algebra and geometry concepts for students who have already taken Algebra I and Geometry. The content includes a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; angle measurement in triangles including trigonometric ratios; imaginary and complex numbers; matrices; number sequences; right triangle trigonometry; trigonometric functions (including graphs); applications of law of sines, law of cosines and (trigonometric) area formula. **(NCAA-Approved)**

**Algebra II***Grades 10-12; Regents Exam**1 credit**Prerequisite: Geometry and Regents Exam*

Building on their work with linear, quadratic, and exponential functions, students will extend their repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will master fluencies on: Dividing polynomials with remainder by inspection in simple cases; rewriting expressions (e.g., factoring, grouping), translating between recursive definitions and closed forms for problems involving sequences and series. **Students are required to take the Common Core Algebra II Regents Exam in June. Note: This course may meet seven periods per week if support is required based on performance in Geometry and/or teacher recommendation.** **(NCAA-Approved)**

**Algebra II Honors***Grades 10-12; Regents Exam**1 credit**Prerequisite: Geometry and Regents Exam*

This course will explore, in greater depth and detail, topics of the Algebra II (Common Core) curriculum. This course is designed to be a pre-cursor to pre-calculus and calculus. **Students are required to take the Algebra II Common Core Regents Exam in June.** **(NCAA-Approved)**

**Advanced Math Concepts***Grades 11-12; Local Final**1 credit**Prerequisite: Algebra II*

This course includes the study of polynomial, logarithmic, exponential, and rational functions and their graphs, vectors, set theory, polar coordinate geometry, matrix algebra, sequences and series. It may also include some study of trigonometry and/or pre-calculus topics. **(NCAA-Approved)**

**Pre-Calculus***Grades 11-12; Local Final**1 credit**Prerequisite: Algebra II*

This course will explore, in greater detail, topics of the Pre-calculus curriculum. Students are required to maintain a math journal and are expected to synthesize their own questions on certain topics. **(NCAA-Approved)**

**Pre-Calculus Honors***Grades 11-12; Local Final**1 credit**Prerequisite: Algebra II Honors or Algebra II*

This course combines the study of Trigonometry, Elementary Functions, Analytic Geometry and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; sequences and series; and limits and continuity. This course prepares students for AP Calculus. **(NCAA-Approved)**

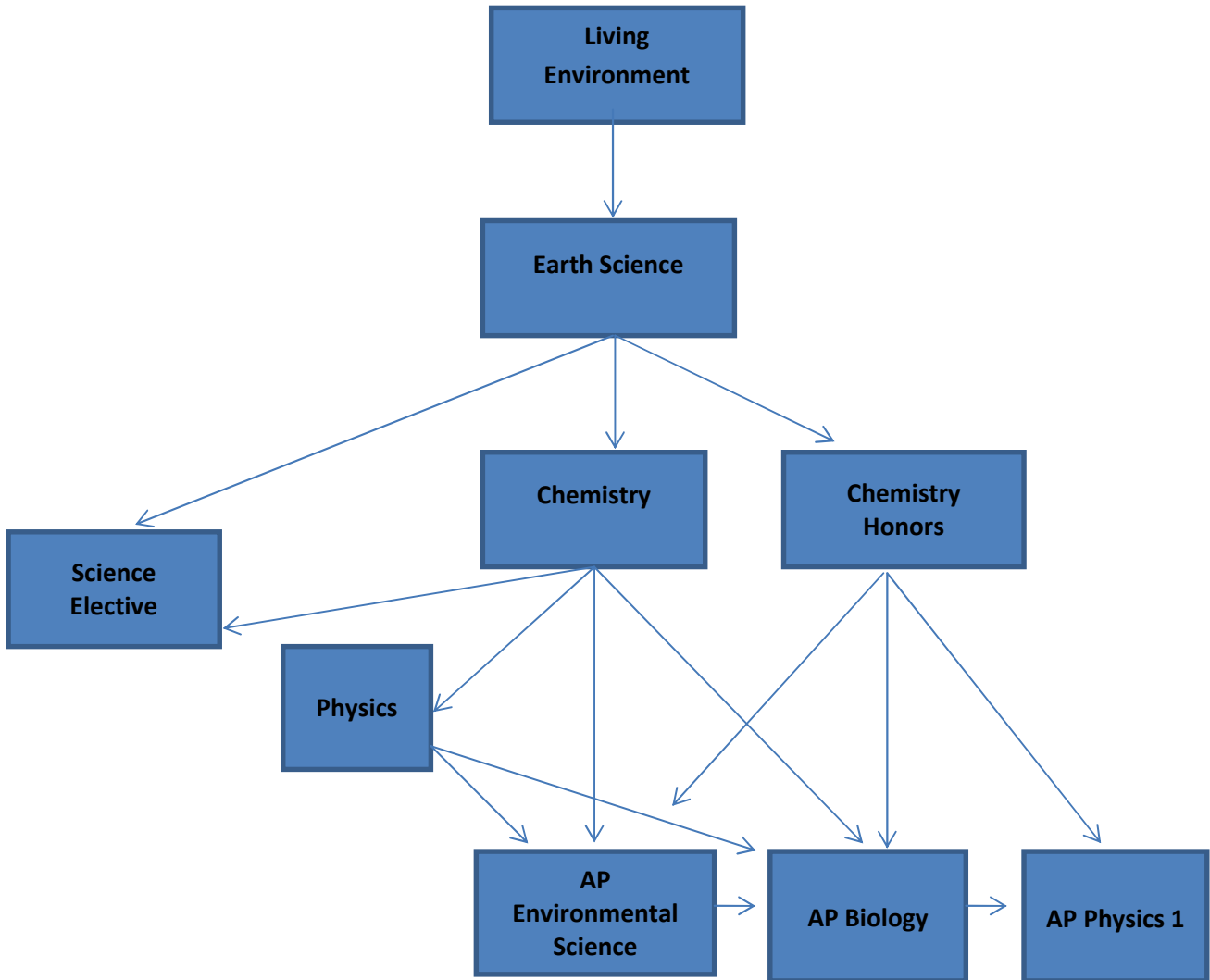
**Calculus***Grade 12; Local Final**1 credit**Prerequisite: Pre-Calculus or Pre-Calculus Honors*

This course is an introduction to calculus and includes the study of elementary functions; properties of functions and their graphs; limits and continuity; differential calculus and integral calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis). Students enrolled in this course are not eligible to take the Advanced Placement examination in Calculus. **(NCAA-Approved)**

**AP Calculus AB***Grade 12; AP Exam /Final Project**1 credit**Prerequisite: Pre-Calculus Honors*

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with intuitive understanding of the concepts of calculus and experience with its methods and applications. This course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). **Students selecting this course are required to take the Calculus AB Advanced Placement exam in May. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Mathematics in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**Southampton Science Pathways**



**Science Electives (\* semester courses)**



## SCIENCE

The Southampton High School activity-based science courses offered include rich, varied laboratory experiences to enhance the learning of the scientific concepts. Each course follows the New York State curriculum and guidelines for laboratory sciences and each student is responsible for completing the **minimum 1200-minute laboratory experience requirement**. In the Regents-level courses, students will take the Regents Exam in June as the final for the course.

### Earth Science

*Grades 9-12; Regents Exam/Labs*

*1 credit*

*Co-requisite : Algebra*

Regents Earth Science explores the physical environment of our planet Earth and outer space. Topics in Geology include Mineral and Rocks, Plate Tectonics, Weathering, Erosion and Deposition, Landscapes and the History of Earth. Climate and weather topics include atmospheric structure, weather systems, forecasting and hazards, the water cycle, seasons and climate change. In astronomy, students explore terrestrial coordinates, Earth Motions, the reasons for the seasons, the Solar System and Deep Space. Throughout the course, the human impact on Earth systems is explored and solutions proposed. Experimental labs, deep and close reading of texts, and precise writing are all practiced in Earth Science. Students are required to complete all 1200 minutes of NYS Mandated hands-on lab activities. **Students are required to take the Physical Setting/Earth Science Regents Exam in June. (NCAA-Approved)**

### Living Environment

*Grades 9-12; Regents Exam/Labs*

*1 credit*

This course is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as living, nonliving, scientific method, cell structure and function, classification, plant and animal anatomy and physiology, genetics, evolution and ecology. The Common Core Learning Standards are incorporated in many aspects of the curriculum. Students work on such skills as reading comprehension, writing and higher level thinking utilizing technology for many of these tasks. Students are required to complete all 1200 minutes of NYS Mandated hands-on lab activities. **Students are required to take the Living Environment Regents Exam in June. (NCAA-Approved)**

### Chemistry

*Grades 10-12; Regents Exam/Labs*

*1 credit*

*Prerequisites: Algebra, Living Environment, Earth Science*

This course is designed to focus on the understanding of relationships, processes, mechanisms, models and applications of chemical concepts. Students will be able to demonstrate their understanding by generating explanations, creative problem-solving, reasoning, explain-analyze-and- interpret chemical processes and phenomena, according to the Common Core Learning Standards. The curriculum will focus on the following ten topics: atomic concepts, periodic table, moles/stoichiometry, chemical bonding, physical behavior of matter, kinetics/equilibrium, organic chemistry, oxidation-reduction, acids, bases and salts, and nuclear chemistry. Students are required to complete all 1200 minutes of NYS Mandated hands-on lab activities. **Students are required to take the Physical Setting/Chemistry Regents Exam in June. (NCAA-Approved)**

### Chemistry Honors

*Grades 10-12; Regents Exam/Labs*

*1 credit*

*Prerequisite: Geometry, Living Environment Regents and course (85+), Teacher Recommendation*

This core-based, physical setting chemistry course is an elaboration of the science content of the MST Learning Standards and includes 1200 minutes of hands-on laboratory experience (requiring satisfactory lab reports). In addition to Standards 1, 2, 6 & 7, this course is expected to prepare students to understand and apply scientific concepts, principles and theories pertaining to the physical setting and recognize the historical development of ideas in science. A major part of the experience is the analysis of technical articles according to the Common Core Learning Standards. Students will study the composition, structure and properties of matter, the reactions of matter and the energy associated with those reactions. The units of study which parallel the NYS Regents syllabus, specific to the above goals include: Matter and Energy, The Atom, Nuclear Chemistry, Periodic Table Organization and Trends, Bonding and Intermolecular Forces of Attraction, The Mole and Stoichiometry, Redox Reactions and Electrochemistry, Chemical Kinetics and Equilibrium, Solutions and Colligative Properties, Acids, Bases and Salts and Organic Chemistry. This class is designed for students who have a strong math and science background and/or interest. Such students should plan to pursue a math-, science- or engineering-related field in college. The Chemistry honors program goes well beyond preparation for the June Regents Exam and the SAT Subject Test in Chemistry. It is expected that students maintain at least an 85 average. Topics may include, but are not limited to, advanced work in: the wave mechanical model of the atom, advanced stoichiometry, limiting reagents, Law of Mass Action, Graham's Law, phase diagram and the ideal gas law. Each is coupled to Regents topics, tested in accompanying exams and includes the application of chemistry in everyday life. Students are required to complete all 1200 minutes of NYS Mandated hands-on lab activities. **Students are required to take the Physical Setting/Chemistry Regents Exam in June. Students may consider registering (Feb-March) through College Board for an SAT Subject test in Chemistry in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**Physics**

Grades 11-12; Regents Exam/Labs

1 credit

*Prerequisite: Geometry*

This course involves the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena. Students are required to complete all 1200 minutes of NYS Mandated hands-on lab activities. **Students are required to take the Physical Setting /Physics Regents Exam in June. (NCAA-Approved)**

**AP Biology**

Grades 11-12: AP Exam/Labs

2 credits

*Prerequisite: Chemistry H or Chemistry (grade of 85+), Teacher Recommendation*

This two period course will meet the objectives of a general biology program equivalent to a two-semester college biology course. Following the College Board's revised curriculum, the emphasis has shifted from a content driven focus to one that centers on inquiry-based instruction. The course aims to provide students with not only content knowledge, but also higher level inquiry and reasoning skills necessary to deal with the changing science of biology. This course focuses around four "big ideas", each encompassing core scientific principles, theories and process driving living organisms and biological systems. **Students selecting this course are required to take the Advanced Placement examination in Biology. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Biology in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**AP Environmental Science**

Grades 10-12; AP Exam/Labs/Field Trips

1 credit

*Prerequisite: Living Environment, one Physical Science, Algebra, Teacher Recommendation*

This is a college level course designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems and the development of practices that will ensure sustainable systems. The local marine and freshwater environments will be extensively studied as well as the local human community infrastructure. Students will be required to attend out-of-school field excursions in the spring and fall and complete a summer field and text assignment. **Students selecting this course are required to take the Environmental Science Advanced Placement examination in May. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Biology E in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**AP Physics 1**

Grades 11-12; AP Exam/Regents Exam/Labs 2 credits

*Co-requisite: Pre Calculus, Teacher Recommendation*

This two period college level college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. **Students selecting this course are required to take the Advanced Placement Physics 1 examination in May and the Physical Setting/Physics Regents Exam in June. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Physics in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans.**

**SCIENCE ELECTIVES****Aquaculture**

Grades 10-12

1 credit

*Prerequisite: Ocean 1, Ocean 2, Teacher Recommendation*

This course will teach students the fundamentals of running a small scale aquaculture operation. Students will learn the importance of the food chain, proper nutrition, sterile technique, properly maintaining a salt water fish tank and rearing larval fish. Students will also learn the value of aquaculture to the future global economy and ecology. **(NCAA-Approved)**

**Astronomy 1: The Solar System**

Preference Grade 12, then 11; Labs

1/2 credit

*Prerequisite: Earth Science*

This course is an introduction to the astronomy of our solar system including theories of the origin and evolution of the sun and planets. Emphasis is placed on explaining common observations such as the phases of the moon, planet positions and motions, eclipses, auroras, meteors, the seasons and the appearance of the sky. Students will be given the opportunity to carry out several interesting projects. Classes are held in the high school's planetarium. An observing session will permit students to observe the night sky with binoculars and telescopes. **(NCAA-Approved)**

**Astronomy 2: Stars, Galaxies & Cosmology**    *Preference Grade 12, then 11; Labs*                      *1/2 credit*

*Prerequisite: Earth Science*

This course introduces the findings and concepts of modern astronomy as they relate to the origin, evolution, and destiny of the universe. The properties and life cycle of stars will be traced and the structure of the Milky Way and other galaxies, along with the distant quasars, will also be explored. Emphasis will be placed on the instruments and ingenious techniques that astronomers use to gain information about the cosmos. Students will be given the opportunity to carry out several interesting projects. Classes are held in the high school's planetarium. An observing session will permit students to observe the night sky first hand with binoculars and telescopes. **(NCAA-Approved)**

**Forensic Science**    *Grades 10-12; Labs*    *1/2 credit*

*Prerequisite: Living Environment*

Forensic science is the application of the natural and physical sciences to investigation of physical evidence. This course will attempt to capture students' interests by applying science to the popular profession of law enforcement. Students will be involved in the collection of physical evidence from simulated crime scenes. The collected evidence will be analyzed in the lab and discussed. **(NCAA-Approved)**

**Hatchery Management**    *Grades 11-12*    *1/2 credit*

*Prerequisite: Aquaculture (80+), Teacher Recommendation*

This course is for those students who are ready to experience running a small scale marine science lab. The course is intended to utilize the skills learned in Aquaculture. Hatchery Management is almost exclusively hands on as the student will perform all of the tasks necessary to maintain both the animals and systems in the wet lab. Tasks include, but are not limited to, cleaning fish tanks, cleaning lab equipment, creating and maintaining larval fish foods, feeding, maintenance and repair of systems. Students **MUST** also come ready to learn the importance of detailed documentation. This will be in the form of maintaining a personal daily log of tasks completed as well as data collected from each of the systems in the lab. Students **WILL** get wet and dirty depending on the tasks to be completed on any given day, therefore, **knee-high rubber boots are required**. The class will be offered during Semester one and Semester two. Students would be able to enroll in either semester or both depending on interest and performance. **(Note: This course is offered on alternating year basis if enrollment permits)**

**Ocean/Marine Science 1**    *Grades 10-12; Labs*    *1/2 credit*

*Prerequisite: Living Environment*

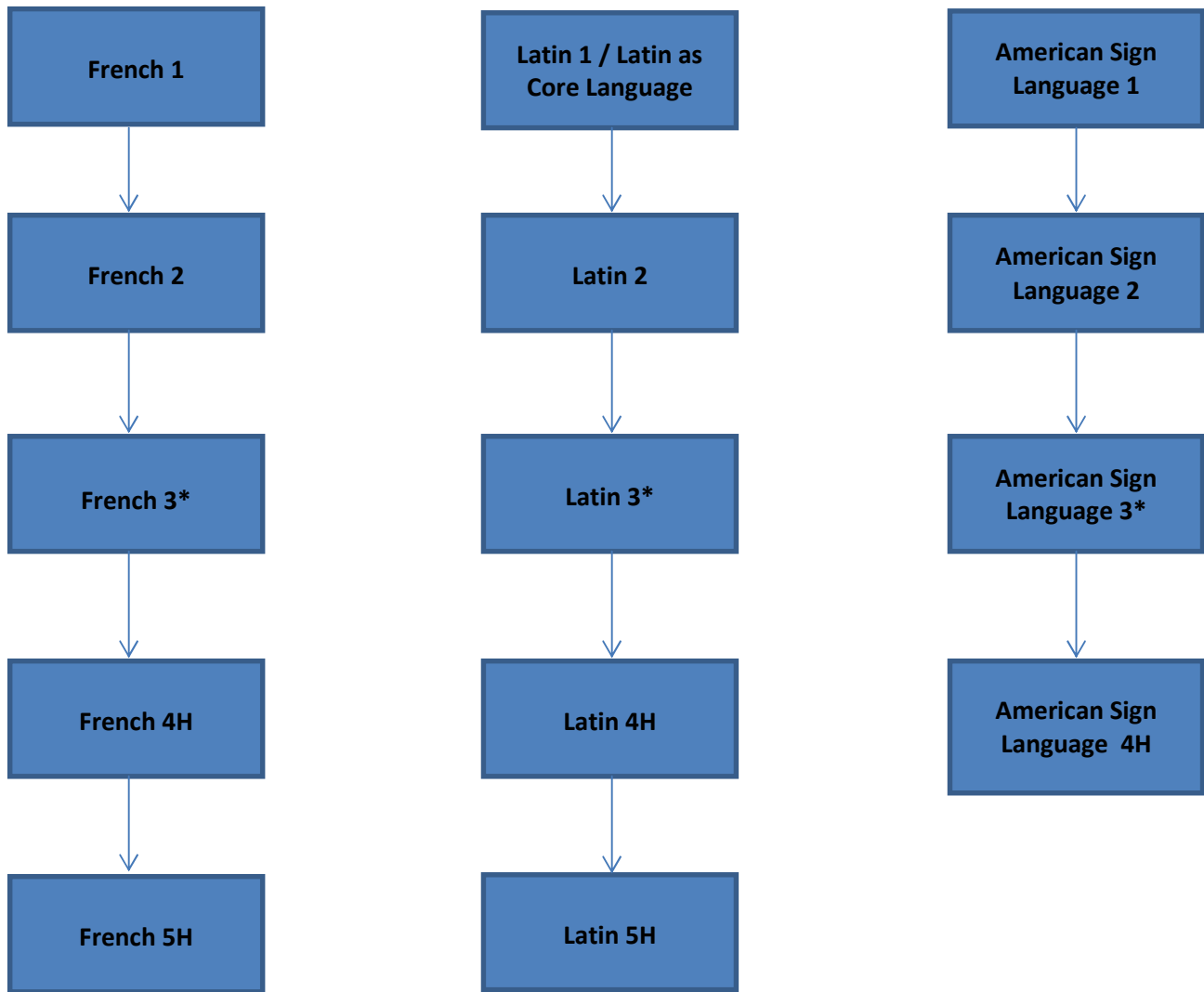
This half-year interdisciplinary course is aimed at increasing a student's knowledge and awareness of the local and global marine environment. Various long-term studies are done during the semester. Topics that will be discussed during the semester include: tools and instruments used in oceanography, chemical oceanography, ocean structure and taxonomy of the inhabitants. The course will focus on the content, features and possibilities of the earth's oceans while exploring marine organisms, conditions, and ecology. **(NCAA-Approved)**

**Ocean/Marine Science 2**    *Grades 10-12; Labs*    *1/2 credit*

*Prerequisite: Living Environment*

This half-year interdisciplinary course is aimed at increasing a student's knowledge and awareness of the local and global marine environment. Various long-term studies are done during the semester. Topics covered during the second session include: marine sedimentation, physical oceanography (including tides and circulation due to salinity and temperature variations), marine ecology, continued taxonomy of inhabitants and marine mammals. **(NCAA-Approved)**

**Southampton Languages Other Than English (LOTE) Pathways**



At SIS, French 1 is a two-year course over grades 7 & 8.

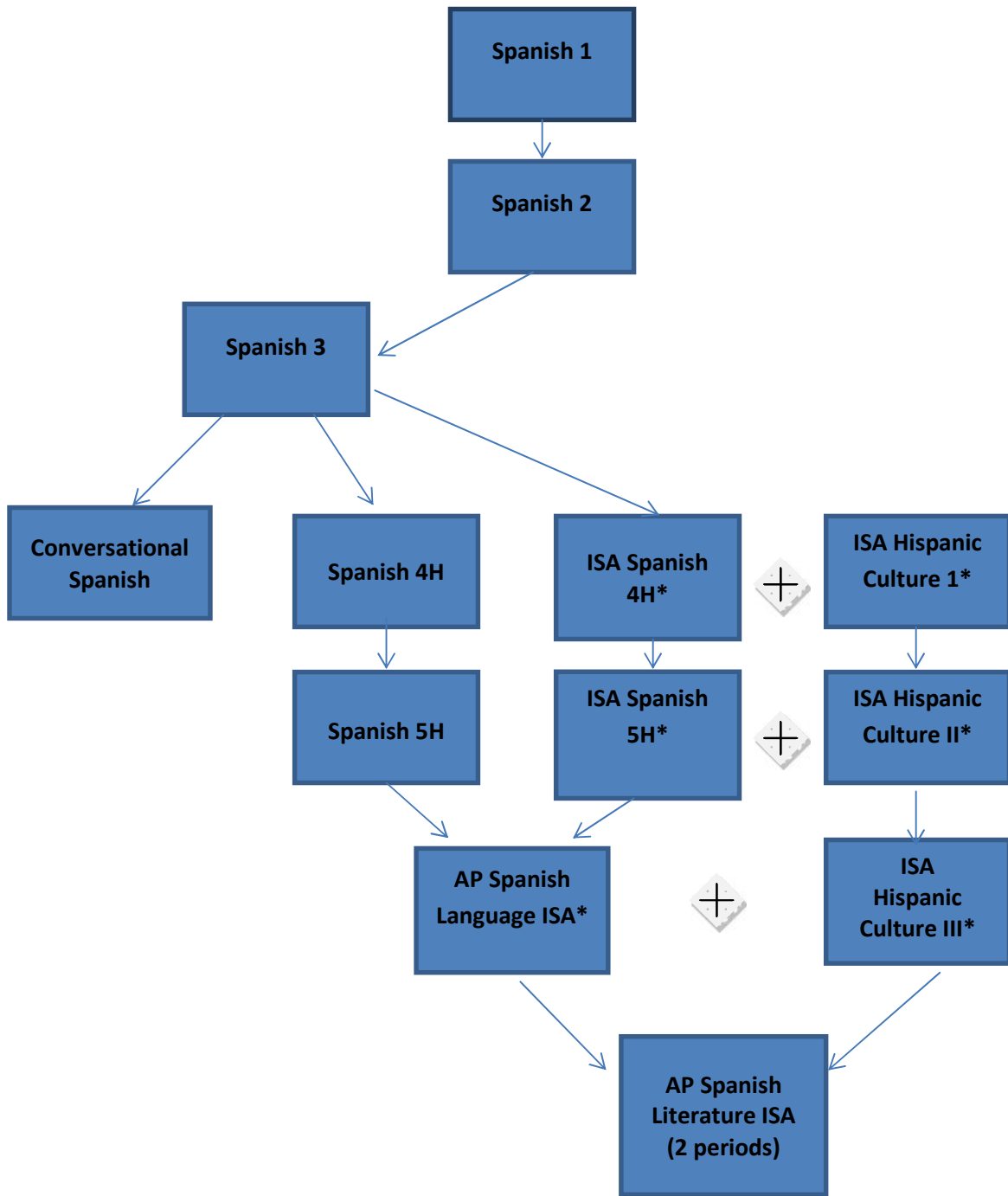
At SIS, Latin 1 is a two-year course over grades 7 & 8.

**\*LOTE Challenger** option available in ASL 3, French 3, Latin 3 and Spanish 3.

Note: Students who have participated in a language program (not offered at SHS, such as Polish, Lithuanian, etc.) through an accredited educational institution may apply to transfer credit(s) to SHS. The student must provide official documentation of the hours of instruction and level of proficiency to the building principal for evaluation toward awarding of credit.



**Southampton Spanish Pathways**



\*Students must enroll in the required courses (2 periods = 25% of instructional day) each year for International Spanish Academy (ISA) diploma eligibility (see page 46 for details).

## LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

### **Spanish 1**

*Grades 9-12; Proficiency Exam\*\**

*1 credit*

Designed to introduce students to Spanish language and culture, this course emphasizes basic grammar and syntax, simple vocabulary and the spoken accent. This enables students to read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs and history of Spanish-speaking people. (\*\*Locally-developed Proficiency Examination as the final exam in June). *(NCAA-Approved)*

### **French 1**

*Grades 9-12; Proficiency Exam\*\**

*1 credit*

Designed to introduce students to French language and culture, this course emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs and history of the French-speaking people. (\*\*Locally-developed Proficiency Examination as the final exam in June). *(NCAA-Approved)*

### **Latin as Core Language**

*Grades 9-12; Proficiency Exam\*\**

*1 credit*

This is an advanced course that includes word study, vocabulary, mythology, grammar, syntax, culture and civilization with particular emphasis on the Latin in use today. Students will deepen their knowledge of English grammar structure, acquire relevant academic vocabulary in preparation for SAT exams and learn about the culture of the Roman and their legacy in Western civilizations. Students will be able to read and write in Latin on a basic level. (\*\*Locally-developed Proficiency Examination as the final exam in June).

### **American Sign Language 1**

*Grades 9-12; Local Final*

*1 credit*

Designed to introduce students to American Sign Language, this course enables students to communicate with deaf persons through finger spelling, signed words, and gestures. Course topics may include the culture of and issues facing deaf people. *(NCAA-Approved)*

### **Spanish 2**

*Grades 9-12; Local Final*

*1 credit*

*Prerequisite: Spanish 1*

This course builds upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar and comprehend the language when spoken slowly. Students usually explore the customs, history and art forms of Spanish-speaking people to deepen their understanding of the culture(s). *(NCAA-Approved)*

### **French 2**

*Grades 9-12; Local Final*

*1 credit*

*Prerequisite: French 1*

This course builds upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history and art forms of French-speaking people to deepen their understanding of the culture(s). *(NCAA-Approved)*

### **Latin 2**

*Grades 9-12; Local Final*

*1 credit*

*Prerequisite: Latin 1 or Latin as Core Language*

This course enables students to expand upon what they have learned in Latin as Core Language, increasing their skills and depth of knowledge through the practice of structures, forms and vocabulary. Reading materials reflect Roman life and culture. *(NCAA-Approved)*

### **American Sign Language 2**

*Grades 10-12; Local Final*

*1 credit*

*Prerequisite: ASL 1 and Teacher Recommendation*

This course builds upon skills developed in American Sign Language I, extending students' ability to understand and express themselves in American Sign Language and increasing their vocabulary and speed. Typically, students learn how to engage in discourse for informative or social purposes and to comprehend the language when signed slowly. *(NCAA-Approved)*

**Spanish 3** *Grades 9-12; Regents Exam\*\** *1 credit*  
*Prerequisite: Spanish 2*  
 This course focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining increasing facility and understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. **Students are required to take the Spanish \*\*Locally-developed Regents-Like exam in June. An honors option is available for Latin 3 through the LOTE Challenger Program. (NCAA-Approved)**

**French 3** *Grades 10-12; Regents Exam\*\** *1 credit*  
*Prerequisite: French 2*  
 This course focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. **Students are required to take the French \*\*Locally-developed Regents-Like Exam in June. An honors option is available for French 3 through the LOTE Challenger Program. (NCAA-Approved)**

**Latin 3** *Grades 10-12; Regents Exam\*\** *1 credit*  
*Prerequisite: Latin 2*  
 In this course, emphasis will be placed on reading Latin passages for comprehension. In addition, grammar, work derivatives, vocabulary and mythology will be reviewed in preparation for the Regents Examination. **Students are required to take the Latin \*\*Locally-developed Regents-Like Exam in June. An honors option is available for Latin 3 through the LOTE Challenger Program. (NCAA-Approved)**

**American Sign Language 3** *Grades 11-12; Regents Exam\*\** *1 credit*  
*Prerequisite: ASL 2 and Teacher Recommendation*  
 This course focuses on having students express increasingly complex concepts while showing some spontaneity. Comprehension goals for students may include attaining increasing facility and understanding when viewing the language signed at normal rates and conversing easily within limited situations. **Students are required to take the ASL \*\*Locally-developed Regents-Like Exam in June. An honors option is available for ASL 3 through the LOTE Challenger Program. (NCAA-Approved)**

**Spanish 4 Honors** *Grades 11-12; Local Final* *1 credit*  
*Prerequisite: Spanish 3H or 85 or better in Spanish 3*  
 This course focuses on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose and write narratives that indicate a good understanding of grammar and a strong vocabulary. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Spanish in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**ISA Spanish 4 Honors** *Grades 9-12; Local Final* *1 credit*  
*Prerequisites: Successful completion of Spanish 3 and/or teacher recommendation.*  
 This course is designed to enhance and further develop the writing, reading, listening and speaking of bilingual and/or native speakers of Spanish. Coursework is taught in Spanish and aims to build a student's knowledge of literary movements while developing their own appreciation and enjoyment of the many facets of Spanish in their own lives. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Spanish in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**ISA Hispanic Culture I: The Culture of the Spanish Language and its Peoples** *Grades 9-12* *1 credit*  
*Prerequisites: Successful completion of Spanish 3 or teacher recommendation.*  
 This course, taught in Spanish, is designed for students to reflect upon the products, practices, and perspectives of the varying cultures of Spanish speakers from across the world. Some of the significant Hispanic artists and writers who have made rich and diverse cultural contributions will be highlighted. Through the use of authentic resources the coursework aims to provide its students with a historical and linguistic framework of Spanish and its place in the 21st century.

**French 4 Honors***Grades 11-12; Local Final**1 credit**Prerequisite: 85 or better in French 3*

This course focuses on advancing students' skills and abilities to read, write, speak and understand the French language. The goal of the course is for students to master the skills needed to maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose and write narratives that indicate a good understanding of grammar and a strong vocabulary. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in French in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**Latin 4 Honors***Grades 11-12; Local Final**1 credit**Prerequisite: 85 or better in Latin 3*

This course builds students' knowledge of the Latin language and culture, typically focusing on having students express increasingly complex concepts in writing and comprehend and react to original Latin texts. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. (NCAA-Approved)**

**American Sign Language 4H***Grades 11-12; Local Final**1 credit**Prerequisite: ASL 3 and Teacher Recommendation*

This advanced course is for students who have received Regents' credit for ASL III. Students will continue to expand their vocabulary as well as being introduced to ASL idioms. Topics related to Deaf culture will be emphasized. **(NCAA-Approved)**

**Spanish 5 Honors***Grades 11-12; Local Final**1 credit**Prerequisite: Spanish 4 Honors*

This course extends students' facility with the language so that they are able to understand, initiate and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future). **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Spanish in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**ISA Spanish 5 Honors***Grades 10-12; Local Final**1 credit**Prerequisite: Successful completion of Spanish 4H and/or teacher recommendation.*

This course is taught in Spanish and is designed to introduce a representative body of literature and historical texts, written in Spanish from Spain, Latin America and the United States. A critical analysis of literature from within particular historical events is outlined in its units of study. The units are developed in conjunction with the Spanish Film class and aim to build each student's historical and cultural understandings for a broader analyze of prose, poetry and drama from within different geopolitical and historical periods. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Spanish in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**ISA Hispanic Culture II: Iberian and Central American Civilization, Culture and Literature***Grades 10-12; Local Final**1 credit**Prerequisites: Successful completion of Hispanic Culture I or teacher recommendation.*

This course studies the evolution of the culture and civilization of the Iberian Peninsula and Central America as seen through its: art, cinema, music, architecture and literature. A special emphasis is given to the literary analysis of Spanish and Latin American poetry and prose from within its social, political and historical framework.

**French 5 Honors***Grades 11-12; Local Final**1 credit**Prerequisite: French 4 Honors*

This course extends students' facility with the language so that they are able to understand, initiate and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past and future). **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in French in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**Latin 5 Honors***Grades 11-12; Local Final**1 credit**Prerequisite: Latin 4 Honors*

This course builds students' knowledge of the Latin language and culture, typically focusing on having students express increasingly complex concepts in writing and comprehend and react to original Latin texts. **This course may be offered in conjunction with a college. If college credit is desired, students will pay a reduced tuition to that college. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in Latin in June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**AP Spanish Language ISA***Grade 11-12; AP Exam**1 credit**Prerequisite: Spanish 5 H or Spanish 5 H Immersion*

Designed by the College Board to parallel third-year college-level courses in Spanish Composition and Conversation, this course builds upon prior knowledge and develops students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on. **Students selecting this course are required to take the Spanish Language Advanced Placement examination in May. Additionally, students may consider registering (Feb-March) through College Board for an SAT Subject test in this area in May or June. Please consult with the teacher to determine readiness for success and with the school counselor to assess academic plans. (NCAA-Approved)**

**ISA Hispanic Culture III: Spanish and South American Civilization, Culture and Literature***Grades 11-12; Local Final**1 credit**Prerequisites: Successful completion of Hispanic Culture II or teacher recommendation.*

This course studies the evolution of the culture and civilization of South America as seen through its: art, cinema, music, architecture and literature. The studies are aimed at developing the student's analysis of poetry, short stories and novels in relation with the culture of their country and its relevance in the international setting. The thematic structure of this course is composed of the study of regional literature, avant-garde Latin American poetry, the Latin American boom and the post-boom literature.

**AP Spanish Literature ISA***Grade 12; AP Exam**2 credits**Prerequisite: AP Spanish Language and Hispanic Culture III and/or teacher recommendation*

The AP Spanish Literature and Culture course is designed to develop student's critical reading and analytical writing skills. The course will present the representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Only unabridged, full text, Spanish language versions of the required 38 readings will be used in class. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. This course is a double period to provide the student with the opportunity to explore cultural connections and comparisons through various media (e.g., art, film, articles, literary criticism). **(Note: This course meets two periods each day).**

**ELECTIVES****Conversational Spanish***Grades 10-12; Local Final**1 credit**Prerequisite: Spanish 3*

This course provides students with an introduction to the Spanish language and the culture(s) of Spanish-speaking people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language. An immersion approach towards language learning is utilized by straying from the skill and drill of a traditional textbook approach. This project-based course is designed for students who have completed the Spanish Regents Exam, yet feel the need for greater practice before attempting college credit-bearing courses or simply wish to continue the study of practical Spanish. This course will include the study of some Hispanic movies and other media and projects may include presentations and short film productions. **(NCAA-Approved)**

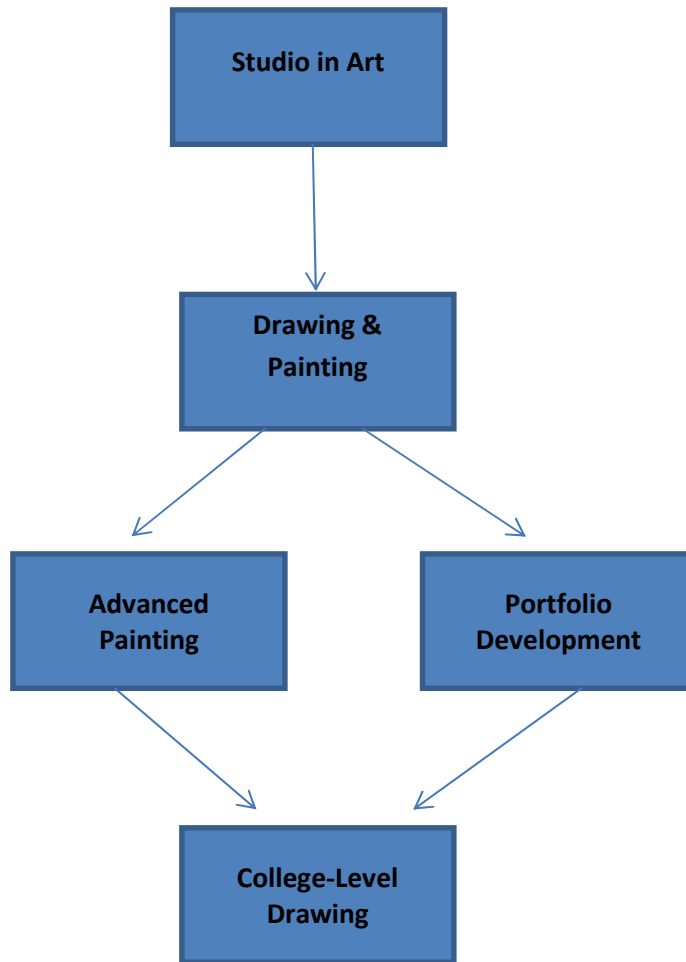
## **LOTE CHALLENGER PROGRAM**

In an effort to personalize the study of language, as well as earn honors credit for these Regents-level courses, the L.O.T.E. Department has implemented the Languages Honors Challenger Program, available in ASL 3, French 3, and Latin 3. Students will choose pre-approved language-related activities that interest them and they will carry them out at home or in school in order to earn honors distinction.

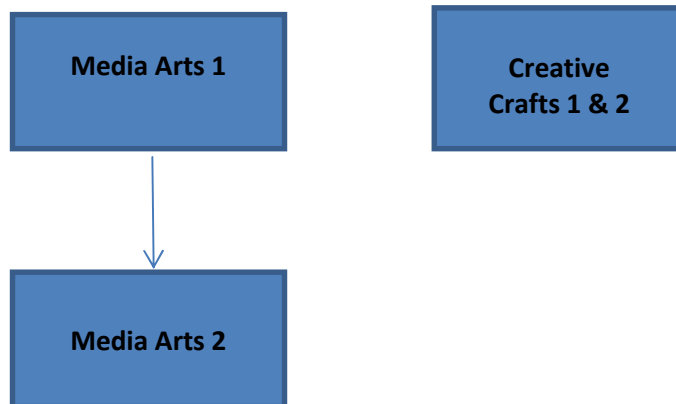
## **LANGUAGES STUDIED AT OTHER ACCREDITED EDUCATIONAL INSTITUTIONS**

Students who have participated in a language program (not offered at SHS, such as Polish, Lithuanian, etc.) through an accredited educational institution may apply to transfer credit(s) to SHS. The student must provide official documentation of the hours of instruction and level of proficiency to the building principal for evaluation toward awarding of credit.

**Southampton Art Pathways**



**Art Electives (semester courses)**



## ART

### **Studio in Art**

*Grades 9-12*

*1 credit*

This course is an introductory course to the basic elements in art. Areas of study include drawing, painting, ceramics and sculpture. The course provides an in-depth view of each of these disciplines and how they apply to more advanced art courses. If a student is interested in creating and expressing oneself as an art major, this course is a strong foundation. **(This course meets NYS fine arts requirement for graduation).**

### **Creative Arts 1**

*Grades 9-12*

*1/2 credit*

The purpose of the Creative Arts 1 course is to expose and educate students in the fundamentals of three-dimensional design through the creation of crafts and works of art in various materials. Students will learn to carve, sculpt and form structures and works of art. Media will include plaster, ceramics, foam, wood, metals, recycled materials and paper. This course develops students' abilities to visualize and create in a three-dimensional sphere. Creative Arts1 is a half year course. **(This course meets .5 credit of the 1.0 NYS fine arts requirement for graduation).**

### **Creative Arts 2**

*Grades 9-12*

*1/2 credit*

The Creative Arts 2 course provides students with an opportunity to further explore three-dimensional design. Students will learn to carve, sculpt and form structures and works of art. Media will include plaster, ceramics, foam, wood, metals, recycled materials and paper. Creative Arts 1 is not a prerequisite for Creative Arts 2. Creative Arts 2 is a half year course. **(This course meets .5 credit of the 1.0 NYS fine arts requirement for graduation).**

### **Media Arts 1**

*Grades 9-12*

*1/2 credit*

The purpose of the Media Arts 1 course is to expose and educate students to an array of areas within art and graphic design. Students will learn basic design principles and vocabulary needed to create, critique and discuss art. Students will utilize traditional media and state of the art software including the Adobe Creative Suite. Students will gain basic experience in digital photography, film recording and editing, layout, design, typography and print production. This course prepares students for a well rounded foundation in Digital Art. Media Arts 1 is a half-year course. **(This course meets .5 credit of the 1.0 NYS fine arts requirement for graduation).**

### **Media Arts 2**

*Grades 9-12*

*1/2 credit*

*Prerequisite: Media Arts 1*

Building upon Media Arts 1, Media Arts 2 delves deeper into graphic and multimedia design. Students will build upon skills gained in Media Arts 1 to conceptualize, develop, and produce graphic and multimedia works. This course provides students the opportunity to produce portfolio quality graphic and multimedia works. Media Arts 2 is a half year course. **(This course meets .5 credit of the 1.0 NYS fine arts requirement for graduation).**

### **Drawing and Painting**

*Grades 10-12*

*1 credit*

*Prerequisite: 80 or better in Studio in Art*

This course is designed to introduce the student to the different techniques and styles of painting and drawing. It is aimed at helping all students to think creatively and to express their thoughts and feelings.

### **Advanced Painting**

*Grades 11-12*

*1 credit*

*Prerequisite: Must have completed Studio and Art, Drawing and Painting or Portfolio or teacher recommendation.*

Students will develop advanced watercolor paintings, oil-pastels, acrylic painting techniques to create original two-dimensional artworks. They will express themselves through the themes of observation, expressive painting, figure, landscape/cityscape and portraiture. Work will be inspired by the historical study of American Realism, Fauvism/ Expressionism, Surrealism, and Post Modernism. Students will analyze, and critique artworks, discuss aesthetic issues and historical influences on the evolution of painting.

### **Portfolio Development**

*Grades 11-12*

*1 credit*

*Prerequisite: 85 average or above in Drawing and Painting*

This course is intended for highly motivated students committed to serious study in art, including advanced students wanting to work in two-dimensional or three- dimensional arts. Assembling a portfolio for college scholarships is an integral part of the class. Students in their senior year will be expected to produce a portfolio of at least 8 slided-art works. Students must have at least 3 drawings in their collection (regardless of area of emphasis). Exploration of new styles and mediums are encouraged. Visits to art schools, museums, galleries, and working artists, will be integrated into this class. Students may choose to focus on one of three areas of artistic study: Drawing, 2-D Design, or 3-D Designs. Within this area, students are asked to explore a variety of media in depth and produce a large body of work for their portfolio. Presentation of drawings, how to organize a portfolio and strategies for an outstanding portfolio will be presented.



**College-Level Drawing**

Grade 12

1 credit

*Prerequisite: Drawing & Painting or Teacher Recommendation*

This advanced drawing class is designed to provide high school students with an array of completed portfolio pieces. The course is structured so as to improve perceptual observation and promote concept development. Attention is focused on a series of related projects using various techniques and materials that improve their own powers of observation and execution. The course demands are in keeping with college level work. A mid-term and final portfolio will be required. Students can expect to do several hours of drawing each month outside of class. This course is open only to Seniors who excel in Art.

**BUSINESS****Accounting**

Grades 9-12

1 credit

This introductory accounting course is perfect for future small-business owners, those who wish to enter the workforce right out of high school, as well as those who are college-bound. This course examines the nature and purpose of accounting theory and procedures through study of the accounting cycle and financial statements and will include a computerized accounting lab component using *QuickBooks*.

**Business Law**

Grades 10-12

1 credit

Business Law is an extremely useful course for all students regardless of what the future may hold. This course will take you through a lifetime of experience with the law: crimes, torts, criminal and civil trial procedures, contracts, employment laws dealing with minors, renting, bankruptcy, business organizations, antitrust, estate planning, marriage and divorce laws, and current cases in the news/experiences of students. This course may be used to satisfy the fifth unit of a social studies sequence.

**Sports Marketing**

Grades 10-12

1/2 credit

Sports Marketing is a unique and innovative project-based course designed for students with an interest in the sports industry. Students will learn about and apply the 5 P's of marketing (product, price, placement, promotion, and public relations), the role of research in sports marketing, market segmentation and corporate sponsorship. Classroom instruction will be reinforced through case studies, field trips, and interactive computer software. Additionally, students will create a fantasy team and market it throughout the course. Hands-on activities such as creation of a team logo, stadium design, ticket design, team promotional brochure, and a team magazine cover are included.

**FAMILY AND CONSUMER SCIENCE**

Family and Consumer Science (formerly Home Economics) has, as its goal, to help individuals develop the knowledge, skills and attitudes to take charge of their own lives and to become productive citizens.

**Basic Food Preparation**

Grades 9-12

1/2 credit

This course will help the student develop an understanding of sound nutritional concepts through many hands-on experiences related to foods and nutrition. Students will explore nutritional requirements and the dietary guidelines that promote long-term wellness. Also, students will plan, prepare, serve, and evaluate a wide variety of foods. Careers related to food and nutrition and how they match up with personal characteristics and skills will be studied.

**Child Development**

Grades 10-12

1/2 credit

The most common factor among high school students is that they face the likelihood of one day choosing whether or not to become a parent, when, with whom, and under which economic, social, educational and physical conditions. This class will provide students with knowledge about the physical, mental, emotional, and social growth and development of children from conception to pre-school age, emphasizing the application of this knowledge in child care settings. These courses typically include related topics such as the appropriate care of infants, toddlers, and young children. *Note: It is strongly recommended that students take both Human and Child Development.*

**Culture and Foods**

Grades 11-12

1/2 credit

*Prerequisite: Basic Food Preparation*

Through the study of foods and cooking techniques students will gain an understanding of cultural differences and the interdependence of regions and countries around the world. Regional foods of the United States and foreign foods will be prepared. Global food problems will also be explored. This course is for those students with previous cooking experience.

**Food Preparation and Nutrition***Grades 9-12**1/2 credit**Prerequisite: Basic Food Preparation*

This course is intended to be a follow up to the concepts studied in Basic Food Preparation. Students will have in-depth experiences in the preparation of food for good nutrition.

**Gourmet Foods***Grades 11-12**1/2 credit**Prerequisite: Basic Food Preparation*

In this course students will learn advanced food preparation techniques, the importance of food appearance and presentation, and the use of specialized equipment.

**Healthy Foods***Grades 9-12**1/2 credit*

This course will allow the student to develop an understanding for sound nutritional concepts through hands-on experiences related to foods and nutrition. Students will use food and nutritional information to plan a healthy diet and also choose and prepare healthy recipes.

**Human Development***Grades 10-12**1/2 credit*

This course will help students to see where they fit into the scheme of things as adolescents. Students will learn about themselves and ways of coping with the problems and stresses faced. Discussions will focus on how to deal effectively with peers, family members, younger children and adults. There will be opportunities to investigate issues facing teens today and to discover how the issues affect adolescents and their families. Careers dealing with people will be explored along with the personal characteristics necessary for such careers.

**Interior Design***Grades 9-12**1/2 credit*

This course introduces students to the design fundamentals and the study and practice of interior design. Topics include: color, space, form, light, furniture, windows, floors and accessories. Students will be introduced to methods for planning, organizing and arranging spaces in the interior environment. Students will examine space in terms of human needs, activities, and priorities and apply design processes to make the best functional and aesthetic use of space.

**HEALTH AND PHYSICAL EDUCATION****Health***Grades 9-12**1/2 credit*

A comprehensive study of the physical, mental, emotional, environmental, spiritual and social aspects of healthful living. Instruction in understandings, attitudes, behavior and decision-making in regard to several topics related to health. Topics of study include: wellness, emotional health, human reproduction, alcohol, tobacco and other drugs, nutrition, fitness, disease prevention and control and current health issues. **(This course meets the NYS health requirement for graduation).**

**Physical Education***Grades 9-12**1/4 credit (each semester)*

This course is designed to teach and encourage wellness through a curriculum of games, sports, rhythms and fitness activities. The mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy productive and fulfilling life. Physical Education is a sequential educational program based on a variety of traditional and non-traditional activities that are presented in an atmosphere that is caring, supportive and non-threatening where every student is challenged and meets a degree of success.

**Strength and Conditioning***Grades 11-12**1/4 credit (each semester)*

This course entails a comprehensive curriculum to provide up-to-date and pertinent information for students to establish healthier lifestyles and better understanding of the close relationship between physical activity, nutrition and overall total wellness. Students will acquire knowledge of physical fitness concepts that will in turn allow them to create their own personal workout program. Students entering this course are required to bring a binder to class and complete multiple projects. If a student is not reaching expected guideline, the teacher has the right to place student back into a regular physical education class.

**Nutrition & Human Performance***Grades 11-12**1/2 credit**Prerequisite: Living Environment*

Application of nutritional concepts, caloric intake, and eating habits; to health, performance and weight control will be discussed. Review of the current nutrition research as it relates to issues of wellness, disease prevention, weight management, exercise and performance enhancement; information on methods to develop and adhere to a healthy and active lifestyle; physiological aspects of developing muscular strength and endurance, principles of training, exercise analysis and biomechanics of techniques will also be explored.

**Care & Prevention of Athletic Injuries**

Grades 11-12

1/2 credit

*Prerequisite: Living Environment and Nutrition & Human Performance*

Students will study basic anatomy and biomechanics of human body with an emphasis on preventive and rehabilitative techniques for fitness and sport participation injuries. Stress reduction, over-training symptoms, and client's overall wellness will also be discussed. Certification in Emergency first aid and CPR procedures is offered.

**MUSIC****Band**

Grades 9-12

1 credit

This course is for those instrumentalists with previous experience who wish to develop more fully their musical talents through individual and group participation. Students will enhance their ensemble skills emphasizing the concepts of balance/blend, teamwork/leadership skills and personal listening skills. Fundamental music theory and sight-reading skills will be addressed. *A weekly rotating lesson schedule is part of the course structure.* Required performances include school concerts, home football games and parades. Ten lessons per quarter are required. **(This course meets NYS fine arts requirement for graduation).**

**Chorus**

Grades 9-12

1 credit

The emphasis of this course is on sight-reading, tone production and fundamentals of group singing. Breathing techniques, diction, phrasing and tone quality are covered. Repertoire for study and performance is chosen from classical, folk/spiritual, American musical theater and popular genre. Students will also sing in small ensembles and enhance their ensemble skills including the ideas of balance/blend, teamwork/leadership skills and their personal listening skills. Weekly rotating vocal lessons outside of class are required throughout the year as well as public performances. Previous choral experience is required or teacher permission. This is a one year course. **(This course meets NYS fine arts requirement for graduation).**

**Orchestra/Strings**

Grades 9-12

1 credit

This course is an expansion of the orchestra program established at the Southampton Intermediate School. Music theory, string ensemble and chamber music (i.e. quartets and piano trios) playing will all be emphasized. All students will all participate in winter and spring concerts and are strongly encouraged to attend the NYSSMA solo festival in the spring. Ten lessons per quarter are required. For the more serious student, opportunities may include the Suffolk County Orchestra, the Long Island String Festival, and the SHS musical pit orchestra. A spring trip and orchestra competition is also planned. **(This course meets NYS fine arts requirement for graduation).**

**Advanced Orchestra**

Grades 10-12

1 credit

*Prerequisites: Orchestra/Strings, Teacher Recommendation*

This course is an enrichment of the orchestra program at Southampton High School. Advanced Orchestra students will participate in a joint performance with college students at a local college. *(Note: Students enrolled in Strings will be selected for this opportunity based on interest and overall performance in Strings).* **This course offers the possibility to earn college credit. (This course meets NYS fine arts requirement for graduation).**

**Music Theory**

Grades 11-12 (Grades 9, 10 with permission of instructor)

1 credit

*Prerequisite: Band, Chorus or Orchestra*

Areas of study will be scale development, chords, transposing, orchestration, conducting, composing, sight singing and basic piano. This course is also for prospective music majors looking to increase their skills. **(This course meets NYS fine arts requirement for graduation).**

**Piano/Keyboard**

Grades 9-12

1/2 credit

The piano keyboard class is designed to teach beginners and intermediate students how to play the piano and utilize an electronic keyboard. The student will be playing keyboard every day. Emphasis will be on reading printed music while using the correct fingering and using the onboard sequencer. There will be four playing recitals (in front of the class) a year, and quizzes. If you ever wanted to play the piano and are willing to devote the time and energy, this class is for you. This class is also for prospective music majors looking to increase their piano skills. **(This course meets .5 credit of the 1.0 NYS fine arts requirement for graduation).**

## Guitar I

Grades 9-12

1/2 credit

Guitar I is for those students who have an interest in learning how to play guitar but have little or no experience. By the end of the semester, students will be able to read music notation rhythm and be able to play simple melodies and chords on guitar. Students may use their own guitar or a guitar will be provided for class use. Please note this class is intended for beginners and some intermediate playing. Although the class will discuss some Rock and Roll playing, this is not a Rock and Roll class, and electric guitars will not be provided. **(This course meets .5 credit of the 1.0 NYS fine arts requirement for graduation).**

## SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS (S.T.E.M.) EDUCATION

### PLTW Introduction to Computer Science (ICS)

Grades 9-12

1/2 credit

Designed to be the first computer science course for students who have never programmed before, ICS is an optional starting point for the PLTW Computer Science program. Students work in teams to create simple apps for mobile devices using MIT App Inventor®. Students explore the impact of computing in society and the application of computing across career paths and build skills and awareness in digital citizenship and cybersecurity. Students model, simulate, and analyze data about themselves and their interests. They also transfer the understanding of programming gained in App Inventor to learn introductory elements of text-based programming in Python® to create strategy games.

### PLTW Design/Draw for Production (DDP)

Grades 9-12 1 credit

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. **This course offers the possibility to earn college credit and become certified in the 3D design software Autodesk Inventor. (This course meets NYS fine arts requirement for graduation).** *This course is a requirement for students pursuing the AP + PLTW Student Recognition - see Special Programs.*

### PLTW Principles of Engineering (POE)

Grades 10-12

1 credit

*Prerequisite: PLTW DDP or PLTW ICS*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. **This course offers the possibility to earn college credit. (This course meets NYS third credit of math requirement for graduation).** *This course can count as the specialization course for students pursuing the AP + PLTW Student Recognition - see Special Programs.*

### AP Computer Science Principles PLTW (CSP)

Grades 10-12

1 credit

*Prerequisites: PLTW ICS or PLTW DDP and PLTW POE (or instructor approval)*

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be a student's first course in computer science, although we encourage students without prior computing experience to start with Introduction to Computer Science. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course. This is a full year course. **(This course meets NYS third credit of math requirement for graduation).** **This course offers the possibility to earn college credit.**

### PLTW Engineering Design and Development (EDD)

Grade 12

1 credit

*Prerequisites: PLTW DDP and PLTW POE (or instructor approval)*

The knowledge and skills students acquire throughout PLTW Engineering courses come together in Engineering Design and Development. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone PLTW course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

## WORK-BASED LEARNING (WBL)

**Work-Based Learning (WBL)** is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad transferable skills for postsecondary education and the workplace. WBL includes paid or unpaid work experience that exposes the student to an occupation in a particular career chosen by the student. Students 14 years of age and older may participate in this program during the school day as long as free time exists in their schedules, after school hours, on weekends and during the summer. Students will create a career plan to lay the foundation for sound career decision making. They will explore who they are and then determine what careers are best suited for them. Activities will include self-assessment, researching careers, and identifying opportunities post high school to get them on their way down the career path. Regularly scheduled meetings with the School to Work Coordinator are required to review the assignments which must be completed to receive credit. Students can receive a maximum of 2 WBL credits towards graduation. Transportation to and from the work site is the student's responsibility. These courses are graded on a Pass/Fail basis. (Note: Qualifying students may have the opportunity for early dismissal in order to pursue employment.) **Employment certificates (working papers) are required for these programs.**

### **Career Exploration Internship Program (CEIP) Grades 9 - 12** *1/2 credit - 1 credit*

The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain *non-paid, on-site, career exploration experiences*. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit.

Note: Credit accumulation for CEIP is as follows (Max credit): 54 hours = 0.50 credit      108 hours = 1.00 credit

### **General Education Work Experience Program (GEWEP) Grades 9 - 12** *1/2 credit - 2 credits*

This is a work-based learning option for students, age 16 and above. The program consists of *paid, supervised work experience*, supported by the equivalent of at least one classroom period per week of related instruction. Students typically earn ½ to 2 units of high school credit.

Note: Credit accumulation for GEWEP is as follows (Max 2 credits):

150 hours = 0.50 credit      300 hours = 1.00 credit      450 hours = 1.50 credits      600 hours = 2.00 credits

**ATHLETIC OFFERINGS\***

**BOYS**

**GIRLS**

**FALL SPORTS**

Football - JV & Varsity

Field Hockey - JV & Varsity

Cross Country - Varsity Only

Cross Country - Varsity Only

Soccer JV & Varsity

Soccer JV & Varsity

Golf - JV & Varsity

Tennis - JV & Varsity

Volleyball - JV & Varsity

**WINTER SPORTS**

Basketball - J.V & Varsity

Basketball - JV & Varsity

Winter Track - Varsity

Winter Track - Varsity

Wrestling - Varsity

**SPRING SPORTS**

Spring Track - Varsity Only

Spring Track - Varsity Only

Baseball - JV & Varsity

Softball - JV & Varsity

Lacrosse - JV & Varsity

Lacrosse - JV & Varsity

Tennis - JV & Varsity

Golf - JV & Varsity

*\*Athletic offerings are always contingent upon interest, participation and approval of budgeted expenses.*

## SPECIAL PROGRAMS

### ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. For students who are willing and able to apply themselves to college-level studies, the A.P. program enriches their secondary and post-secondary school experiences. It also provides the means for colleges to grant credit, placement, or both, to students who have applied themselves successfully.

Each AP Exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5-point scale:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

The Advanced Placement Program at Southampton High School is very strong and diverse in its offerings. Currently, we have thirteen college-level courses whose rigor is defined by the Educational Testing Service (E.T.S.): Computer Science Principles, English Literature and Composition, English Language and Composition, United States History, World History, U.S Government and Politics, Psychology, Calculus AB, Biology, Environmental Science, Physics 1, Spanish Language and Spanish Literature. Our advanced placement philosophy is to provide students with the proper rigorous instruction, which will enable them, at a minimum, to be prepared to take the national examinations that are created by E.T.S.

AP courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them. The Course Description for each discipline outlines the course content, describes the curricular goals of the subject, and provides sample examination questions. While the Course Descriptions are a significant source of information about the course content on which the AP Exams will be based, AP teachers have the flexibility to determine how this content is presented. Our Advanced Placement teachers have established criteria that they feel are appropriate for their particular discipline. The criteria for admission to Advanced Placement courses can be found in the AP/Honors section (page 13) and in the course descriptions of this guide. It will inform you of the opportunities and expectations of each of our Advanced Placement courses. **AP designation will only be given to those students who take the AP examination.**

### DIPLOMA IN SPANISH AS A FOREIGN LANGUAGE

Southampton High School has been recognized by the Spanish Embassy's Ministry as an **International Spanish Academy** (ISA). In order to be recognized as an International Spanish Academy, the school must demonstrate excellence in Spanish language instruction. To be eligible for the *Diploma in Spanish as a Foreign Language* granted by Instituto Cervantes on behalf of the Ministry of Education of Spain, students must be taught in Spanish for a minimum of two periods per day (25% of students' instructional day) throughout their four years of high school.

9 <sup>th</sup>	ISA Hispanic Culture I	ISA Spanish 4H
10 <sup>th</sup>	ISA Hispanic Culture II	ISA Spanish 5H
11 <sup>th</sup>	ISA Hispanic Culture III	AP Language & Culture ISA
12 <sup>th</sup>	AP Spanish Literature & Culture ISA (2 credits)	

Upon successful completion of each school, students will receive a certificate issued by the Spanish Ministry of Education that validates the student's completion of the corresponding cycle of a bilingual program in an International Spanish Academy.

### AP + PLTW STUDENT RECOGNITION (BY COLLEGE BOARD)

This recognition shows colleges and employers that you're prepared for advanced course work — and interested in careers in the field you're studying. The AP + PLTW Program features a Pathway in Engineering. The pathway has three parts:

- PLTW courses designed to introduce students to the field (PLTW DDP/IED)
- AP courses and exams that provide an opportunity for advanced placement and/or college credit
- PLTW specialization courses that focus on knowledge and skills needed for a rewarding career

If you complete three courses in the pathway — one AP course; one PLTW course; and a third course, either AP or PLTW — and earn a score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End of Course (EoC) assessment(s), you’ve earned the AP + PLTW student recognition for that pathway.

Qualifying combinations for the Pathway in Engineering:

PLTW DDP/IED + PLTW POE + AP Physics 1 or AP Biology or AP Environmental or AP Calculus

PLTW DDP/IED + (any two of these courses): AP Physics 1, AP Biology, AP Environmental, AP Calculus

<b>ENL (Formerly ESL)</b>
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**English as a New Language (ENL)**

The ENL Program teaches students the essential skills of reading, language composition, communication and composition in a systematic, cumulative, sequential curriculum. All skills are taught, directly applied and practiced. The students learn about sounds, spelling, syllables, morphemes, sentence structure, grammar, semantic organization and text structure. The emphasis is on teaching English through the content areas and guiding students successfully through the English Regents Examination. Part 154 of the NYSED Regulations require the following minimal ENL instruction based on students' NYSESLAT levels:

<i>NYSESLAT Level</i>	<i>ENL Instruction Required</i>
Entering	2 ENL classes plus an Integrated ELA course
Emerging	1 ENL classes plus an Integrated ELA
Transitioning	1ENL class or an Integrated ELA course
Expanding	1 class ENL through content (Math, Social Studies, Science or Integrated ELA)
Commanding	The equivalent of 1/2 credit ENL through content (Math, Social Studies, Science or Integrated ELA)

**Sheltered Classes**

These classes are designed to allow English Language Learners (ELL) to cover the corresponding course curriculum in an environment that is sensitive to their English proficiency levels as well as to the language acquisition and acculturation process as a whole.



**EASTERN LONG ISLAND ACADEMY OF APPLIED TECHNOLOGY  
(FORMERLY BOCES TECHNICAL CENTERS)**

Career and Technical Education provides the opportunity to explore a career, learn a marketable job skill or prepare to attend college. Students spend 2 ½ hours a day in their selected course. Programs are offered to juniors and seniors at one of the two technical centers: Gary D. Bixhorn Technical Center (Brookhaven) and Harry B. Ward Technical Center (Riverhead). Generally, students attend in the morning and take other required courses at SHS in the afternoon. All programs are offered to all students without regard to sex, race, color, national origin or handicap. Please note that the Eastern LI Academy of Applied Technology has implemented a new registration process. All applicants must complete an Intake Application Form with their counselor which must be signed by the Student, Parent/Guardian, School Nurse, School Counselor, and District Superintendent Designee. In addition, a copy of the student's high school transcript as well as attendance and disciplinary records must accompany the Intake Application Form. If a student is classified by his/her district CSE, a copy of the student's IEP, psychological report and vocational assessment must accompany the application. All applications go through a review process at Eastern LI Academy of Applied Technology to determine appropriate student placement for each application received. The Academy reserves that right to deny enrollment or recommend a second placement option. (Please see your counselor for descriptions, locations, and further details). The following programs are offered

Animal Science	Electrical Trade & Alternative Energy
Art Design & Visual Communications	Engineering
Audio Production	Fashion Merchandising & Design
Auto Body Repair & Car Customization	Heating, Ventilation & Air Conditioning (HVAC)
Automotive Technology	Law Enforcement
Aviation/Professional Pilot Training	Practical Nursing
Barbering	Marine/Motorsports Technology
Carpentry/Residential Construction & Home Improvement	Nurse Assisting
Certified Personal Trainer	Pharmacy Technician
Clinical Medical Assisting	Plumbing & Heating
Computer Technology & Repair	Professional Photography & Digital Imaging
Cosmetology	Regional S.T.E.M. High School
Culinary Arts/Restaurant Operations Management	Television, Video & Digital Film Production
Dental Chairside Assisting	Welding/Metal Fabrication
Early Childhood Education	

Please Note: **Students must be in good academic standing to be considered for these programs.** Students' academic performance and attendance in their respective programs will be reviewed carefully during the *probationary period* (the first six weeks of school). **The building principal reserves the right to drop a student based on poor performance and/or attendance during the probationary period.** (Students who are dropped will have the opportunity to enroll in alternate courses at SHS.)

**BOCES SPECIAL CAREER EDUCATION**

The BOCES Special Career Education Program serves students with disabilities. This program provides a self-contained learning environment with numerous class size options (as determined by the CSE). Technical and career education provides the opportunity to explore a career and learn a marketable skill at Harry B. Ward Technical Center or the Islip Career Center for students who are 15.5 years of age by September 1st until the age of 21. Programs offered are as follows:

Auto Body Repair & Refinishing	Food Preparation/Service
Auto Front End & Brakes	Health Related Occupations
Auto Service	Horticulture
Canine Careers	Introduction to Baking
Carpentry	Introduction to Barbering
Computer Graphic Arts Technology	Introduction to Cooking
Cosmetology	Introduction to Welding/Metal Fabrication
Early Childhood Education	Retail Store Services
Electronics	Supermarket & Warehouse Operations
Facilities Maintenance	Transportation Service

**For a description, location and further details on the above please see your counselor.**

## SPECIAL EDUCATION

The High School provides programs and support services for those students who have been identified as having special education needs. There are essentially 4 types of programs available to these students:

1. ***A special education class program*** – Students assigned to this program receive the majority of their academic instruction in a special class. Students in this program are mainstreamed into regular academic classes on the basis of their academic skills, their aptitudes and their needs.
2. ***A resource room program*** – Students are assigned to this program for one or two periods each day in order to receive academic assistance in areas of identified need. Instruction is provided in small groups.
3. ***Integrated Co-Teaching(ICT)*** – Students in this program follow the daily expectations of the general education classes. Adaptations and modifications are, at times, made to assignments, tests and grading according to each student's needs and each student's Individual Educational Program (IEP) or 504 Plan.
4. ***Life Skills Class*** – This class provides direct instruction aimed at improvement in the areas of reading, writing, mathematics and science. Instruction in activities of daily living is also included.

## INDEPENDENT STUDY

### **Independent Study**

*Grades 11-12*

*1/2 or 1 credit*

This course is for those students who wish to pursue research and study on an academic or advanced level. **All Independent Study courses are provided on a Pass/Fail basis.** To be accepted for independent study, a student must:

1. Obtain an application in the Counseling Office.
2. Write a paragraph or two on the purpose of the study project.
3. In conjunction with the faculty mentor, write a reasonably detailed outline of what the student will be doing and how the student expects to accomplish the project for each marking period. The outline should include a listing of reading outlines, experiments, lab reports and papers due.
4. Gain the approval of the sponsoring teacher, area coordinator, counselor and principal.
5. Completed Independent Study applications must be submitted within the first two weeks of the semester in which the student plans the study.

## ACADEMIC INTERVENTION SERVICES

These courses provide additional instruction and/or student support services, which supplement the instruction provided in the general curriculum. Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning standards in English, Social Studies, Math or Science. These courses will provide individualized attention to students to strengthen skills that a student must possess in order to pass the required Regents Exams. These are non-credit bearing courses and are required for some students. No grades are given. All testing within these courses are used for assessment purposes only.

## DRIVER EDUCATION PROGRAM

### **Driver Education**

Driver Education is designed to develop safe driving habits. This program includes classroom time and required driving hours in the car. Passing of the program and issuance of form MV-285 (blue card) necessitate meeting both requirements by the end of the program. Students failing to meet driving and/or classroom requirements must repeat the entire course. A fee of approximately \$425 will be required at the time of registration in order to help with the cost of the program.

**NOTES**

