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BETHPAGE HIGH SCHOOL  
Bethpage, New York 11714  
*www.bethpagecommunity.com*

Dear Students and Parents:

Welcome to a new academic year at Bethpage High School. This 2010-2011 Course of Studies Booklet has been designed to provide you with descriptions of anticipated class offerings for next year.

As members of a student body that celebrates both academic and personal achievements, we urge you to carefully read and review the new 2010-2011 Course of Studies Booklet to help you prepare for another highly successful, productive year.

What makes Bethpage High School a distinguished and distinctive four-year learning institution is the fact that we respect the individuality of each person. It is our goal to promote academic, social, emotional, and physical development throughout the school year. Our 21st Century Scholars program is nationally recognized and is based on the Framework of the Partnership for 21st Century Skills. The world beyond the classroom offers significant teaching and learning opportunities for “all” Bethpage students.

The process of selecting courses of study should be one in which there is consultation and collaboration among the school, the student, and the parents. It is our intent to assist students in selecting courses that match their needs, abilities and interests. The administration, faculty and guidance team welcome any questions you may have concerning the course selection and scheduling process.

The courses that you choose will help you to acquire the knowledge and skills needed to meet the challenges that lie ahead.

Michael Spence, *Principal*  
Pamela Puglisi, *Guidance Director*

## **BOARD OF EDUCATION**

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Ralph Tocco, *Assistant Principal*

## **HIGH SCHOOL GUIDANCE DEPARTMENT**

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James Benjamin, *Counselor*

Jennifer Payne, *Counselor*

Meg Scanlon, *Counselor*

Christine Kennedy, *Social Worker*

Dr. Bruce Serkin, *Psychologist*

## **MISSION STATEMENT**

Through a commitment to educational excellence in a secure and supportive environment, the Bethpage Public School Community shall inspire students to develop a strong sense of individual worth and respect for others, to become lifelong learners and independent thinkers, and to fulfill themselves as concerned, responsible citizens in a diverse world.

**THE PROCEDURE FOR NEW ENTRANTS**

**New Entrants and Parents should report to:**

1. **The Central Registration Office** reviews written proof of residency in the Bethpage School District, completes registration forms, and collects information regarding health records.
2. **The Guidance Office** schedules an appointment for review of academic records, scheduling and screening. The student should bring a recent report card and transcript.

***NOTE: Lack of pertinent records may cause a delay in registration.***

**SCREENING OF NEW ENTRANTS**

Every new entrant to Bethpage High School is screened to determine whether the pupil may be disabled or gifted. As part of the initial interview process, the Guidance Counselor reviews the test data and the records from the previous school in order to determine the appropriate placement in classes. The purpose is to challenge the pupil to make the best use of his/her talents in preparation for a career in the future.

**EQUAL ACCESS TO ALL CLASSES**

Bethpage High School does not discriminate in any educational program or activity. It provides equal access to all students without regard to sex, race, color, creed, national origin or handicap. Students are encouraged to participate in all activities for which they are qualified.

**GRADUATION REQUIREMENTS**

<b><u>REGENTS DIPLOMA OR LOCAL DIPLOMA REQUIRED COURSES</u></b>	<b><u>ADVANCED DESIGNATION REGENTS DIPLOMA REQUIRED COURSES</u></b>
English..... 4	English ..... 4
Social Studies ..... 4	Social Studies ..... 4
Math..... 3	Math ..... 3
Science ..... 3	Science ..... 3
Languages Other Than English (LOTE) .. 1	*Languages Other Than English (LOTE) . 3
Art <b>OR</b> Music ..... 1	Art <b>OR</b> Music ..... 1
Health ..... ½	Health ..... ½
Physical Education ..... 2	Physical Education ..... 2
Sequence / Electives..... 3½	Sequence / Electives ..... 1½
<b>MINIMUM TOTAL 22.0</b>	<b>MINIMUM TOTAL 22.0</b>

\*To earn the advanced designation, the student must complete one of the following:

- 1) LOTE (3 credits)
- 2) CTE (5 credits)
- 3) The Arts (5 credits)

**GRADUATING**  
**CLASS OF 2011**

**Local Diploma Requirements**

Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exams. Earn 22 units of credit.

**Regents Diploma Requirements**

Score 65 or above on 5 required Regents exams. Earn 22 units of credit.

**Regents Diploma with Advanced Designation Requirements**

Score 65 or above on 8 required Regents Exams. Earn 22 units of credit.

**NOTE:**

1. *The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2011. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities, without local option.*
2. **Dropping A Course** — *If a course must be dropped due to a schedule change, there is no penalty for up to five weeks for a semester course and up to ten weeks for a full year course. If the deadline is exceeded, the course will appear on the transcript with a withdrawal. If the student is failing the course, a W/F will appear.*

**GRADUATING**  
**CLASS OF 2012 and Beyond**

**Regents Diploma Requirements**

Score 65 or above on 5 required Regents exams. Earn 22 units of credit.

**Regents Diploma with Advanced Designation Requirements**

Score 65 or above on 9 required Regents Exams. Earn 22 units of credit.

**NEW YORK STATE DIPLOMA REQUIREMENTS**  
**(For Students Entering Grade 9 in 2005—2009)**

Year Entering Grade 9	Local Diploma Requirements*	Regents Diploma Requirements*	Regents Diploma with Advanced Designation Requirements**
<b>2005</b> <b>(Class of 2009)</b>	Score 55% or above on 3 of 5 Regents Exams <b>and</b> 65% on Remaining 2 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 5 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 8 Regents Exams <b>and</b> earn 22 credits
<b>2006</b> <b>(Class of 2010)</b>	Score 55% or above on 2 of 5 Regents Exams <b>and</b> 65% on Remaining 3 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 5 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 8 Regents Exams <b>and</b> earn 22 credits
<b>Introduction of New Mathematics Regents Exams</b>			
<b>2007</b> <b>(Class of 2011)</b>	Score 55% or above on 1 of 5 Regents Exams <b>and</b> 65% on Remaining 4 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 5 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 9 Regents Exams <b>and</b> earn 22 credits
<b>2008</b> <b>(Class of 2012)</b>	<i>Local Diploma is no longer an option.</i>	Score 65% or above on 5 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 9 Regents Exams <b>and</b> earn 22 credits
<b>2009</b> <b>(Class of 2013)</b>	<i>See Above</i>	Score 65% or above on 5 Regents Exams <b>and</b> earn 22 credits	Score 65% or above on 9 Regents Exams <b>and</b> earn 22 credits

\*Five required Regents Examinations are English, Global History & Geography, Integrated Algebra, US History & Government, and Science (from either Physical Setting or Living Environment cores).

\*\*Nine Regents Examinations are English, Global History & Geography, Integrated Algebra, Integrated Geometry, Integrated Algebra 2 & Trigonometry, US History & Government, a Second Language, and two Science exams (one from Physical Setting core and one in Living Environment).

## BETHPAGE HIGH SCHOOL GRADE POINT AVERAGE AND SELECTION OF THE VALEDICTORIAN AND SALUTATORIAN

The Board of Education of the Bethpage Union Free School District has accepted the recommendation of the Site Based Committee to eliminate class ranking commencing with the Class of 2000, except for purposes of selecting the High School's Senior Class Valedictorian and Salutatorian. The criteria listed below will be used to calculate student averages in the High School, and to determine the Valedictorian and Salutatorian.

1. Grade Point Average is based on the weighted average of final grades in all courses in the academic areas of English, Social Studies, Mathematics, Science and Languages Other than English (LOTE) and all AP courses.
2. The grade weighting system was revised in 1987 by students, teachers and administrators to compensate for the varying difficulties in different levels of academic courses. Although the actual grades on the transcripts remain unchanged, the grade values are weighted according to the following formula:  

Advanced Placement (AP) Courses _____	are factored by 1.15
Honors and College (H) Courses _____	are factored by 1.10
Regents (R) Courses _____	are factored by 1.025
Non-Regents Courses _____	are factored by 1.00
3. Although a weighted and unweighted average will be developed, only the weighted average will be entered on all official transcripts sent to colleges.
4. The weighted average will be used for purposes of identifying the student with the highest overall average and the student with the second highest overall average in the Senior Class of the High School.
5. The determination of which students possess the highest and second highest overall averages, will be made at the end of the 3rd marking period of the Senior year.
6. A new entrant must have entered Bethpage High School at the start of his/her Sophomore year to be eligible to be the High School Senior Class Valedictorian or Salutatorian.

### HONOR ROLL

1. Placement on the **GOLD HONOR ROLL** is reserved for students with an unweighted average of 88 and above with no grades below 75 and passing physical education.
2. Placement on the **BLUE HONOR ROLL** is reserved for students with an unweighted average of 80 and above with no grades below 75 and passing physical education.

### NATIONAL HONOR SOCIETY

Membership in the Bethpage National Honor Society is granted by the faculty council to students who exemplify the following criteria: scholarship, character, service and leadership.

*Scholarship: A weighted average of 90 percent in the five academic subjects including grades 9, 10 and the fall semester of grade 11.*

Those students who qualify academically must identify ten teachers who will be willing to give them a character recommendation. In addition, they will be asked to write an essay and to complete an information survey regarding their community service and leadership activities.

Once admitted:

- 1) Members agree to **maintain standards** in scholarship, character, service and leadership. Please note that the first quarter report card grades from senior year will be reviewed.
- 2) Members agree to **attend regular monthly meetings**. (Participation in the annual Trivia Challenge will replace one meeting.)
- 3) Members agree to **tutor students** at the high school at least one hour per week.

*Students who do not meet the above requirements will be placed on probation for five weeks at which time membership in National Honor Society will be evaluated.*

## **STUDENT ATTENDANCE POLICY #7110 (Re-adopted: 8/26/08)**

### **I. PURPOSE**

In accordance with New York State Education Law, the Board of Education requires that students attend school full time from the age of six (6) years old until the last day of the school year in which they turn sixteen (16), unless the student has completed an approved four-year high school course of study. Moreover, the Board of Education recognizes that attendance is an integral part of a student's performance and ability to meet New York State's academic mandates.

As such, the Board is committed to the following objectives:

- Improving student achievement;
- Fostering good attendance habits;
- Preparing students for post-graduation experience by encouraging responsibility;
- Ensuring the maintenance of an adequate record verifying the attendance of all children at instruction;
- Establishing a mechanism by which the patterns of student absence can be examined to develop effective intervention strategies to improve student attendance;
- Promoting the safety of the District's students throughout the school day; and
- Providing an intervention process to assist students and their families in improving student attendance.

As set forth more fully herein, in order to accomplish these objects, the District shall employ the following strategies:

- Developing procedures to maintain accurate and current attendance records;
- Frequently reviewing attendance records for patterns of nonattendance;
- Collaborating with students, school staff and the community to develop comprehensive intervention strategies and to review and revise those strategies when appropriate; and
- Employing attendance incentives and disciplinary sanctions to discourage nonattendance, including the requirement that students meet minimum attendance standards in order to receive credit for a course.

### **II. PROCEDURES FOR RECORDING STUDENT ATTENDANCE**

Each elementary school in the District as well as the District's middle school and high school, shall keep a record of each student's presence, absence, tardiness and early departure, in a register of attendance. For purposes of this policy, a student shall be considered "absent" when he/she has missed all or part of a scheduled day of instruction and is late as defined in Section III (2) of this policy.

1. Each register of attendance shall set forth the following for every student:

- A. Student's name;
- B. Student's date of birth;
- C. Full name(s) of student's parent(s)/person(s) in parental relation;
- D. Student's address;
- E. Phone number(s) where the parent(s)/person(s) in parental relation may be contacted;
- F. Date of student's enrollment;
- G. A record of the student's attendance on each day of scheduled instruction. For purposes of this policy, "scheduled instruction" means every period, day, or portion of a school day that a student is scheduled to attend actual instructional or supervised study activities during the course of a school day during the school year from July 1 to June 30.
  - i. Any absence for a school day or any portion of a school day shall be recorded in the register as excused or unexcused in accordance with the standards set forth in this policy.
  - ii. Any tardiness or early departure from scheduled instruction shall be recorded as excused or unexcused in accordance with the standards set forth in this policy.

2. In addition, each register of attendance shall include:

- A. A record of each scheduled day of instruction during which the school is closed for all or part of the day due to extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner.
- B. The date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law §3202(1-a).

3. Student attendance shall be taken and recorded in accordance with the following:

- A. For Students in Non-Departmentalized Kindergarten through Grade (5) five:  
Each student's presence or absence shall be recorded after the taking of attendance once per school day. However, if students are dismissed from school grounds during a lunch period, each student's presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from the lunch period each school day, in the main school office by clerical staff.
- B. For students in grades six (6) through twelve (12) or in departmentalized schools at any grade level:  
Each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with subsection one (1), above.

4. Entries in the Registers of Attendance:
  - A. The District shall employ a coding system for identifying a student's absence, tardiness or early departure for recording in the registers of attendance, as follows: the district shall employ a recognized computer software coding system.
  - B. All entries in the registers of attendance shall be made by a teacher or by clerical staff designated by the building principal. In addition, the entries made in the registers of attendance shall be verified by the oath or affirmation of the person making the entries in the register of attendance.
  - C. The Board shall designate a teacher or other district employee to supervise the keeping of the register of attendance.
5. Review of Attendance Records
  - A. In the elementary school buildings, the principal shall be responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure in a manner which is consistent with this policy.
  - B. In the Middle School and the High School, Assistant Principals, shall be designed as responsible for reviewing pupil attendance records. In addition, pupil attendance records shall be reviewed by the building principal who shall initiate appropriate action to address unexcused pupil absence, tardiness and early departure in a manner which is consistent with this policy.
  - C. The Building Principal shall periodically analyze attendance data to identify patterns or trends in student absences and shall utilize intervention strategies to address identified patterns of unexcused absences, tardiness or early departure. Interventions may include referrals to Instructional Support Teams, the initiation of Person In Need of Supervision (PINS) petition, and the development of an attendance plan to address a student's non attendance.

### **III. EXCUSED and UNEXCUSED ABSENCES**

If a student is tardy, departs early, or is absent from school for all or part of the school day, the student must provide a reason for the absence to the building principal or his/her designee. The building principal or his/her designee shall then determine whether the absence is considered excused or unexcused.

#### **1. Excused Absences:**

- A. The District recognizes the following absences as "excused" absences:
  - i. Family death, illness, or emergency beyond the family's control;
  - ii. Student Illness: If a student becomes ill during school he/she must report to the nurses' office;
  - iii. Chronic/Extended Illness: For students who are absent due to a chronic/extended illness or disability, or due to a need for homebound services, the parent must complete a notification form with the principal at the time of the student's enrollment or upon the onset of the student's condition. Supporting documentation from the student's physician will also be required. The principal or designee, where appropriate, shall refer the student to the District's Section 504 Team or Committee on Special Education ("CSE") to address the student's education **possible need for a health plan and/or IDEA** and 504 eligibility, in light of his/her condition. 504 Plans, **health plans and IEP's** are subject to periodic review;
  - iv. Pre-arranged Appointments with the court, social service agencies or other state agencies as well as appointments with health care providers that cannot be scheduled outside of school hours. Supporting documentation of the appointment will be required to verify the student's absence;
  - v. Inclement weather that results in unsafe travel conditions;
  - vi. Religious observances;
  - vii. Suspensions;
  - viii. Approved College Visits for seniors preparing for college entrance; limited to two (2) days with written request from parent one (1) week in advance;
  - ix. Approved School-Sponsored Trips and Activities;
  - x. Pre-arranged and Approved Guidance Appointments;
  - xi. Exceptional Circumstances: The principal may approve a pre-arranged absence where the absence from attendance is in the best interests of the student and his/her family. Approval for such absences must be requested of the principal, in writing. In extenuating circumstances that are supported by adequate documentation, the principal may approve an exceptional circumstances absence after it has occurred.

No more than two (2) absences per student may be approved by the principal for exceptional circumstances during a school year. For requests of greater than two (2) days the absence must be approved by the Superintendent of Schools.

#### **B. Documentation of Absences:**

Absences for any of the aforementioned reasons may be considered "excused" by the building principal or assistant principal(s) upon receipt of a written, signed explanation from the student's parent(s)/person(s) in parental relation, together with any supporting documentation that may be required. This information should be submitted to the school by the student upon return from his/her absence. [Notes must include the date(s) and reason for the absence and must be signed by a parent/guardian. No notes will be accepted after three (3) school days following date of a student's return to school. Failure to submit a note will

constitute an unexcused absence regardless of the reason.]

A student's parent(s)/person(s) in parental relation must notify the school, in writing, and receive approval in advance of any scheduled absence (i.e., court appearance, medical appointment that cannot be scheduled outside of school hours, religious observance, etc.). Such absences must be documented with official written verification (from courts, physicians, etc.).

Upon returning to school, or before leaving school, each student must report to the attendance office for the appropriate pass. This pass must be shown to the subject teacher to verify the absence as excused.

C. Notification of Excessive Excused Absences:

The building principal or assistant principal shall also notify a student's parent(s)/person(s) in parental relation, of the accrual of excused absences or a pattern of excused absences that appear to be affecting the child's academic performance. The District will take efforts to identify the reasons for the excessive absenteeism and formulate measures to address it.

2. Unexcused Absences:

A. Types of Unexcused Absences:

Absences for any reason other than those set forth as "excused absences" under this policy, shall be considered "unexcused" and may be subject to disciplinary action in accordance with law and the District's Code of Conduct.

B. Lateness to Class: At the 6-12 Grade Levels:

- i. Any unexcused lateness to class or early departure from class beyond fifteen (15) minutes shall equal one (1) unexcused absence.
- ii. Three (3) unexcused lateness or early departure from a single class **which are** under fifteen (15) minutes will equal one (1) unexcused absence.

C. At the K-5 Levels:

Any unexcused lateness or early departure from school beyond 120 minutes shall equal one (1) unexcused absence.

D. Notification:

Parents will be notified of a student's absences in a manner consistent with the procedures set forth in this policy.

**IV. ATTENDANCE INCENTIVES AND NONATTENDANCE DISCIPLINARY SANCTIONS**

The District shall employ the following intervention strategies, incentives, and disciplinary measures to foster attendance and discourage student non-attendance.

1. Notification of absences on the Elementary & Middle School Level:

- A. For one (1) to four (4) unexcused absences, the Principal or Assistant Principal **or designee** shall contact the parent.
- B. After four (4) to eight (8) unexcused absences from school:
  - i. The Principal or Assistant Principal shall notify the student's parent/persons and parental relations by telephone and follow up by mail.
  - ii. A copy of the letter will be sent to the classroom teacher(s) and, if necessary, information will be shared with the Instructional Support Team (IST).
- C. If unexcused absences exceed eight (8):
  - i. The Instructional Support Team (IST) will meet and develop a plan to address the student's nonattendance, which will identify patterns and suspected courses of non-attendance, as well as intervention measures.
  - ii. Principal and classroom teacher(s) will meet with parent/persons in parental relations to review the Instructional Support Team's (IST) recommended intervention measures.
  - iii. Principal will follow up with a certified letter to parent/persons in parental relations outlining the Instructional Support Team's recommended intervention measures.
  - iv. Principal will send a copy of the certified letter to the Superintendent, Assistant Superintendent for Instruction and the Director of Pupil Personnel Services.
- D. If a student is not responding to the aforementioned interventions, the parent/person in parental relation will be requested to attend a conference with appropriate personnel to develop a course of action.

2. A. Notification of Absences/Denial of Course Credit: (Pertains to grades 9-12 only)

A student's final grade in a class may be based on **class** participation, homework, quizzes, exams, etc. Due to the importance of class participation, students in grades 9-12 must meet a minimum standard of attendance in order to be eligible for course credit.

All absences (excused and unexcused) are counted toward the attendance threshold for purposes of denying course credit. A maximum of two (2) college visitations which are subject to prior approval at the discretion of the principal or assistant, in accordance with this policy, shall not be counted toward the attendance threshold for purposes of denying course credit, if the student has satisfactorily completed make-up work for the missed time, by a date set by the student's teacher(s).

One-Credit Courses:

1. After five (5) absences before the end of the 1st marking period, the subject teachers will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The subject teacher will call the parent/guardian.

2. After ten (1) absences before the end of the 2nd making period, the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The guidance counselor will call the parent/guardian to discuss the student's attendance and the policy.
3. After fifteen (15) absences **in one academic year** the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher, guidance counselor, and assistant principal. The guidance counselor will call the parent/guardian to discuss the student's attendance and the policy.
4. After eighteen (18) absences **in one academic year** the subject teacher will speak to the student, a letter will be sent to the parent/guardian, and a copy of the letter will be sent to the subject teacher, guidance counselor, and assistant principal. The student and parent/guardian will be requested to meet with appropriate staff, which may include the students' teacher, guidance counselor, other support staff and a member of the administration. The Assistant Principal will call the parent/guardian to discuss the student's attendance and the policy.
5. After twenty (20) absences **in one academic year** the subject teacher will speak with the student, and a certified letter will be sent to the parent/guardian informing them that course credit is being denied. Copies of the letter will be sent to the subject teacher, guidance counselor and assistant principal. The student and parent/guardian will be requested to attend a conference with appropriate staff, which may include the student's teachers, guidance counselor, other support staff and a member of the administration. The Principal or his/her designee will call the parent/guardian to discuss the student's attendance and the policy.

**Half-Credit Course**

1. After three (3) absences the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The subject teacher will call the parent/guardian.
2. After six (6) absences the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The guidance counselor will call the parent/guardian to discuss the student's attendance and the policy.
3. After eight (8) absences the subject teacher will speak to the student and a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher, guidance counselor, and assistant principal. The student and parent/guardian will be requested to meet with appropriate staff, which may include the student's teachers, guidance counselor, other support staff and a member of administration.
4. After ten (10) absences the subject teacher will speak with the student and a letter will be sent to the parent/guardian, informing them that course credit is being denied. Copies of the letter will be sent to the subject teacher, guidance counselor and assistant principal. The student and a parent/guardian will be requested to attend a conference with appropriate staff, which may include the student's teachers, guidance counselor, other support staff and a member of the administration.

**B. Content of Written Notice:**

Each written notice that is sent to the student's parent(s)/person(s) in parental relation, shall, at a minimum:

- Set forth the student's name, grade, number of absences/tardiness/early departures from/to class, name of the course and teacher's name;
- Provide a means by which the parent(s)/person(s) in parental relation can contact the District to discuss the matter;
- Advise the student's parent(s)/person(s) in parental relation of the District's attendance requirements regarding the granting of course credit.
- In the event a student is being denied course credit due to absences, the written notice shall also include a statement that the student is being denied credit and set forth the procedures parent(s)/person(s) in parental relation must follow if they would like to appeal the decision to deny credit.

**C. Student's Responsibility for Make-up Work/Tests for Excused Absences:**

Students absent from school are expected to make-up all missed work. It is the responsibility of the student to arrange make-up work/tests with their teachers. All work missed must be satisfactorily completed within five (5) school days, unless otherwise approved by the principal of his/her designee.

**D. Timing of Intervention Procedures:**

Irrespective of how many absences a student has accumulated, the District reserves the right to implement any intervention procedure it deems appropriate.

**E. Entrants After the Commencement of the School Year**

Students who enter school after the school year begins shall have the maximum number of absences credit prorated to reflect that portion of their courses which remain after they have entered the District's schools.

#### **F. Appeals Committee**

Students faced with loss of credit in a course due to absence have the right to appeal before the Principal, Assistant Principal, Department Chairperson/Supervisor and classroom teacher no later than five (5) school days after being informed of the decision to withhold credit. The Principal as part of the appeals process may also consult the student's guidance counselor and other pertinent personnel. The Building Appeals Committee retains the right to waive the maximum allowable absence limit for "extenuating circumstances" upon the submission of satisfactory proof to the Appeals Committee" Final determination of the committee's recommendation will be made by the building principal and conveyed to the student and his/her parent(s)/person(s) in parental relations in writing. The student has the right to present a statement and position to the Committee.

An appeal of the committee's decision may be made by the student's parent(s)/person(s) in parental relation to the Superintendent within five (5) school days of being informed of the committee's decision. An appeal of the Superintendent's decision may be made by the student's parent(s)/person(s) in parental relation, to the Board of Education within five (5) school days of being informed of the Superintendent's Decision.

#### **G. Detention or In-School Suspension**

The District may impose after-school detention or in-school suspension as warranted and in accordance with the District's Code of Conduct and law.

#### **H. Recognition for Attendance**

At the conclusion of the year, the District will give special recognition to students who have accumulated no absences.

### **V. STUDENTS WITH DISABILITIES**

Students with disabilities who receive unexcused absences shall be referred to the CSE or Section 504 team. They shall consider whether the student's absences are related to the student's disability or medical condition where appropriate. In addition, the CSE/504 team shall consider any other action it deems appropriate. The District will not apply its attendance policy to a student with a disability for purposes of denying the student course credit, where the absences are related to a student's disability/medical condition.

### **VI. STUDENTS PAST THE COMPULSORY AGE OF ATTENDANCE**

A student who is past the compulsory age of attendance may be dropped from enrollment if he/she has been absent for twenty (20) consecutive days and the following procedure is complied with:

- The Principal or Superintendent shall schedule an informal conference and notify, in writing, the student and his/her parent(s)/person(s) in parental relation of the conference.
- The Principal or Superintendent shall make a determination at the conference regarding the reasons for the student's absences and whether reasonable changes in the student's educational program would facilitate his/her re-entry or continuance of study.
- The student and his/her parent(s)/person(s) in parental relation, shall be informed orally and in writing of the student's right to re-enroll in the school maintained in the district of residence at anytime, if the student otherwise meets the eligibility requirements of Education Law §3202.
- If, after reasonable notice, the student and his/her parent(s)/person(s) in parental relation fail to attend the information conference, the student may be dropped from enrollment provided he/she is properly notified of the right to re-enroll.

### **VII. DISSEMINATION OF THE ATTENDANCE POLICY**

The Board of Education shall facilitate community awareness of this policy by:

1. Providing a plain language summary of the policy to parents/persons in parental relation to students at the beginning of the school year.
2. Providing each teacher with a copy of the policy and any amendments thereto as soon as practicable following the initial adoption of amendment of the policy, and providing new teachers with a copy of the policy upon their employment.
3. Making copies available to all members of the community upon request.
4. A plain language summary of the policy shall be included in all student handbooks as well as the district school calendar and web-site.

### **VIII. ATTENDANCE POLICY REPORT**

1. The Superintendent or his designee will report at the end of each school year to the Board of Education the number of students affected by each step of the attendance policy.
2. In addition, the Board of Education shall annually review the building level student attendance records and if such records show a decline in pupil attendance, the Board shall review the student attendance policy and make any revisions deemed necessary to improve student attendance.
3. In all instances where Principal is reference he/she bears the burden of responsibility.

## **BETHPAGE SUMMER SCHOOL POLICIES**

The Bethpage Summer School Program offers remediation for students who have not successfully passed courses and/or Regents examinations during the academic, as well as RCT's.

The following students are eligible:

- 1) A student who passes a course but fails the Regents.
- 2) A student who fails a course but passes the Regents.
- 3) A student who fails both the course and the Regents if:
  - The student's classroom attendance recorded was credited as 75 percent of total possible course attendance.
  - The student did not receive a final average less than 50.

The final grade will be entered on the permanent record and that grade, as well as the previous grade in the course.

A student who has passed the course and Regents may not attend summer school to improve his or her grade.

A special three-week remediation course is offered for students who failed the RCT's or Regents.

## **POLICY #7410—EXTRACURRICULAR AND INTERSCHOLASTIC ATHLETICS ACTIVITIES ELIGIBILITY AND PARTICIPATION**

*Adopted June 29, 1999*

### **PREFACE**

The Board of Education considers extracurricular and interscholastic athletic activities to be valuable parts of the program of the school and shall support these activities within the financial means of the District. Participation in these activities is a privilege not a right. The Superintendent will develop regulations to implement this policy.

### **PURPOSE**

The purpose of this policy is to give every student a chance at academic success. The policy is based on the fact that students participating in school sponsored activities must successfully complete their academic requirements. All students will have a wide range of support programs if they do incur academic difficulties. Follow-up procedures will be built into this process to monitor the student's progress in the successful completion of their attendance responsibilities. Academic grades, effort in the classroom, behavior in the classroom, and attendance in school are all determining factors in a student's academic success.

*This policy should in no way be intended to be utilized as a punitive measure but rather as a support system and recognition that the student's primary responsibility is to his/her education.*

### **ELIGIBILITY**

Eligibility status of students participating in school sponsored activities will be determined within ten (10) days following the end of the reporting period (Progress Report and/or Report Card).

Students who fail one (1) or more subjects at the conclusion of the school year who do not successfully make-up course work in summer school will be placed on either Provisional Eligibility or Academic probation commencing with the following school year for the five (5) weeks. If student, at the end of the five (5) week period, demonstrates passing status he/she will be removed from Provisional Eligibility or Academic Probation.

### **ACADEMIC ELIGIBILITY**

#### **Provisional Eligibility • One (1) Failure: (Effective 1999-2000)**

If a student is failing one subject he/she will be permitted to continue to practice and participate in any school sponsored activity. However, the student should take the necessary steps to achieve passing status by the next reporting period (e.g. Progress Report or Report Card.) The student's responsibility is to ensure that this policy is followed. Once a student has been identified as failing one (1) subject the moderator, advisor, and/or coach of any activity this student is participating in must take an active role in providing direction, support, and guidance to the student as to their responsibility to achieve passing status.

#### **Academic Probation • Two (2) Failures: (Effective 1999-2000)**

When a student is failing two subjects, he/she will be placed on Academic Probation for a period of five (5) weeks.

Academic Probation is defined as: A student being able to continue to participate (practice, rehearse, etc.) in their activity **BUT NOT** being allowed to participate in any culminating activity (i.e. concert, play, performance, competition, and or contest) for a duration of five (5) weeks or until the next reporting period.

A letter will be sent home to the parents detailing this policy and the student's responsibilities. The student and parents/guardian will meet with their moderator, advisor, coach, guidance counselor, administrator, and any additional support personnel if needed. In the case of interscholastic athletics the Athletic Director will meet with the student as well.

While on Academic Probation the student should:

- a) Assume the responsibility to achieve academic success and to achieve passing status in subject(s) failing.
- b) Attend extra-help on a regular basis with documented evidence of this being given to the moderator, advisor, and/or coach.
- c) Demonstrate satisfactory effort in all courses.

If after a five (5) week period the student has reduced his/her two (2) failures to one (1) failure he/she will be removed from Academic Probation but will be placed on Provisional Eligibility. It is the hope that the student will no

longer be failing any subjects after five (5) weeks.

If after a five (5) week period the student continues to have two (2) or more failures he/she will no longer be eligible to participate in any activities until student has achieved passing status at the next reporting period.

At five (5) week intervals Moderators, Advisors, Coaches, etc., will take part of their practice time (before and/or after) to address to their student participants the importance of successful completion of their academic undertakings. Individual conferences with students who are at risk should take place at this time. Evidence of this taking place will be submitted in writing to a designated administrator the following day.

### **STUDENTS WITH DISABILITIES**

The implementation of this policy shall not interfere with the rights of disabled students under applicable law and/or Board of Education policies.

### **Additional Requirements for Eligibility for Interscholastic Athletic Competition:**

- a) Students provide written parental/guardian consent;
- b) Students passing satisfactorily the medical examination administered by the school physician;
- c) Students meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association;
- d) In order to participate in a contest on a given day that student must have been in attendance for that day. Lateness during the day will be treated according to District disciplinary rules and policy. Should lateness to school or class cutting lead to disciplinary action, the effect shall be as stated in section below;
- e) In the event of an absence on a school day immediately preceding a holiday or weekend on which a contest is scheduled, the student may participate in the contest scheduled for the holiday or weekend provided they first submit to the coach or advisor an approved absence note from the parent, guardian, or physician stating their recovery is sufficient to permit them to participate. Failure to provide an approved absence note will result in the student not being permitted to participate in the contest. All such absence notes will be submitted by the coach or the athletic director for transmission to the attendance office.
- f) On a day during which a student is serving an in-school or out-of-school suspension, that student will not participate in the activity in any form;
- g) The District discipline code will apply to students during their participating in a sports program; i.e., practice and while representing the School District as a contestant. Any disciplinary actions taken will apply to the full program.

Athletics are an integral part of a well balanced educational program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females, with emphasis on maximum participation through interscholastic and intramural activity.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association and the State Education Department.

### **Selection/Classification Process**

The Board approves the use of the selection/classification process for all secondary school interscholastic team members. The Board directs the Superintendent to implement the procedures and maintain a file of those students deemed eligible as a result of those procedures.

### **Student Athletic Injuries**

No student should be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered within the province of the coach. A coach's responsibility is to see that injured players are given prompt and competent medical attention, and that all details of a doctor's instructions concerning the student's functioning as a team member are carried out. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition.

A physician's certificate is required before an athlete is permitted to return to practice or competition.

Also refer to **Policy #7422 Concussion Policy.**

### **Athletic Program - Safety**

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

- a) Requiring medical examinations of participants;
- b) Obtaining certificated officials to coach all varsity, junior varsity, and modified games.
- c) Ensuring that equipment is both safe and operative within approved guidelines.

New York Code of Rules and Regulations  
(NYCRR) Section 135

**Athletic Program • Supervision of Students**

Students working on any activity must be supervised by the teacher in charge of the activity. This applies to all activities and permission to hold practices or meetings must not be granted unless a teacher is definitely in charge.

- a) Physical education personnel in the School District will be fully responsible for the supervision of all students in their classes or related after-school activities. The coaches will maintain supervision over the dressing rooms by personally being present during the dressing periods.
- b) Coaches are responsible for the supervision of their athletes at the end of practice. This may entail bus duty, or making sure students have transportation home.
- c) Teachers and/or assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The principal will distribute the responsibility so that the playground situation will be properly controlled.
- d) Students are not to be sent on any type of errand away from the building without the consent of the principal.

**Physicians Present at Interscholastic Football Games**

It is the policy of the Bethpage Union Free School District that a physician and/or qualified athletic trainer must be in attendance at all levels of interscholastic football games involving District teams at home.

**BETHPAGE HIGH SCHOOL**  
**21st CENTURY SCHOLARS' PROGRAM**

*The Bethpage 21st Century Scholars' Program is designed to assist students to fulfill their full potential as students and citizens. Bethpage High School has worked with the Partnership for 21st Century Skills to design the program (<http://www.21stcenturyskills.org/>). Students maintain a portfolio of tasks that demonstrate their learning both in and outside of school. Tasks are widely varied but fall into categories of Communication, Information Technology, Health/Fitness, Financial/Business Literacy, Global Awareness and Career Awareness. The program encourages students to follow their passions and explore topics of personal interest while developing the skills to be good citizens and thinkers for the challenging 21st Century. Bethpage students completing the program are great examples of well-rounded scholars with interests in the arts, sports, literature and the world. The portfolio utilizes new 21st Century forms of learning including online courses, podcasting, video creation, blogs, discussion forums all integrated into an electronic portfolio maintained by the student with constant feedback by a dedicated faculty.*

**SAMPLE TASKS INCLUDE:**

- After school literature circles
- Online geography course
- News discussion groups
- Visits to cultural institutions
- Support for third language acquisition
- Internships and shadowing experiences
- Personal Health Plans
- Technology Certifications
- Small group presentations
- Community Service

**Freshmen, Sophomores and Juniors need to fulfill 100 points within the portfolio to receive the 21st Century Scholar Diploma and to be eligible for the District's 21st Century Scholarships. Seniors need to fulfill 80 points.**

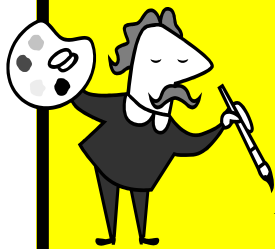
**NEW, UNIQUE, AND INTERDISCIPLINARY COURSE**

**21st CENTURY SEMINAR**

**½ credit**

**Grades 10, 11, 12**

This unique course will examine one theme from three different perspectives with the assistance of three teachers. A topic will be chosen and teachers from three different departments will create the syllabus. For example the Renaissance may be taught by teachers from Art, Science and English. Exploring Space may be taught by Social Studies, Music and Math. Each day one of the three teachers will teach the class.



## ART

*The visual arts program on the secondary level is designed to develop a student's aesthetic sensitivity and creative potential. While the following art courses are offered to all students a sequence can be used to meet the New York State requirements for a Regents Diploma.*

*To obtain a 5-unit sequence in visual art, students are required to complete the following courses: Studio in Art, and four additional credits for Advanced Art that must include Fine Arts or AP Studio Art. Students who complete a 5-unit sequence shall be recognized by the school district as achieving a **Diploma of Advanced Designation in the Visual Arts**.*

### **STUDIO IN ART**

**1 credit**

**Grades 9, 10, 11, 12**

This course will stress fundamental drawing, color theory, and basic design. Students will have the opportunity to work with various paints and drawing mediums while covering a wide range of topics. As an introduction to art history, there will be multi-cultural projects as well as visits to exhibits and museums such as the Nassau County Museum of Art and the Metropolitan Museum of Art. This course is designed to meet the Regents requirements of one credit in art/music and is the foundation prerequisite for those students wishing a sequence in Art.

### **ADVERTISING ART**

**1 credit**

**Grades 10, 11, 12**

Advertising Art offers students the opportunity to go beyond basic fundamentals and explore the world of commercial art. Emphasis is placed on creative thinking and problem solving with practical application. Students will develop an awareness of the impact that advertising has on the public through various projects such as logo design, fashion illustration, shopping bag design and album covers. In this class students will work with numerous mediums including paint, pen & ink, and computer programs.

### **ANIMATION**

**½ credit**

**Grades 10, 11, 12**

This course is for the student who wants to focus primarily on the area of cartooning in art. It will begin by introducing basic drawing techniques and lead to related projects on each. The course will then concentrate on all of the major aspects of cartooning, such as caricature, comic strips, story board, and animation.

### **DRAWING AND PAINTING**

**1 credit**

**Grades 10, 11, 12**

This course is designed to introduce students to various techniques and concepts used in drawing and painting. Students will have multiple opportunities to use charcoal, pastel, watercolor, and acrylic paint in this studio setting. Emphasis will be placed on developing the student's creativity and artistic skills while producing numerous artworks. Museum and art gallery field trips will be included.

### **FASHION DESIGN AND ILLUSTRATION**

**1 credit**

**Grades 10, 11, 12**

This course will provide an introduction to the world of fashion. Emphasis will be placed on drawing the figure, designing garments and rendering fabrics. Students will learn the importance of historical events on the evolution of fashion. Students will use a variety of media and are encouraged to develop their own individual style. There will be an opportunity to visit the Fashion Institute of Technology and the Costume Institute at the Metropolitan Museum of Art.

### **DIGITAL PHOTOGRAPHY**

**½ credit**

**Grades 10, 11, 12**

This course will focus on the artistic aspect of digital photography, dealing with composition, lighting and the art elements. Students will study the history of photography. This course will also cover studio lighting set-ups for portraiture and product shots. Students will gain greater understanding of the camera as an artist's tool, learning to control aperture and shutter speed for desired effects. Students will use the "digital darkroom" to adjust and print images.

### **SCULPTURE**

**1 credit**

**Grades 10, 11, 12**

This course will provide an in-depth exploration of clay, plaster, and wood as a sculptural medium. A variety of techniques such as carving, relief modeling, casting, assembling, and building on an armature will be used to create sculptures. This course will also cover the use of the potter's wheel. Students will learn about important sculptors and their works of art.

### **DIGITAL ART AND MULTIMEDIA**

**1 credit**

**Grades 10, 11, 12**

Students will explore various digital media experiences. This course will begin with the use of the computer as a powerful design tool; students will be introduced to the creative and artistic techniques used by professional artists in advertising using Adobe Illustrator, Photoshop, and In-Design. The course will then explore motion and media. Students will learn the principal features and capabilities of several software applications allowing them to integrate text, graphics, animation, digital video and sound to create interactive multimedia. Programs include Flash, Dreamweaver, iMovie and Garage Band. Projects include video editing, claymation and website production. Students will learn advanced techniques for creating more complex and diversified web sites.

**THE SCHOOL AS CANVAS****½ credit****Grades 11, 12**

This course is an independent study class that gives students the chance to work on showcase displays, various art projects, paintings and murals that will be a permanent addition to our school environment. It is designed for artistic students who are interested in a unique opportunity to create a visual change within their school environment.

**FINE ARTS****1 credit****Grades 11, 12**

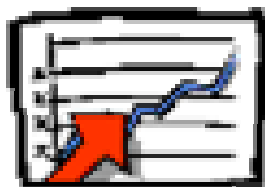
This course is a full year of studio instruction. Advanced opportunities are explored through the use of pencil and charcoal drawing, pastels, watercolor and oil painting. Field trips to museums and discussion of important artists, art colleges and art careers will be included. Students will be instructed and assisted in assembling an art portfolio for presentation. This class provides students with the foundation for the Advanced Placement Studio Art class.

**AP STUDIO ART****2 credits****Grade 12 (AP)**

AP Studio Art is a college level course open to all 12th grade students who are seriously interested in the study of art. Students will focus on completing an in-depth investigation of a student-selected topic in addition to creating a variety of works that demonstrate their understanding of a variety of visual concerns. Students will need to work outside the classroom as well as in it. Group and individual critiques will enable students to learn how to analyze their own work and their peer's work. AP Studio Art has a portfolio assessment.

**AP ART HISTORY****1 credit****Grades 10, 11, 12 (AP)**

This course will provide students with college level instruction in the history of art: an understanding and knowledge of architecture, sculpture, painting, and other forms within diverse historical and cultural contexts. Students will examine major forms of artistic expression from the past and present and from a variety of cultures. Students will learn to look at these works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.

**BUSINESS**

*Advances in technology have brought about significant changes in how business and industry connect in today's world. The volume of information as well as the speed of access to that information necessitates a broadening of student abilities in terms of understanding and analyzing modern business activities. Business courses are available to all students.*

**SPORTS MARKETING****½ credit****Grades 10, 11, 12**

This course is designed to introduce students to the concepts of marketing by relating them specifically to the exciting and fast-paced worlds of business, sports, and entertainment. Marketing principles will be studied and applied to the advertising, promotion, publicity, and marketing research of sporting events. Students will learn about the marketing of products related to sports; including clothing, equipment, automobiles, food products, movies and television programming. This course will be enriched with a field trip to a local sports arena or stadium and guest speakers from the sports world.

**ACCOUNTING****1 credit****Grades 10, 11, 12**

Accounting is an introduction to manual and computerized accounting systems with emphasis on understanding accounting theory, maintaining a set of books, preparing payroll, records, completing income tax returns, and preparing financial statements. Students will also learn about personal banking, online banking, personal income taxes and preparing a budget. This course will culminate in a project that enables students to learn how to conduct a job search, make living arrangements, and pay monthly expenses. This is an excellent course students who plan to major in any business concentration in college.

**COLLEGE ACCOUNTING****1 credit****Grades 11, 12 (H)****6 College Credits**

This course is an accelerated, college level accounting course. Students progress from basic accounting concepts to a complete analysis of financial statements, business organizations and generally accepted accounting principles. Students will be introduced to managerial accounting and how it effects the decision making process in businesses. They will learn how to plan and implement a budget, analyze costs and determine how companies use profit planning. This course provides students with an excellent foundation for a major in business, administration, pre-law or accounting in two and four-year colleges. The secondary-college agreement with the C.W. Post SCALE Program gives students the opportunity to earn 6 college credits. Acceptance is based on review of SAT, GPA and teacher recommendation. Tuition for this program will be approximately \$375 for 3 credits, plus an application fee of \$30.00.

# COMPUTER & TECHNOLOGY STUDIES

## BETHPAGE ACADEMY OF TECHNOLOGY

The Bethpage Academy of Technology is a unique curriculum offering for high school students built around a core of classes that place computer technology at the center of learning. Students may earn an **Advanced Diploma in Information Technology** or an **Advanced Diploma in New Media** by completing five (5) semesters of study in either of the sequences below:

### **Advanced Diploma in Information Technology\***

- Web Design (Grade 8) (1 Semester)
- Our Digital World
- Computer Architecture (1 Semester)
- Cisco Academy (4 Semesters)
- Computer Programming (2 Semesters)
- AP Computer Science (2 Semesters)

*\*Five Semesters of Study Required*

### **Advanced Diploma in New Media\***

- Web Design (Grade 8) (1 Semester)
- Our Digital World (1 Semester)
- Computer Aided Design (1 Semester)
- Computer Architecture (1 Semester)
- Digital Art & Multimedia (2 Semesters)
- Digital Photography (1 Semester)
- Computer Music I (1 Semester)
- Computer Music II (1 Semester)



**BIOTECHNOLOGY** — The Bethpage Academy of Technology, in its mission to provide students with exposure to cutting edge advances in all aspects of instructional technology, is expanding to offer secondary students insight into the emerging field of biotechnology. Students will create a portfolio of experiences which must include a minimum of 100 points worth of credit from 5 distinct categories. Students may earn a maximum of 35 points from Classroom Experiences and 35 points from Independent Activities. The additional 30 points may be earned by completing tasks from the remaining categories, students must complete at least one assignment from the Scholarly Review, Historical Perspective and Bioethics. The portfolio will be reviewed by committee and, if accepted, will entitle the student to a special designation diploma in Biotechnology from the Bethpage Academy of Technology.

**(NOTE:** Students enrolled in the Bethpage Academy of Technology must complete all the requirements for a New York State Regents Diploma as outlined by the New York Board of Regents).

### **OUR DIGITAL WORLD**

**½ credit**

**Grade 9**

This course introduces students to three areas of computer study—computer architecture, multimedia design and programming. In the architecture portion, students will learn how computers work while taking apart computers and reassembling them. The second portion will have students create multimedia presentations using Macromedia Flash. This will be considered a core course for the Bethpage Academy of Technology

### **COMPUTER ARCHITECTURE**

**½ credit**

**Grades 10, 11, 12**

This course is designed to introduce the student to elementary aspects of computers including hardware, history and software. In this course the student will experiment with computer hardware including the CPU, peripherals and more. The students will also learn about the history of computers with such topics as the origin and evolution of computers and will learn aspects of software including operating and number systems, application and internet software, and simple programming.

### **CISCO NETWORKING ACADEMY**

**2 credits**

**Grades 10, 11, 12**

The Cisco Networking Academy affords students the opportunity to study computer networking. Hardware, cabling, and software specifications are covered in this program. Students also learn about networking devices such as switches and routers. There are many hands-on lab activities. Students take field trips to the network data centers of major corporations and are often visited by career professionals. At the successful conclusion of these classes, students will be prepared for the Cisco Certified Networking Associate (CCNA) exam. Students in this program are eligible to receive three Molloy College credits each year. There is a tuition charge of \$150 (\$50 per credit) each year.

*Cisco Academy Semester 1 & 2 (Prerequisite is Passing Math 9)*

*Cisco Academy Semester 3 & 4 (Prerequisite is Passing Math 10)*

*Cisco Networking courses are offered every other year.*


*In 2010-11 we will offer Semesters 1 & 2, in 2011-12 we will offer Courses 3 & 4.*

**CAD: COMPUTER AIDED DESIGN****½ credit****Grades 10, 11, 12**

In Computer Aided Design (CAD), students will use AutoCAD to produce orthographic drawings and isometric projections of various objects. In creating these drawings, students will learn dimensioning, layering, rotating objects, attaching text fields, different line types and many more functions of AutoCAD. With these experiences, student will have an advantage as they go into the work force over other candidates with no CAD experience.

**There is a full complement of Computer courses for students to choose. Most are listed under different departments.**

- **DIGITAL ART & MULTIMEDIA** (See Art section)
- **COMPUTER PROGRAMMING** (See Math section)
- **AP COMPUTER SCIENCE** (See Math section)
- **COMPUTER MUSIC** (See Music section)
- **DIGITAL PHOTOGRAPHY** (See Art section)



## ENGLISH

*The English aspect of the curriculum integrates the language arts activities—listening, speaking, reading, and writing—from grades 9 through 12, as prescribed by the New York State Learning Standards for English Language Arts. These activities are developed and expanded according to the various grade levels.*

*Four years of English are required for a diploma. All students are now expected to take the English Regents in January of grade 11.*

**ENGLISH 9****1 credit****Grade 9 (H, R)**

This course introduces students to the basic skills and literary genres of high school English. Students read both Western and non-Western poems, novels, plays, and short stories. Critical thinking and basic study skills are emphasized. Students are introduced to the Bethpage High School library and methods of research and documentation early in the year. While the basic unit of composition is the well written paragraph, students have opportunities to write persuasive, descriptive, and narrative essays, as well as brief responses to literature.

**“TO BE” or NOT “TO BE”****¼ credit****Grade 9**

Developing strong writing skills is essential for success in all academic areas. This course will provide students with a solid foundation in grammar, composition, and revision skills that will help them to develop as writers. This is a required course for all ninth graders.

**READING AND WRITING WORKSHOP****¼ credit****Grade 9**

Students will develop a range of reading and writing strategies designed to increase learning power in courses across the curriculum and to prepare them to succeed on the Regents and SAT exams. Through high-interest reading and writing activities, students will learn strategies in the comprehension and organization of information that will strengthen their ability to become active learners.

**HUMANITIES LAB****No credit****Grade 9**

This will be an English course that looks at recommended strategies for the Regents examinations. Students will practice the kinds of tasks found on the exam—expository writing, analyzing documents / graphs / charts. Writing, reading and listening skills will be emphasized. The course will meet every other day for the whole year.

**ENGLISH 10****1 credit****Grade 10 (H, R)**

Students in English 10 deal with the more complex elements of language fundamentals. Studies in literature continue to focus on Western and non-Western authors.

An emphasis this year is the Sophomore Writing Program. Each student spends a minimum of 40% of classroom time in the English Writing Lab. Here students learn the process of writing and rewriting in a prescribed program using computers. Through the use of the word-processing program, pupils complete assignments that are free or relatively free of mechanical errors. Students have opportunities to write persuasive, analytical, comparison-contrast, and descriptive essays. Students also have opportunities to develop their interpretive responses to literature. Classes are scheduled to allow time for more individual help in writing.

**ENGLISH 11****1 credit****Grade 11 (R)**

In the eleventh year, American literature is the focus. The origin and development of the American character are explored, and the themes that comprise the American adventure are examined in the works of such authors as Hawthorne, Franklin, Twain, Dickinson, Whitman, Emerson, Thoreau, Fitzgerald, Williams, and Miller. Opportunities exist for interdisciplinary connections with grade eleven Social Studies.

Students develop their persuasive, expository, and interpretive writing skills in preparation for the English Regents, which is taken in January. Thus the composition goals of English 9 and 10 are reinforced and developed.

**AP ENGLISH LANGUAGE AND COMPOSITION 1 credit****Grade 11 (AP)**

Advanced Placement English Language and Composition is designed to offer students the opportunity for advanced study in language and the art of writing. Focus will be on the style and structure, as well as the content, of major selections of literature as well as the work of language theorists. Students will explore all aspects of writing, building from the multiple meanings of a single word, through the various possibilities of sentence construction, to the structuring of the paragraph and essay. Because the underlying philosophy is that writers must be readers as well, reading selections will be varied, drawn from all categories. Students take the English Regents exam, which is a requirement for graduation, and the A.P. Language and Composition exam in May.

**ENGLISH 12****1 credit****Grade 12 (R)**

The English program for seniors consists of Advanced Placement English, Scale, and Regents level English 12. Literature in English 12 focuses on such British authors as Chaucer, Mallory, Shakespeare, Blake, Coleridge, Wordsworth, Browning, Wilde, Conrad, and Huxley. Attention may also be given to the communication arts.

**AP ENGLISH LITERATURE AND COMPOSITION****1 credit****Grade 12 (AP)**

For students of exceptional ability and interest, Advanced Placement English is offered. This program permits students to study college freshman literature and rhetoric, and to achieve advanced standing and/or college credit upon successful completion of the Examination of the Advanced Placement Program.

Works by such authors as Aeschylus, Euripides, Donne, Shakespeare, Blake, Wordsworth, Coleridge, Browning, Hardy, Yeats, Eliot, Huxley, Joyce and Beckett are studied.

**APPROACHES TO STYLES IN WRITING****½ credit****Grade 12 (AP)**

Taken concurrently with Advanced Placement English, this course will study and analyze the variety of styles employed by prose writers and the ways in which figurative language may determine the tone and meaning of a poem. The student thus learns to critique his own prose style and to understand the variety of approaches used by the poet. Both experiences will better prepare the student for the demanding essay questions (of which there are three) that they will face when taking the Advanced Placement Exam.

**ENGLISH—SCALE****1 credit****Grade 12 (H)**

English 12 (Greek Drama and Shakespeare) is a college level course open to all 12th Grade students. In cooperation with C.W. Post students may elect to take one or both sections of this course for college credit. Upon request C.W. Post will transfer credit to a student's institution of higher learning. Acceptance is based on review of SAT, GPA and teacher recommendation. Tuition for this program will be approximately \$300, plus an application fee of \$30.00.

**CREATIVE WRITING****½ credit****Grades 11, 12**

This workshop course will give the student experience in imaginative writing. Students will have opportunities to write short stories, one-act plays, fables, subjective essays, and many different kinds of poetry. Certain techniques will be explored such as: narration, motivation, characterization, dialogue, and the use of irony, symbolism, and imagery. Emphasis will be placed on the unique voice of each student author and on individual growth as a writer.

**WORD PLAY****½ credit****Grades 10, 11, 12**

Language and thinking go hand in hand. The purpose of this course is to celebrate language, have fun with words, expand vocabulary and verbal skills, and sharpen critical and analytical thinking through a variety of activities such as word games, Mensa brainteasers, crossword puzzles, anagrams, and other such language exercises.

**SPEECH AND DEBATE****½ credit****Grades 11, 12**

This course will help students to develop oral communication skills and feel more at ease while talking in front of a group. In a comfortable environment, students will participate in a variety of speaking situations that will help them to improve thinking and speaking skills, listening habits, and personal confidence. Class activities will include presenting informative, persuasive, impromptu, and entertaining speeches, as well as discussions, interviewing, and individual/team debate.

**TEEN LIT****½ credit****Grades 10, 11, 12**

In this course, we will read a variety of poems, short stories, essays, and novels that deal with teen issues including divorce, addiction, body image, school violence, bullying, and relationships. Students will also watch films and complete research projects on these issues. This course will consist of both in class and out of class reading, small and large group discussions, and independent and group projects. Possible titles include: *Hanging onto Max*, *Inexcusable*, *Cut*, *The Best Little Girl in the World*, and *Speak*.

**JOURNALISM 1****1 credit****Grades 10, 11, 12**

The purpose of this course is to offer instruction in the writing of hard news, features, sports writing and critical reviews. Emphasis is placed on basic news writing techniques and related legal and ethical issues. Content includes the history of journalism, the study of current newspapers and magazines, and criteria for recognizing sound journalistic practices. The student gains experience in interviewing and reporting interviews, copy reading and editing, headline writing, and layout.

**JOURNALISM 2****1 credit****Grades 11, 12**

This course builds upon the journalistic writing techniques the students already possess from Journalism 1. As part of the writing improvement and preparation, students will be required to experiment with different methods of writing (description, definition, cause and effect, persuasion, comparison and contrast). Most reading will be journalistic and nonfiction in nature. Responses to these selections will be through journals and journalistic forms. Students will write news, feature, editorial and commentary, interview, review and critical pieces, position papers and investigative reporting articles and columns. Advanced layout and other methods of media will also be studied extensively.

**BROADCAST JOURNALISM****½ credit****Grades 10, 11, 12**

Broadcast Journalism will explore both the history of modern broadcast journalism in the United States as well as the future of journalism in an ever-expanding digital world. Students will study radio, television, and Internet journalism while they create content and learn to execute scripts, deliver news, and analyze contemporary broadcasts. This course also will focus on the future of broadcast journalism, with podcasting and Internet radio coming to the fore as the possible preferred medium of the next generation. Students will post broadcasts and podcasts to websites, develop content for the high school radio station, and learn the process behind the creation of quality objective and subjective journalism.

## **FAMILY and CONSUMER SCIENCES**

*Family and Consumer Sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. The Family and Consumer Sciences program is designed to meet contemporary needs and preparation for independent living with a focus on families, work and their interrelationships.*

**CHILD PSYCHOLOGY WORKSHOP****1 credit****Grades 10, 11, 12**

This course will provide students with a knowledge base and a practical hands-on experience in child development. It will consist of two parts.

**Part I — Child Psychology:** In this segment students will study the development of the child from conception through the early school years. The major aim is to assist students to understand children and through them to better understand themselves. Students will be given practical application by means of various independent study projects.

**Part II — Child Study Workshop:** During this segment students will have the unique opportunity for interaction with young children. Students enrolled will learn how to plan and carry out a nursery-type program for community preschoolers in the Family and Consumer Sciences department. By working with preschoolers on a regular schedule, the student will have a better understanding of oneself and the forces that shape human development.

Enrollment is strongly recommended for those who wish to pursue careers in education, psychology and social work.

## **INTERDISCIPLINARY STUDIES**

*Bethpage High School is committed to building bridges between disciplines. Listed below are some of the courses that have been designed to meet the goal of "making connections".*

**THE FRESHMAN EXPERIENCE****1 credit****Grade 9**

All 9th graders will have the opportunity to participate in a unique educational enrichment program that will enhance their knowledge base of computer technology and focus upon building literary skills.

**S.A.T. REVIEW****½ credit****Grades 11, 12**

Juniors and seniors will learn the skills needed in test taking. This course will focus on the Scholastic Aptitude Test, with specific verbal section preparation in vocabulary, reading comprehension, structure of the English language, and the impromptu essay and specific mathematics section preparation in arithmetic, algebra, geometry and miscellaneous topics.

## DRIVER EDUCATION

Fall, Spring, Summer

Driver Education is offered as an adjunct course to the regular school program. Registration is determined by date of birth and will be scheduled through Mr. Healy's office.

Driver Education is a course that will provide all students with a comprehensive introduction to the driving experience. At the end of all sessions, students will have received 24 hours of classroom instruction and 24 hours of in-the-car driving related to "rules of the road," traffic safety concerns, defensive driving, proper handling of vehicle, parking, driving in traffic and problems of substance abuse as related to driving. Students who complete the program with a passing grade in each category will receive an MV285 "Certificate of Completion," the opportunity of a senior driver's license (Class 5) at age 17, and an insurance reduction according to the policies of your insurance carrier. Partnership with parents is an integral part of the program. All students and a parent must attend a safety seminar offered in conjunction with the Nassau County Police Department prior to being accepted into the program.

## LANGUAGES OTHER THAN ENGLISH (LOTE)

*The LOTE program provides for either a four or a five credit sequence. Pupils who begin the study of LOTE in grade 6 have the opportunity of studying the same language for seven consecutive years (five levels of instruction); grades 6, 7 and 8 comprising one level (checkpoint A of the LOTE syllabus). Each level is assigned one unit of credit. Those who begin the study of LOTE in grade 9 will be able to complete four years of study, each year constituting one credit for a total of four credits.*

*At the end of 8th grade, all students are required to pass the state proficiency test for the language they studied in grades 6, 7 and 8. A student must earn 1 credit in LOTE in order to graduate.*

### PROGRAM FOR STUDENTS STARTING LOTE IN 6TH GRADE—J.F.K. MIDDLE SCHOOL

<b>GRADE</b>	6 LOTE 6th grade course	<b>GRADE</b>	10 3R (Regents)
	7 LOTE 7th grade course		11 4H
	8 LOTE 8th grade course		12 AP or College Level
	9 2R		

### PROGRAM FOR STUDENTS STARTING LOTE IN 9TH GRADE—BETHPAGE HIGH SCHOOL

<b>GRADE</b>	9 1	<b>GRADE</b>	11 3R (Regents)
	10 2R		12 4H

### **FRENCH 1**

**1 credit**

**Grades 9, 10, 11, 12 (R)**

This introductory course is designed to acquaint students with the basic elements of the French language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak the language in actual situations. Pronunciation, correct usage and fluency will be emphasized. Students will have the first introduction to aspects of French culture through the use of audio-visual materials such as tapes, records, films, slides, and film strips.

### **FRENCH 2R**

**1 credit**

**Grade 9 (R)**

The second level course aims at improving and expanding the knowledge of the fundamentals acquired in the first course. The continued use of audio-visual materials will improve the students' listening and verbal abilities. Supplemental materials such as short stories, anecdotes, news items and magazine articles will develop the students' reading ability.

*PREREQUISITE: French 1 or eighth grade French*

### **FRENCH 3R**

**1 credit**

**Grade 10 (R)**

This is a Regents preparatory course in which all four basic skills, namely listening, speaking, reading, and writing are further refined. This course will be amply supplemented with up-to-date audio-visual materials, short stories, plays, magazine and newspaper articles best suited to achieve the objectives of this course. The Comprehensive Regents Exam will be the Final Exam in the course.

*PREREQUISITE: French 2R and teacher recommendation*

### **FRENCH 4H**

**1 credit**

**Grades 11, 12 (H)**

At this advanced level, students will have ample opportunity to polish and refine their knowledge of French. Greater emphasis will be placed upon individual growth in each of the basic skills. A review of structure will be provided to improve oral as well as written ability. Students will be encouraged to speak more and more French in classroom situations. Individual projects may include the use of cassettes and video tapes. This, as well as the continued use of audio-visual materials, will improve the students' listening and speaking skills. Reading selections now include poems, plays and short stories by well-known authors.

*PREREQUISITE: French 3R*

**FRENCH 5H****1 credit****Grade 12 (H)**

This course will provide the student with the opportunity to go further in French through involvement in a variety of distinct linguistic and cultural activities. Students will be encouraged to communicate solely in French. There will be many individualized projects and students will become acquainted with the literary works of representative French authors. Continued use of audio-visual materials and other supplementary matter will serve to add a valuable dimension to the course.

*PREREQUISITE: French 4H*

**ITALIAN 1****1 credit****Grades 9, 10, 11, 12 (R)**

This introductory course is designed to acquaint the students with the basic elements of the Italian language. Emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand the speak the language in actual situations. Authentic materials will be used for cultural enrichment.

**ITALIAN 2R****1 credit****Grade 9 (R)**

The second level course aims at improving and expanding the knowledge of the fundamentals acquired in the first course. Short stories, anecdotes, news items and articles geared to this level of study will be read.

*PREREQUISITE: Italian 1 or eighth grade Italian*

**ITALIAN 3R****1 credit****Grade 10 (R)**

This a Regents preparatory course in which all four basic skills, namely listening, speaking, reading and writing are further refined. The course will be amply supplemented with the most up-to-date authentic materials from Italy best suited to achieve the objectives of this course. The Comprehensive Regents Exam will be the final exam in the course.

*PREREQUISITE: Italian 2R and teacher recommendation*

**ITALIAN 4H****1 credit****Grades 11, 12 (H)**

At this advanced level, students will have ample opportunity to polish and refine their knowledge of Italian. Greater emphasis will be placed upon individual growth in each of the basic skills. Research projects will be encouraged and the class will sometimes meet in the library. In addition, there will be extensive use of audio-visual materials, including video tapes.

*PREREQUISITE: Italian 3R*

**ITALIAN 5H****1 credit****Grade 12 (H)**

This course represents the culmination of Italian studies in Bethpage. It will provide the student with the opportunity to become more proficient in Italian through a survey of Italian history and culture. Continued use of audio-visual materials and other supplementary matter will serve to add a valuable dimension to the course.

*PREREQUISITE: Italian 4H*

**SPANISH 1****1 credit****Grades 9, 10, 11, 12 (R)**

The first course in Spanish is designed to develop in students the ability to understand and express ideas and thoughts that are generally found in every day conversations. Pronunciation, correct usage and fluency are particularly stressed. Certain aspects of culture are also introduced.

**SPANISH 2R****1 credit****Grade 9 (R)**

This second level course is primarily a continuation of the subject matter begun in the first level. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of the language. There is an expansion of vocabulary as well as an introduction of culture. Some outside reading and complementary material are introduced.

*PREREQUISITE: Spanish 1 or eighth grade Spanish*

**SPANISH 3R****1 credit****Grade 10 (R)**

All four basic language skills are further developed in the manner recommended by the New York State Syllabus. The study of the most essential structures is completed. Vocabulary is expanded through selected readings. There is intensive practice conversation on a wide variety of topics. Students are expected to be thoroughly prepared to take the Comprehensive Regents examination upon completion of this course.

*PREREQUISITE: Spanish 2R and teacher recommendation*

**SPANISH 4H****1 credit****Grades 11, 12 (H)**

At this advanced level, students will have ample opportunity to polish and refine their knowledge of Spanish. Greater emphasis will be placed upon individual growth in each of the basic skills. A review of structure will be provided to improve oral as well as written ability. Students will be encouraged to speak more and more Spanish in classroom situations. Individual projects may include the use of audio and video tapes. This, as well as the continued use of Audio-Visual materials will improve the students' listening and speaking skills. Reading selections now include poems, plays and short stories by well-known authors.

*PREREQUISITE: Spanish 3R*

**COLLEGE SPANISH****1 credit****Grade 12 (H)**

This course will help students to develop oral skills at a more advanced level through various mediums. Materials are drawn from journalistic, cinematographic, literary sources and individual research by students. Oral skills will be reinforced by periodic written assignments. This class involves the students in activities such as dialogues, impromptu and prepared class discussions and oral reports that require the communicative use of all four language skills (listening, speaking, reading and writing). Three credits are offered through Molloy College for those that qualify.

*PREREQUISITE: Spanish 4H***ADVANCED PLACEMENT SPANISH****1 credit****Grade 12 (AP)**

Students enrolled in this course will enhance their oral, aural, writing and reading skills in Spanish through immersion in the language, intense review of grammar, and literary studies. Students in this course will be prepared to take the Advanced Placement Examination in Spanish.

*PREREQUISITE: Spanish 4H and teacher recommendation***SPANISH RESEARCH COURSE****½ credit****Grade 12 (AP)**

This course is offered in conjunction with Advanced Placement Spanish. Students will work on applying the principles and knowledge they have attained in class through meaningful aural and oral activities. They will work with audio tapes and video tapes to improve listening comprehension skills. Students will practice their speaking skills by recording their voices. The teacher will critique these tapes on an individual basis. There will also be opportunities to simulate A.P. testing situations which include: listening comprehension, speaking, reading comprehension and the 40 minute essay question.

*PREREQUISITE: Spanish 4H**COREQUISITE: Enrollment in Advanced Placement Spanish***MATHEMATICS**

*According to recent restructuring by the New York State Department of Education, the Mathematics requirement for graduation is three credits of Regents level Mathematics. To satisfy the NYS requirement for a Regents Diploma students are required to pass the Mathematics A Regents Examination or the Integrated Algebra Regents Examination. A mathematics average of 85 is necessary to remain in the honors program. Students are encouraged to take a mathematics course every year. The choice of topics beyond Math 11 and Intermediate Math meets the broad needs of twelfth grade students.*

*Graphing calculators will be used in all courses leading to a Regents Examination.*

Students must successfully complete one of the following three Regents examination options to satisfy the requirements for a Regents Diploma with Advanced Designation:

<b><u>OPTION #1</u></b>		<b><u>OPTION #2</u></b>		<b><u>OPTION #3</u></b>
Math A and Math B	<b>OR</b>	Math A and Integrated Algebra 2 and Trigonometry	<b>OR</b>	Integrated Algebra and Integrated Geometry and Integrated Algebra 2 and Trigonometry

**INTEGRATED ALGEBRA****1 credit****Grade 9 (R)**

Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines. This course will cover linear equations in one variable, quadratic functions with integral coefficients and roots, absolute value and exponential functions, systems, of equations, data analysis including measures of central tendency, coordinate geometry, calculation of rates using appropriate units, conversion within measurement systems, right triangle trigonometry, probability, and an understanding of correlation and regression. This course culminates in a June Algebra Regents exam.

**EXTENDED INTEGRATED ALGEBRA****1 credit****Grade 9 (R)**

This course is designed to prepare students for the Algebra Regents examination. The course covers all the same topics as Integrated Algebra. The class will meet for a second period on alternate days. This course culminates in a June Algebra Regents exam.

**ADVANCED GEOMETRY****1 credit****Grade 9 (H)**

This course is meant to employ an integrated approach to the study of geometric relationships. By integrating synthetic, transformational and coordinate approaches to geometry, students will justify geometric relations and properties of geometric figures. Some of the major topics will be: congruence and similarity of triangles, rotations, reflections, translations and glide reflections, coordinate geometry, and properties of triangles, quadrilaterals, and circles. This course culminates in a June Geometry Regents exam. This is the second course and Regents, in the series of three math courses and Regents, needed for a Regents Diplomas with Advanced Designation. This course is for those advanced students who successfully passed the Integrated Algebra Regents in 8th grade.

**GEOMETRY****1 credit****Grade 10 (R)**

This course is meant to employ an integrated approach to the study of geometric relationships. By integrating synthetic, transformational and coordinate approaches to geometry, students will justify geometric relations and properties of geometric figures. Some of the major topics will be: congruence and similarity of triangles, rotations, reflections, translations and glide reflections, coordinate geometry, and properties of triangles, quadrilaterals, and circles. This course culminates in a June Geometry Regents exam. This is the second course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation.

**EXTENDED GEOMETRY****1 credit****Grade 10 (R)**

This course is designed to prepare students for the Geometry Regents examination. The course covers all the same topics as Geometry. The class will meet for a second period on alternate days. This course culminates in a June Geometry Regents exam. This is the second course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation.

**ADVANCED ALGEBRA 2 & TRIGONOMETRY****1 credit****Grade 10 (H)**

This course will be a continuation and extension of algebra to include imaginary and complex numbers, families of functions, systems of equations, data analysis and arithmetic and geometric sequences and series. Right triangle trigonometry will be expanded to include the investigation of circular functions and problem solving situations requiring the use of trigonometric equations and identities will be investigated. This course culminates in a June, Algebra 2 & Trigonometry Regents exam. This is the third course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation. This course is for those advanced students who successfully passed the Geometry Regents in 9th grade.

**ALGEBRA 2 & TRIGONOMETRY****1 credit****Grade 11 (R)**

This course will be a continuation and extension of algebra to include imaginary and complex numbers, families of functions, systems of equations, data analysis and arithmetic and geometric sequences and series. Right triangle trigonometry will be expanded to include the investigation of circular functions and problem solving situations requiring the use of trigonometric equations and identities will be investigated. This course culminates in a June, Algebra 2 & Trigonometry Regents exam. This is the third course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation.

**EXTENDED ALGEBRA 2 & TRIGONOMETRY****1 credit****Grade 11 (R)**

This course is designed to prepare students for the Algebra 2 & Trigonometry Regents examination. The course covers all the same topics as Algebra 2 & Trigonometry. The class will meet for a second period on alternate days. This course culminates in a June, Algebra 2 & Trigonometry Regents exam. This is the third course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation.

**ALGEBRAIC PRINCIPLES OF MATHEMATICS****1 credit****Grade 11 (R)**

This course will offer students the opportunity to continue developing alternative solution strategies and algorithms while earning their third credit of mathematics. Within this course, the number system will be extended to include imaginary and complex numbers; families of functions will be studied; as well as the development of the student's algebraic techniques.

**PRECALCULUS (Advanced)****1 credit****Grade 11 (H)**

The Precalculus student will have successfully completed Math 10 Advanced. This course will deal with higher degree functions, the theory of equations, and an introduction to calculus. Students have the option to take this course for college credit. There is a tuition charge for the college partnership.

**AP STATISTICS** **1 credit** **Grade 11, 12 (AP)**  
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data, describing patterns and departures from patterns; 2) sampling and experimentation, planning and conducting a study; 3) anticipating patterns, exploring random phenomena using probability and simulation; and 4) statistical inference, estimating population parameters and testing hypotheses. Students must take the Advanced Placement Statistics exam in May. Students receive college credit in accordance with the examination grade and college selected.  
*PREREQUISITE: Successful completion of Math B regents or Algebra 2 and Trigonometry regents.*

**PRECALCULUS** **1 credit** **Grade 12 (R)**  
This course is an extension of mathematics beyond the Regents sequence. Students in this course will have successfully completed the Mathematics B exam. Students will study real world application, theory of equations, higher degree functions and selected topics from calculus. Students have the option to take this course for college credit. There is a tuition charge for the college partnership.

**MATH ANALYSIS** **1 credit** **Grade 12 (R)**  
This course will include statistics, college algebra, and function modeling including linear, quadratic, exponential and sinusoidal. Students will be given the opportunity to practice college entrance exams. A prerequisite for this course would be intermediate math. Students have the option to take this course for college credit. There is a tuition charge for the college partnership.

**AP MATHEMATICS AB** **1 credit** **Grade 12 (AP)**  
Students study topics from analytic geometry and calculus. The curriculum is formulated by the Educational Testing Service. Students must take the Advanced Placement Examination in May. Students receive college credit in accordance with the examination grade and college selected.

**CALCULUS RESEARCH LAB AB** **½ credit** **Grade 12 (AP)**  
This course is the lab component of AP Mathematics AB.

**AP MATHEMATICS BC** **1 credit** **Grade 12 (AP)**  
In addition to the topics covered in AP Mathematics AB, this course covers polynomial approximations and series. Students must take the Advanced Placement Examination in May. Students receive college credit in accordance with the examination grade and college selected.

**CALCULUS RESEARCH LAB BC** **½ credit** **Grade 12 (AP)**  
This course is the lab component of AP Mathematics BC.

**STATISTICS** **1 credit** **Grade 12 (H)**  
This is designed for those students who have successfully completed the Math B curriculum and have passed the Math B regents. This course will enable students to describe statistical data and to develop an understanding of statistical methods frequently encountered in fields of science, business, politics, health and behavioral sciences. Students are able to take this course along with or instead of PreCalculus or Math Analysis. The use of a TI-83 plus graphing calculator will be extensive in this course. Students have the option to take this course for college credit. There is a tuition charge for the college partnership.

**COMPUTER PROGRAMMING** **1 credit** **Grades 10, 11, 12**  
This course introduces the student to computer programming, algorithmic problem solving, and object-oriented programming. The course is taught using the Scheme and Java programming languages. Math 10 is a co-requisite for this course. Students in this course are eligible to receive three Molloy College credits. There is a tuition charge of \$150 (\$50 per credit).

**AP COMPUTER SCIENCE** **1 credit** **Grades 11, 12 (AP)**  
Students will study object-oriented programming, data structures, and analysis of algorithms. College credit for this course is based upon the examination grade and the college selected. Up to eight college credits may be granted. The curriculum is formulated by the Educational Testing Service. Students have the option to take this course for college credit. There is a tuition charge for the college partnership. This course will be offered alternating years.  
*PREREQUISITE: Computer Programming*



## MUSIC

*The Music Department is dedicated to the principle that "Music Makes The Difference" in a well rounded education. Students are encouraged to explore the esthetic value of music in our cultural heritage so that they might be more enlightened and productive citizens. Students are encouraged to continue study in their major instrument or in voice training by becoming involved in one or more performing groups. All courses encourage active participation and hands on experiences. Students selecting any performing groups are advised that performance at scheduled high school concerts is mandatory.*

### **BAND**

**1 credit**

**Grades 9, 10, 11, 12**

This course includes learning the techniques of modern marching and concert bands. Growth is experienced on a personal level as each student improves on his/her instrument and on a group level as all members learn the skills and fundamentals of working together. Required activities include, but are not limited to football games, parades, and concert programs. This course includes one additional group music lesson per week during school.

### **ORCHESTRA**

**1 credit (every day)**

**Grades 9, 10, 11, 12**

This course includes learning the techniques of performance in the symphony orchestra, with opportunities of performing in various string ensembles. Growth is experienced on a personal level as each student improves on his/her instrument and on a group level as all members learn the skills and fundamentals of working together. Literature will be chosen from classical and popular compositions. Includes performance at the Spring & Winter concerts. This course includes one additional group music lesson per week during school.

### **CHORUS**

**½ credit**

**Grades 9, 10, 11, 12**

The techniques of diction, articulation, basic music reading and breath control necessary for fine vocal performance are taught. Classical Broadway, folk and standard popular songs are studied and presented in concert. Requirements include performances at the Winter & Spring Concerts. *\*Approval by current vocal teacher required.*

### **CHORALE**

**½ credit**

**Grades 10, 11, 12**

This course was created to give the more advanced choral student an opportunity to further pursue the art of choral music on a level above that of the regular chorus. Techniques for proper singing will be taught in the context of more advanced choral music. The Chorale will perform at the winter and spring concerts. *\*Approval by vocal teacher required.*

### **MUSIC APPRECIATION**

**½ credit**

**Grades 9, 10**

This music appreciation course is designed to explore a variety of musical styles, forms, and periods of music. The overall goal is the development of a personal appreciation of music. In this course, students will participate in musical activities such as listening, creating and performing. Students will analyze music within the context of human experience and develop analytical listening skills. Students will develop an awareness of the relationship of music to their own culture and society at large and an understanding of the way music reflects social, historical and political ideals and practices. Finally, students will recognize the relationships that exist between music and other art forms.

### **MUSICAL THEATRE WORKSHOP**

**½ credit**

**Grades 9, 10, 11, 12**

This course is designed to give the student an overall view of musical theatre and the components which lead to a successful production. Students will be instructed in all areas of theatre, including its history and performance techniques. Acting, singing, dancing and technical work will be carefully examined and studied. Since this is a workshop the final evaluation for this class will be designed by the students involved. Every student will work at his or her own pace.

### **THEORY I**

**½ credit**

**Grades 10, 11, 12**

Knowledge of the theoretical basis of good music is emphasized. Understanding of music symbols, key signature, meter signatures, time values of notes and rests, major, minor and chromatic scales, intervals and general definitions are also studied. Creativity is encouraged and elements of composition are included. This course will be taught in the Music Computer Lab using the latest technology.

### **THEORY II**

**½ credit**

**Grades 10, 11, 12**

This course calls for advanced ear training, dictation and sight reading; learning fundamentals of harmony; gaining experience in writing melodies in 4 part arrangements for vocal and instrumental groups. Students write original compositions in both classic and popular idioms. This course will be taught in the Music Computer Lab using the latest technology.

*PREREQUISITE: Theory I*

**COMPUTER MUSIC I****½ credit****Grades 10, 11, 12**

Students will explore the uses of the computer in the creation of music. Using a hands-on approach students will learn music composition, notation, and recording through the use of Finale, Home Studio XL, and Band in the Box computer music programs.

**COMPUTER MUSIC II****½ credit****Grades 10, 11, 12**

This course is designed to expand upon the knowledge and skills learned in Computer Music I. Students will learn advanced music notation and sequencing techniques including recording digital audio, advanced sound mixing, and multi-media applications. An emphasis will be placed on using the computer music programs as tools to realize the student's creative potential. (\*Completion of Computer Music I is required for admittance into this course.)

**JAZZ ENSEMBLE****½ credit****Grades 9, 10, 11, 12**

This group is designed for the experienced instrumentalist. Knowledge of the styles and performing practices of jazz are emphasized. The Jazz Ensemble performs throughout the year at school concerts and outside music festivals. Rehearsals are held on Tuesday evenings from 7:00 to 9:00. Members are selected by audition and must be currently enrolled in the band.

**HISTORY OF ROCK/RAP/HIP HOP****½ credit****Grades 10, 11, 12**

This course is designed to immerse students in rock, rap and hip hop music from the 1950's through the 21st Century. Through familiar and unfamiliar music, students will discover the manner in which rock, rap, and hip hop were created and the social, cultural, and political impact that this music has had in the history of this country and the world. In this course, students will discover how a musical artist is created, manufactured, and promoted. Using technology, students will learn to compose and perform music in this style.

**SELECT CHORUS****¼ credit****Grades 9, 10, 11, 12**

This group performs a wide variety of musical styles of choral music in 2, 3, and 4 part harmony. Particular attention is paid to learning good vocal technique. Students often have the opportunity to perform outside the school and at an annual music festival, in addition to the winter and spring concerts. Girls' Select Chorus will meet on Monday afternoons from 2:40 pm to 4:20 pm. *Members are selected by audition.*



## PHYSICAL EDUCATION & HEALTH

*Required for four years as a graduation requirement. Special adaptive physical education classes are available for students unable to participate in the regular classes.*

**GENERAL PHYSICAL EDUCATION (Alternate Days) ½ credit****Grades 9, 10**

This course is open to both boys and girls. In this elective students are offered a core course in physical education. Team sports will be the main focus of the activities and skill development, knowledge of rules and strategies, and cooperation will be emphasized. The activities in this course will include, but are not limited to the following:

<i>Team Handball</i>	<i>Ultimate Frisbee</i>	<i>Pickleball</i>
<i>Volleyball</i>	<i>Badminton</i>	<i>Softball</i>
<i>Basketball</i>	<i>Swimming</i>	<i>Ping-Pong</i>
<i>Football</i>	<i>Tennis</i>	

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

**GENERAL PHYSICAL EDUCATION (Alternate Days) ½ credit****Grades 10,11**

This course is open to both boys and girls. In this elective students are offered a core course in physical education. Team sports will be the main focus of the activities and skill development, knowledge of rules and strategies, and cooperation will be emphasized. The activities in this course will include, but are not limited to the following:

<i>Team Handball</i>	<i>Ultimate Frisbee</i>	<i>Pickleball</i>
<i>Volleyball</i>	<i>Badminton</i>	<i>Softball</i>
<i>Basketball</i>	<i>Swimming</i>	<i>Ping-Pong</i>
<i>Football</i>	<i>Tennis</i>	

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

**AEROBICS (Alternate Days)****½ credit****Grades 9, 10**

This course is open to both boys and girls. It will provide the student with regular workouts as well as knowledge regarding aerobic exercise. Body movement and cardiovascular conditioning will be emphasized; calorie and nutrition awareness will also be discussed. The main activities will include:

<i>Cardio-Kickboxing</i>	<i>Swimming</i>	<i>Gymnastics</i>	<i>Step Aerobics</i>
<i>Balance Ball</i>	<i>Cooperative Games</i>	<i>Yoga</i>	<i>Pilates</i>
<i>Dance</i>	<i>Conditioning</i>		

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

**AEROBICS (Alternate Days)****½ credit****Grades 11, 12**

This course is open to both boys and girls. It will provide the student with regular workouts as well as knowledge regarding aerobic exercise. Body movement and cardiovascular conditioning will be emphasized; calorie and nutrition awareness will also be discussed. The main activities will include:

<i>Cardio-Kickboxing</i>	<i>Swimming</i>	<i>Gymnastics</i>	<i>Step Aerobics</i>
<i>Balance Ball</i>	<i>Cooperative Games</i>	<i>Yoga</i>	<i>Pilates</i>
<i>Dance</i>	<i>Conditioning</i>		

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

**DANCE I (Alternate Days)****½ credit****Grades 9, 10, 11, 12**

This course is open to both boys and girls. This class will focus on a variety of social dances including salsa, hustle, cha-cha, swing, and hip-hop. Other activities from the Physical Education and Aerobics curriculum will be incorporated into this course, however, the primary focus will be on dance. You will learn the basic steps to all these dances and gain the confidence to step on the dance floor anywhere you go!

**FITNESS FOR LIFE (Alternate Days)****½ credit****Grades 11, 12**

An extension of the selective Physical Education program. This program is for students of exceptional ability and interest and would be considered an advanced class. Activities include: Running for Speed and Endurance, Agility Training and Weightlifting Techniques. All students may apply. *\*Department approval required.*

**LIFEGUARD CERTIFICATION / CPR / FIRST AID COURSE****Alternate Days—Full Year****½ credit****Grades 11, 12**

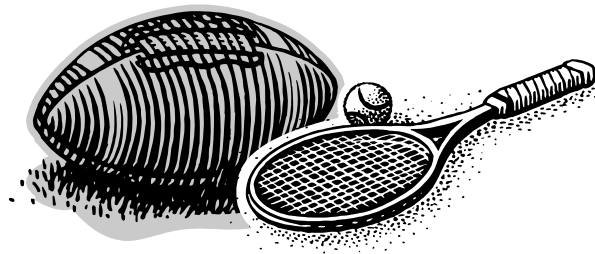
This Physical Education course enables students to become lifeguard certified. The program provides entry-level lifeguard candidates with the skills and knowledge to prevent, recognize, and respond to emergencies, and provide care for injuries and sudden illnesses until advanced medical personnel can take over.

Upon successful completion of the Lifeguard Training Course, each participant will receive four American Red Cross certifications: one indicating Lifeguard Training and First Aid that is valid for three years, one indicating CPR for the Professional Rescuer that is valid for one year, one indicating Automated External Defibrillation valid for one year and one indicating Oxygen Administration valid for one year.

**Class Limit: 20*****Department approval required*****HEALTH—Required for all Students****½ credit****Grades 10**

Health Education is concerned with the individual and his/her interaction with the environment. Major emphasis will be placed on critical areas of health concerning our society today. Ecology, consumer and world health, major social problems (drug, alcohol and smoking), mental health, family life, AIDS and steroids, exercise and fitness as well as nutrition are the areas to be covered.

Health is offered for ½ year in the fall or spring semester as well as alternate days for the entire year. This course is required for graduation.





# READING AND STUDY SKILLS

## REGENTS COMPETENCY READING

5 Days — 1 credit

Grades 9, 10, 11, 12

This program of instruction and practice is required under state law for the student whose reading skills are not at the level of competency required for high school graduation. Instruction will be continued until the student has demonstrated an ability to pass the new English Regents Exam. Reading strategies, study and listening skills, and writing will be stressed.

## DYNAMICS OF READING

5 or Alternate Days—1 or ½ credit Grades 9, 10, 11, 12

This program is designed to assist students in a variety of ways. Major emphasis is on the development of reading, writing, study and listening skills needed to complete content area assignments. Students will also be challenged to



# SCIENCE

*The Bethpage High School science program fosters scientific literacy for every student through a combination of instructional and laboratory experiences addressing key concepts from earth, life and physical sciences. By graduation, students will have the foundation necessary to understand the scientific aspects of contemporary life and to make informed decisions regarding important issues related to science and technology.*

*Students must complete three credits in science. One of those credits must be based on the Living Environment core curriculum and one must be based on a Physical Setting core curriculum (earth science, chemistry, or physics). Students must pass one State Regents examination in science for a Regents Diploma and two State Regents examinations for an Advanced Designation Regents Diploma.*



strengthen their general reading and reasoning skills, and to read and analyze documents, graphs, charts and political cartoons in order to meet the new Regents standards.

## LIVING ENVIRONMENT—HONORS

1 credit

Grade 9 (H)

This course is similar to Living Environment—Regents. It is designed for students exhibiting high motivation and aptitude for science studies. In addition to the Living Environment Core Curriculum guide mandates, students will engage in strategies and learning activities designed to help prepare them for the AP Biology and the SAT Subject Test.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

## LIVING ENVIRONMENT—REGENTS

1 credit

Grades 9 (R)

This course is designed to provide students with background knowledge in the biological sciences. There is a special emphasis on ecology which leads to an increased awareness of the results of our interaction with the environment. This course contains seven core topics; unity and diversity, maintenance, human physiology, reproduction and development, genetics, evolution, and ecology.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

## EXTENDED LIVING ENVIRONMENT

1 credit

Grades 9 (R)

This course is intended to provide students with an awareness and appreciation of the natural world and a basic understanding of biological processes. Students will be instructed in the development of study skills that, while applicable to all courses, are, in this program designed to support the students' Regents experience. A close liaison exists between the student, special education teacher, and the mainstream teacher in order to maximize the student's academic performance.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

## LIVING ENVIRONMENT REGENTS PREPARATORY COURSE No credit

Grades 9

In order for all students to successfully complete the Living Environment Regents, this preparatory course will increase understanding, build confidence and promote success in Regents Living Environment. Recommendation by the student's eighth or ninth grade science teacher is a prerequisite for this course. During the year students may be

admitted with permission of the Science Department Director.

**EARTH SCIENCE—REGENTS**

**1 credit**

**Grades 10 (R)**

The course contains four basic areas: investigating processes of change, the earth's energy budget, the rock cycle, and the history of the earth. The course is investigative in nature and is student activity oriented. The laboratory experiences are truly the core of the course. The theme of the Earth Science course is the basic concept that we live on a dynamic earth which is constantly changing.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

**EXTENDED EARTH SCIENCE**

**1 credit**

**Grade 10 (R)**

This course follows the Regents Earth Science curriculum and is to provide the necessary skills needed to make the student an independent learner in this course as well as others. A close working relationship will exist between the student, special education teacher and the mainstream teacher in order to attain the greatest academic performance for each student.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

**EARTH SCIENCE REGENTS PREPARATORY COURSE**

**No Credit**

**Grades 10**

This preparatory course will focus on improving and strengthening the skills required to pass the earth science regents course. Recommendation by the student's ninth grade science teacher is a prerequisite for this course. Students may enter the class during the year based upon the recommendation of their classroom teacher and the science director.

**CHEMISTRY—HONORS**

**1 credit**

**Grade 10 (H)**

This course is designed for students that wish to excel in an exploratory approach to chemistry. It is a rigorous course and is recommended for those who are capable of advanced independent work and who are oriented towards a scientific career. The Regents program will be expanded and emphasis placed on individual participation.

The College Board SAT II subject test in Chemistry may be taken upon completion of the course.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

*PREREQUISITE: 85% on Earth Science and Living Environment Regents and teacher recommendation.*

**CHEMISTRY (REGENTS)**

**1 credit**

**Grades 11 (R)**

This course represents a modern view of Chemistry suitable for students with a wide range of skills and abilities. There are 12 areas to be covered: matter and energy, atomic structure, bonding, periodic table, mathematics of chemistry, kinetics and equilibrium, acid-base theory, redox and electro-chemistry, organic chemistry, application of principles of reaction, nuclear chemistry and laboratory activities.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

**CONCEPTS & APPLICATIONS IN CHEMISTRY**

**1 credit**

**Grades 11, 12**

This class is designed for college-bound students with an interest in chemistry's connection to everyday living. Students will study atomic structure, nuclear reactions, the Periodic Table, matter and energy, acids and bases and organic chemistry. Internet research and laboratory experiments will give students the opportunity to discover some aspects of chemistry on their own.

**CHEMISTRY REGENTS PREPARATORY COURSE**

**No Credit**

**Grades 11 (R)**

This course will reinforce the concepts and skills necessary to successfully complete the Chemistry Regents. It will offer increased individual participation in the more difficult laboratory activities. An increased understanding of the basic concepts will foster a willingness to continue in Regents level science instruction. Recommendation of the student's Living Environment or Earth Science teacher is a prerequisite for the course. During the year students may be admitted with the permission of the Science Department Director.

**PHYSICS—HONORS**

**1 credit**

**Grade 11 (H)**

Honors physics is a laboratory driven course which explores all aspects of the Regents core curriculum in greater depth. This course is open to juniors and seniors with a strong interest in mathematics, mechanics, energy, wave phenomena, electricity, magnetism and modern physics.

The Regents is the final exam; students must show satisfactory completion of the laboratory component of the course

to sit for the Regents exam.

*PREREQUISITE: 85% in Living Environment and Chemistry Honors*

**PHYSICS**

**1 credit**

**Grade 11, 12 (R)**

This course is designed for those students who desire to garner further knowledge in the field of science and mathematics. Physics deals with matter and energy. Five major areas of study are included: mechanics, energy wave phenomena, electricity and magnetism, and nuclear physics. Students are required to have a background in algebra. There is a mandatory laboratory component which must be met to qualify for the Regents which is the final exam.

*PREREQUISITE: INTEGRATED ALGEBRA / MATH A*

**PROJECT ADVANCE FORENSIC SCIENCE**

**1 credit**

**Grades 12 (H)**

Students will apply scientific methods and techniques to collect, preserve and evaluate physical evidence commonly found at crime scenes. Topics addressed will include crime scene processing, serology, toxicology, ballistics and arson as well as the analysis of DNA, hair, fiber, paint, document and voice evidence. This course is presented in conjunction with Syracuse University; its successful completion entitles students to 4 college credits. (Tuition to be determined by Syracuse University.)

*PREREQUISITES: Living Environment, Earth Science and Chemistry Regents as well as teacher recommendation.*

*Students must be seniors with an overall average of 85 and an 85 average in science coursework.*

**FORENSIC SCIENCE**

**1 credit**

**Grades 12**

For all students interested in a course that demonstrates the significance of science in the identification of physical evidence left at crime scenes. This course integrates biological and chemical analysis and creates a greater awareness of the legal as well as scientific aspects of physical evidence. Areas of study will include collection, preservation and analysis of evidence. Field trips and laboratory investigations are included.

*PREREQUISITE / COREQUISITE: Chemistry*

**ENVIRONMENTAL SCIENCE**

**1 credit**

**Grades 11, 12**

This course is designed for those students interested in learning about the “Stewardship” of the Earth through the development of individual attitudes towards the conservation of our living and non-living environment. Areas of study will include the web of life, biological communities, endangered species, populations, air, water, and land pollution, marine biology, marine geology, resources of the oceans, and new theories of continental drift and plate tectonics. Field trips and laboratory investigations are included.

*PREREQUISITE: Earth Science and Living Environment*

**SCIENCE RESEARCH PROGRAM**

**1 or ½ credit**

**Grades 9, 10, 11, 12 (H)**

Students will learn how to research scientific literature, evaluate the design of experiments, assess their progress and achieve results through their selection of projects to investigate. Formal instruction will occur in public speaking and procedures for writing reports. Completed projects should be eligible to compete in the Long Island Science Congress and INTEL Science Talent Search.

It is expected that students will continue to enroll in the program until their projects are completed. The program will be offered during the regular school day and after school for honor science students at all grade levels. Each student, will be required to enter at least six competitions each year. Participation in an academic year institute or summer research program will count toward fulfilling the competition requirement. Sections meeting during the school day will receive one credit. Sections meeting after school will receive ½ credit.

**BIOTECHNOLOGY PROGRAM**

Information about the Biotechnology Program can be found under the Computer and Technology section.

**ADVANCED PLACEMENT SCIENCE**

AP science courses are designed by the College Board to be the equivalent of science courses experienced by science majors during their freshman year of college. Successful students may earn up to 3 college credits in AP Environmental Science and AP Physics B. Eight (8) college credits (i.e. 3 lecture credits and 1 lab credit per semester) for AP Biology and AP Chemistry. Since the textbooks used, the labs performed, the range and depth of topics covered and the time and effort invested by students are commensurate with undergraduate courses, these classes are both highly engaging and extremely challenging.

*Students participating in the science AP program are expected to complete Regents level science courses in Living Environment, Earth Science, Chemistry and Physics.*

**AP ENVIRONMENTAL SCIENCE****1 credit****Grades 11, 12 (AP)**

This course is a combination of earth, life and physical sciences which can be divided into 6 major topics including the interdependence of Earth's systems, human population dynamics, renewable and nonrenewable energy resources, environmental quality, the consequences of global changes and environmental ethics. Laboratory experiments focus on collecting qualitative and quantitative data from environmental systems and using the results of data analysis to propose solutions to current environmental issues. Students are expected to take the AP exam upon course completion.

*PREREQUISITE: Living Environment, Earth Science and Chemistry Regents as well as teacher recommendation.*

**AP BIOLOGY****1 credit****Grades 10, 11, 12 (AP)**

The first semester of this course focuses on cellular biology addressing cell structure and function, energetics and genetics. The second semester concentrates on organisms and their classification including a detailed survey of the five kingdoms and the evolutionary adaptations that characterize successful species. Students are expected to take the AP exam upon course completion.

*PREREQUISITE: Living Environment Regents and teacher recommendation.*

**AP CHEMISTRY****1 credit****Grades 11, 12 (AP)**

Lecture and laboratory work explores the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the concept of thermodynamics. Students conduct in-depth investigations acquiring extensive lab skills including filtration, titration, collection and handling of gases, synthesis and colorimetry. Students are expected to the AP exam upon course completion.

*PREREQUISITE: Living Environment, Earth Science and Chemistry Regents as well as teacher recommendation.*

**AP PHYSICS B****1 credit****Grades 11, 12 (AP)**

This course addresses topics in both classical and modern physics and includes laboratory experiences supporting each of the following major themes: Newtonian Mechanics (motion, work, energy, power, momentum and gravity), Fluid Mechanics and Thermal Physics (buoyancy, heat transfer, and thermodynamics), Electricity and Magnetism, Waves and Optics and Atomic and Nuclear Physics. Students are expected to take the AP Physics exam in May. Students who have not yet taken the Physics Regents are expected to do so in June.

*PREREQUISITE: Living Environment, Earth Science, Chemistry, Math A and Math B Regents courses and teacher recommendation.*



## **SOCIAL STUDIES**

*Social Studies prepares students for enlightened citizenship in a participating democracy. Therefore, students focus first on the study of Global issues, continue with the history of the United States and culminate in the study of Economics and Participating Government. There are also many electives that students can choose from to enrich their study of history and the social sciences. These include Psychology, AP Psychology, Philosophy, Film as History, Leadership, and Senior Seminar.*

**GLOBAL HISTORY & GEOGRAPHY I****1 credit****Grade 9 (R)**

This course will examine the events that shaped global history from the Ancient Greeks and Romans, through the dynasties of China, the great empires of Africa and the Native American legacies of Latin America. The course will emphasize the history of the world through the late 1700's. In keeping with the new standards, Global History will make strong use of primary sources and geography materials. Students will move on to Global History and Geography II in Grade 10 where they will finish the chronological accounting of world history and take the Global History and Geography Regents.

**PRE-AP WORLD HISTORY****1 credit****Grade 9 (H)**

This course will examine world history through a series of major themes spanning from the development of the earliest civilizations through the growth of empires, with an emphasis on political and social systems throughout the world. This course will be taught both thematically and chronologically emphasizing the history of the world through the late 1700s. Students will be required to read several sources beyond the scope of the textbook as well as complete analytical writing assignments. It is the expectation that students take the Advanced Placement Examination in World History at the conclusion of the course in Grade 10.



**PSYCHOLOGY****½ credit****Grade 11, 12**

Psychology is an elective that explores human behavior. It looks at many of the theories of leading psychologists (Freud, Jung, Piaget, Pavlov) and attempts to explain human development and motivation. Topics include personality development, dream interpretation, psychological disorders, dependencies and violence in our society.

**ADVANCED PLACEMENT PSYCHOLOGY****1 credit****Grades 11, 12 (AP)**

This college-level course will introduce students to the scientific study of behavior and the mental processes of human beings. The course will examine the major schools of psychology—the biological, behavior, cognitive and humanistic approaches taken to psychology. It will also examine various issues associated with psychology—development of personality, dream interpretation, the learning process, abnormal psychology and theories of motivation. Students will be expected to take the Advanced Placement Exam in May. There is no prerequisite for this course.

**CURRENT EVENTS****½ credit****Grades 10, 11, 12**

This course would focus on many different areas of current events: domestic, international, as well as the community level. The focus will also include exploring the many problems the world faces today and what is being done (or not done) to solve them: global warming, healthcare, the AIDS crisis, humanitarian efforts around the world, global conflict, lack of resources such as clean drinking water and food, unfair trade practices, slavery, etc. The exploration of all of these topics will help develop a more realistic view of what is going on in the world today—a world that you will be inheriting.

**FILM AS HISTORY****½ credit****Grades 10, 11, 12**

This course will look at the history of the world as shown on film. The course will compare historical realities to Hollywood and World Cinema interpretations of these events. The course will focus on world and U.S. history using the films themselves, critical reviews and interpretations of these films as well as primary sources of the events depicted.

**LEGAL EAGLES****½ credit****Grades 10, 11, 12**

This course is specifically designed for students who have an interest in the law. Throughout the half year course we will discuss many facets of the American legal system which will culminate in a mock trial experience. Just a few of the topics that we will discuss include civil and criminal law, the law and terrorism, developing a defense and Constitutional Law.

**LEADERSHIP****½ credit****Grade 12**

This course will look at leadership styles of important figures in United States and World History as well as political, business and moral leadership and how it has impacted society both positively and negatively. The course will also examine communication skills, managerial skills, self awareness, human relations skills, team building and public speaking. The course will culminate with a project designed to allow students the opportunity to develop their own leadership style.

**SENIOR SEMINAR****½ credit****Grade 12**

The senior seminar program is designed to provide seniors with the opportunity to comprehensively learn about the challenges of transitioning to college, as well as identifying and developing strategies to deal with the obstacles that the transition to adult life may pose.

Students will proactively tackle critical events such as, the college application process, personal finance, professionalism and the transition to the working world. Students will be exposed to first hand experiences and information as well as, identifying and developing strategies to deal with the obstacles that the transition to adult life may pose.



## **SPECIAL EDUCATION**

*The primary goal of the Special Education Department at Bethpage High School is to provide a continuum of services that enable special education students to achieve performance standards in the least restrictive environment, as set forth by the Committee on Special Education (CSE).*

### **CONSULTANT TEACHER SERVICES**

Consultant services are recommended for those students who are able to participate successfully within a general education setting with limited intervention from the special educator. A certified special education teacher, in collaboration with general education teacher(s) and other specialists, will design and implement an individualized educational plan to assist the student's learning within the mainstream setting. The consultant teacher may work directly, or indirectly, as stated on the student's IEP for a minimum of two hours per week.

### **RESOURCE ROOM SERVICES**

The Resource Program is specifically designed for special education students that require specialized supplementary instruction in a small group setting of no more than five students per class for a minimum of three hours per week. Functions within this class may include diagnostic assessments, individual and small group instruction to enable students to master concepts from their general education classes and remedial and tutorial assistance. This class is taught by a certified special education teacher who will collaborate with the general education teachers in order to design an individualized program for every student in the Resource Room.

### **CO-TEACHING INTEGRATED CLASS MODEL (Inclusion)**

Through this program, students with special needs access support services within general education classes as they are taught in the least restrictive environment. Integrated classes provide special education students with the opportunity to participate in general education curriculum classes with non-classified students and they are co-taught by an academic subject certified general education teacher and a certified special education teacher. There are some integrated classes that meet in an extended time format, if needed, due to the complexities of the coursework. These integrated classes are NYS Regents standards based as the goal for the students is to attain Regents' credit.

### **SELF-CONTAINED CLASS**

Self-contained classes are provided for those students who experience severe difficulties within the framework of the general education classes. The student ratio is 12:1:1 so that students are provided more individualized attention in a smaller class sized environment. There are two specific programs at Bethpage High School:

#### **A. GOAL (Goal Oriented Academic Learning) Program**

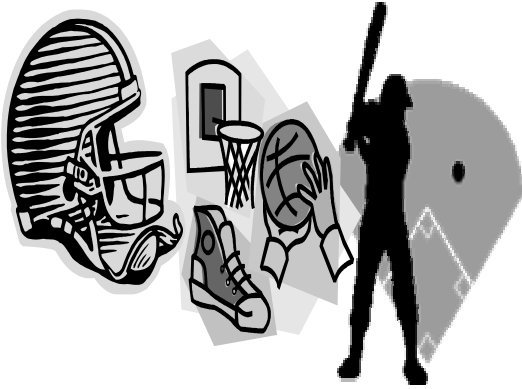
This academic program is designed for special education students and possibly non-classified students who require a more structured educational environment within the parameters of the Bethpage High School day. Classes are available for English, Social Studies, Math and Science and are co-taught by an academic subject teacher, a special education teacher, and if needed, a teacher assistant. The philosophy of the GOAL Program centers on differentiated instruction and strategy based instruction. A psychologist provides counseling (group and/or individual on a weekly basis) and there may be an optional component for half-day vocational training through BOCES.

#### **B. ACE (Academic and Career Experience) Program**

This academic and vocational program provides a modified curriculum for those students seeking an Individualized Education Plan (IEP) diploma, as approved by the Committee on Special Education (CSE). The purpose of the ACE Program is to support each student with academic knowledge and transitional skills to assist them in developing job skills to lead a productive and to the extent possible, an independent life in adulthood. Emphasis in these classes is placed on individual assessments, pre-vocational skills, and vocational training within the school, community, and local businesses. A psychologist coordinates transitional services and a job coach is provided to these students as they develop their job skills towards the goal of supportive or competitive employment. This program is taught by a certified special education teacher and is also staffed with a teacher assistant.

# BETHPAGE HIGH SCHOOL ACTIVITIES

Students are very much encouraged to join any of the sports, clubs, and activities listed below in which they may have an interest. Opportunities are available to learn more about special areas, become involved in community activities, or meet new friends. Many colleges, universities, and business personnel offices look very favorably upon extracurricular involvement by students during their high school years. This is a chance to see, visit, or learn new things!



## HIGH SCHOOL SPORTS

### FALL

Football  
Soccer  
Cross Country  
Tennis (G)  
Swimming (G)  
Volleyball (G)  
Golf

### WINTER

Basketball  
Wrestling  
Swimming (B)  
Bowling  
Gymnastics (G)  
Winter Track

### SPRING

Baseball  
Lacrosse  
Track  
Tennis (B)  
Volleyball (B)  
Softball  
Badminton

## HIGH SCHOOL EXTRACURRICULAR CLUBS AND ACTIVITIES

Art Club  
Astronomy Club  
Audio-Visual Club  
Business Manager  
Cheerleaders  
Chess Club  
Computer Club  
Dramatics Club (Masquers Guild)  
Explorations Club  
Foreign Language Clubs  
Honor Society  
Ice Hockey  
Jazz Band  
Kickline  
Literary Club  
Marching Band

Marine Physical Fitness  
Mathletes  
Newspaper-Journalism  
Philosophy Club  
Political Activities Club  
Robotics Club  
SADD  
Science Olympiad  
Select Chorus  
SPEC  
Stage Crew  
Student Civic Association/interact  
Student Council  
Students United for Tolerance Club  
Tri-M Honor Society  
Yearbook



# SPECIAL PROGRAMS

## CULTURAL ARTS PROGRAM

4 credits

Grades 11, 12

BOCES offers a special half-day program of study for students planning to major in music, drama or dance. An application, interview and audition is required in advance. Applications are available in Guidance.

## TRADE AND TECHNICAL PROGRAM

4 credits

Grades 11, 12

Vocational education courses are available at the Board of Cooperative Education Services (BOCES) training centers or at Levittown Memorial High School for one or two years. Students enrolled in these courses attend Bethpage High School for a half-day for their academic subjects, and spend the other half-day at one of the centers. The basic aims of the occupational education programs are to prepare high school youths for entry into the world of work or into continued post-secondary occupational education. Interested students should obtain application forms and course offerings from their guidance counselors.

## GUIDELINES FOR STUDENTS APPLYING TO VOCATIONAL PROGRAMS

1. A student entering a two year licensing program must do so by the junior year.
2. The deadline for applications for entrance to Vocational Programs is March 1 and all applicants are to visit the program, preferably with their parents. No application will be approved after established deadlines.
3. No application for admission will be approved after the first day of school in September unless it is within the budgetary allocation, is made by a transfer student already in the program or is made by a new entrant to the school under extraordinary circumstances which are approved by the principal.
4. Student attendance reports from BOCES and Levittown are reviewed on a regular basis.

### Trade and Technical Programs: - \*Courses Offered at Levittown

Animal Care	* Graphic Arts & Communications
Animal Care Skills	Graphic Design
* Architectural Drafting	Graphic Skills
Auto Body—Auto Collision Center	Health Skills
Auto Skills	Heating, Ventilation & Air Conditioning
* Automotive Technology	Horse Science & Management
Aviation Operations	* Horticulture & Landscape
Barbering Technician	* Medical Assisting
Business Service Skills	Network Cabling Technician
* Carpentry	Nurse Assisting
Certified Personal Trainer	Pharmacy Technician
Child Development	Physical Therapy Aide
* Computer Animation	Plumbing and Heating
Computer Network Technology	* Police Science / EMT
Computer Technology	Police Science / Criminal Justice
Construction Electricity	Retail Skills
Construction Trades	Small Engine Repair Skills
Construction Trade Skills	Sports Fitness & Health Services
* Cosmetology/Spa Services	Theatre Arts
* Culinary Arts	Veterinary Science
Culinary Arts Skills	Video Production & Communications
Dental Assisting	Virtual Enterprise
* Electrical Technology	Welding
Fashion Technology	



## **BETHPAGE HIGH SCHOOL COUNSELING PROGRAM**

*The counseling program is comprehensive, departmental, systematic, sequential, clearly defined and accountable. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. It enhances academics, career awareness, basic work skills, self-awareness, relationships, communication and life success skills for **all** students.*

*School counselors do not work alone. The school counselor and school counseling program use a collaborative model as their foundation. The Bethpage High School Counseling team facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, agencies, businesses, and other members of the community.*

*The counselor's role in developmental planning is a very student-centered one. A relationship which is built from the very day the student enters the school is truly the key for providing guidance in personal development, academics and career exploration. Because the process of growing up is a complicated one, students, parents and teachers often need advice on how to deal with problems that may arise. Bethpage High School maintains a staff of professional personnel for this purpose, each of whom may be contacted directly.*

### **THE ROLE OF THE SCHOOL COUNSELOR:**

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. The role of the counselor is to help students as they seek to identify and achieve personal goals, and assume rights and responsibilities in various life roles at each developmental stage.

The following functions of the school counselor are developmental and impact on all grade levels:

- **Academic Improvement and Planning**—includes the selection of a plan of study, placement into appropriate courses and programs, attendance improvement, study skills development, as well as participation in the CSE process as appropriate.
- **Personal/Social Growth**—includes counseling concerning self-esteem, communication skills, decision-making and relationship skills, as well as peacemaking, prejudice-reduction and compassion.
- **Crisis Intervention Services**—includes counseling students in crisis, e.g. suicide prevention, child abuse, pregnancy, substance abuse, and provide follow-up services as appropriate. The counselor plays an integral part in the crisis intervention team.
- **Transitional Services**—orients students as they move from grade to grade as well as from school building to school building so as to provide a comfortable and success-oriented learning environment.
- **Parent support**—includes individual conferences and group meetings with parents centered on the academic and personal growth of their children. This also includes the referral of students and parents to appropriate specialists.
- **Career/Life Planning**—increases students' awareness of the career and educational planning process as well as for the individual careers themselves, and instills in students the values and attitudes necessary for becoming a successful contributor to their families and to society.
- **Consultant**—includes serving as a reference and resource on student and school issues for the school psychologist, the school social worker, teachers, administrators and the community, as well as, for local and state agencies, mental health offices/clinics and other professionals designated by parents and/or the school district.

### **THE ROLE OF THE SCHOOL SOCIAL WORKER**

School social workers are graduates of accredited graduate schools of social work and are licensed professionals. They are qualified to help individuals learn to change their attitudes, behavior and situations.

The high school social worker helps to identify, assess and resolve social and emotional difficulties that teenagers experience which may interfere with their attendance, adjustment and achievement at Bethpage High School.

The social worker helps parents to better understand themselves and their teenagers and to learn more about the programs and services of the school and the community.

The social worker provides consultation to school staff to help explain causes of behavior and adjustment problems and to help staff develop intervention plans and strategies for students. Social workers advocate for new and improved programs and services, which will help students become successful in school and in life.

The social worker works toward agreed upon goals with pupils, parents, school staff and community agency personnel and others interested in the welfare of children and families.

The social worker sees students individually and in groups. The following are type of groups offered—socialization, self-esteem, conflict resolution, bereavement, separation and divorce. Groups are focused on an as-needed basis.

The school social worker is part of the total educational team of the school, working together with colleagues from other disciplines to provide the best educational experience for all pupils.

## **THE ROLE OF THE SCHOOL PSYCHOLOGIST**

Although psychologists within the school setting are best known for providing assessment, counseling and consultation services to individuals and small groups, their training and experience also provide a strong foundation for assistance with numerous other facets of educational reform. Some specific contributions involve providing data on performance expectations of students, counseling on violence and substances abuse, parent and family education and support, and program evaluation.

It is essential to provide the services that enable students in all grades to start each day ready to learn. Through prevention and early intervention services, psychologists can work with school staff and students to ensure that the physical, emotional, behavioral, and motivational needs of children and adolescents are addressed.

Additionally, psychologists are being relied upon as leaders in evaluating reform changes and are being asked to determine if state standards are being met. The psychologists' research and interventions in problem solving and other cognitive processes are essential tools in evaluating such standards.

### **9th GRADE COUNSELING PROGRAM—2010-2011**

August 2010 _____	Orientation Program for Freshmen
September 2010 _____	Individual/Group Counseling for Freshmen (2 weeks)
_____	New Entrant Ice Cream Bash and Orientation Program
January 2011 _____	Character Education Program
February 2011 _____	Individual/Group Conferences for Planning Next Year's Schedule
June 2011 _____	Pre-College Testing Program: SAT Subject Test—Biology

### **10th GRADE COUNSELING PROGRAM—2010-2011**

October 2010 _____	Practice PSAT/NMSQT
December 2010 _____	PSAT Seminar-Interpretation of scores and career analysis
February 2011 _____	Parent Program College Selection Process
_____	Vocational Program Visitation—BOCES Barry Tech, Levittown, and Cultural Arts
March 2011 _____	Career Development Program
March 1, 2011 _____	Deadline for filing a Vocational Program Application— BOCES Barry Tech, Levittown, and Cultural Arts
_____	Individual/Group Conferences for Planning Next Year's Schedule
June 2011 _____	Pre-College Testing Program: SAT Subject Tests—See your counselor for advisement

### **11th GRADE COUNSELING PROGRAM—2010-2011**

October 2010 _____	PSAT / NMSQT—Students compete for a National Merit Scholarship
December 2010 _____	PSAT Seminar-Interpretation of scores and career analysis
February 2011 _____	Parent Program—College Selection Process
_____	NCAA Requirements
_____	Special Programs
_____	Kick-Off Meeting for All Juniors—College Planning
March 2011 _____	Vocational Program Visitation—BOCES and Levittown, Cultural Arts
March-May 2011 _____	Individual Parent Conferences
June 2011 _____	Pre-College Testing SAT and SAT Subject Tests
_____	Pre-College Testing ACT

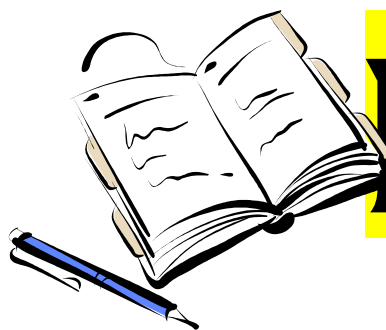
### **12th GRADE COUNSELING PROGRAM—2010-2011**

September 2010 _____	Parent Program—The College Application Process
October 2010 _____	Mini College Fairs
_____	SAT and SAT Subject Tests
_____	ACT
October-December 2010 _____	Individual Student Conferences
November 2010 _____	Alumni Breakfast
_____	Mini College Fairs
_____	SAT and SAT Subject Tests
December 2010 _____	Deadline for College Applications
_____	SAT and SAT Subject Tests
_____	ACT
January 2011 _____	Financial Aid Meeting
March 2011 _____	Community Scholarship Applications
June 2011 _____	College Adjustment Issues Seminar

# GUIDANCE PUBLICATIONS

*The guidance department publishes newsletters, pamphlets, guides, and bulletins as follows:*

- ◆ *Guidance Newsletter*
- ◆ *Scholarship Bulletins*
- ◆ *Summer Enrichment Guide*
- ◆ *Curriculum Guide*
- ◆ *College Planning Booklet*
- ◆ *Freshmen Orientation Booklet*
- ◆ *Scholar/Athlete Guide*
- ◆ *Student with Disabilities Booklet*
- ◆ *Financial Aid Folder*



## NOTES

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# CALENDAR CHECKLIST

## For Postsecondary Education and Financial Aid: Grades 9, 10, 11, 12

This is a guide to help you prepare your own checklist. Yours may vary because the needs and goals of individuals vary. Nonetheless, there are four guiding principles that are probably universal and should be considered from the ninth grade on. They are:

- **Study:** There is no substitute for personal effort in the learning process.
- **Plan carefully:** Be sure that the courses you take are the ones needed to meet admissions requirements.
- **Don't procrastinate:** Meet all application deadlines for financial aid, admissions, and testing.

Use your checklist to plan and time the actions you need to ensure a smooth transition to the college or other postsecondary school of your choice. Plans of action include target dates, so wherever possible, include a specific date by which you want or need to complete a particular item. Where appropriate, indicate dates you actually accomplish particular steps on your checklist.

## GRADE 9

- Apply for a Social Security number if you do not already have one.
- Check in your counseling office for materials or tests of aptitude or skills assessment.
- Refer to your "Portfolio"
- Investigate career information in areas that interest you and match your abilities.
- Analyze the courses you should be taking through high school to prepare for those careers.
- Discuss career interests and postsecondary education possibilities with your parents.
- Meet and talk with your school counselor about yourself and your future. Take your parents with you.
- Ask your parents about how much they think they can help you with paying for your future education. Work together to establish a savings plan that you can participate in. Learn about financial aid.
- Inquire about the SAT Subject Tests.
- Find out about summer jobs and try to gain the skills you need to obtain one. Look into volunteer activities that will expand your experience and skills.
- Attend the Summer Enrichment Seminar.

## GRADE 10

- Begin to look at college websites and other college information including financial aid materials.
- Take the PSAT in October for practice in taking college admissions tests.
- Take an Interest Inventory for career information.
- Make certain your high school course selections are appropriate for your college/career interests.
- Continue to talk with your parents about your interests and about your family's ability to help you financially.
- Continue to discuss your interests and concerns with your counselor.
- Take a SAT Subject Test—Talk to your counselor.
- Apply for a summer job or volunteer opportunity; check with your counselor for possibilities.

## GRADE 11 (FALL)

- Make certain your high school course selections are appropriate for your college/career interests and that you are meeting high school graduation and college admissions requirements.
- Consider enrolling in high school classes that offer cooperative education and/or career training opportunities.
- Take the PSAT in October to establish your eligibility for the National Merit Scholarship competition, the National Achievement Scholarship Program for Outstanding Negro Students, and/or the National Hispanic Scholar Awards Program.
- Confer with your counselor about your PSAT scores and their implications for your college/career interests.
- Continue to talk with your parents about your future plans; become more specific about how you and your parents can finance those plans
- Start to develop a list of possible postsecondary schools; your counseling office and/or school library may have materials to help you. Go on line to conduct college searches.
- Check in the counseling office for catalogs and other admissions materials of schools that interest you. Send for your own admission literature from the ones that are at the top of your list.
- Attend any college and/or career fairs in your school, community or region.
- Attend sessions with college representatives who visit your high school.
- Think about college majors or vocational areas that correspond with your abilities and interests.
- Begin to research private sources of financial aid.

## GRADE 11 (SPRING)

- If you intend to seek appointment to one of the military academies or an ROTC scholarship, begin the application process.
- Take the SAT or the ACT; check with your counselor about the appropriate one.
- Begin to narrow your list of choices for a postsecondary school.
- If the institutions that you are considering require SAT Subject tests, take them in May or June, while the course material is still fresh in your mind.
- Schedule visits to the schools that are high on your list. Try to visit when the school is in session so you can talk to students and professors as well as admissions people. If you expect to seek financial assistance, make an appointment to speak to someone in the financial aid office.
- Check with your counselor, the school library, and the local public library for websites pertaining to scholarships; be aware of the kinds of scholarships that seniors in high school and community are receiving.
- Develop a resume.
- If portfolios, audition tapes, writing samples, or other evidence of talent are required for admission or for scholarships, begin to put these items together.
- Apply for a summer job.
- Make a plan for saving a portion of your summer earnings.

## SUMMER (FOLLOWING GRADE 11)

- Go on line and download application materials for admissions and financial aid from schools to which you intend to apply.
- If you are seeking an athletic scholarship, make contact in person or by mail with the appropriate coaches at schools of your interest; include a resume of your accomplishments.
- Write letters requesting application information from any private scholarship sources you have identified.

## GRADE 12 (FALL)

- File the NCAA Clearinghouse Form on line if you are seeking a Division I or II Scholarship.
- Make sure your high school course selections are appropriate for your college/career interests; and that you are meeting high school graduation and college admissions requirements.
- Confer with your counselor about your current plans for postsecondary education; evaluate those plans in light of your high school grades and SAT / ACT scores.
- Discuss possibilities for financial aid in a conference with your counselor and your parents.
- Request application materials for admissions and financial aid from schools to which you intend to apply, if you have not already done so.
- If you are requesting college admission on an Early Action or Early Decision basis, be sure that your application materials are submitted by the deadline.
- Attend college and career fairs and meet with postsecondary school representatives who visit your high school.
- Visit the schools you are considering to observe the school in session and to confirm your top choices. Make arrangements in advance for a personal interview with an admissions counselor, a financial aid administrator, and a professor in the academic department representing your intended major. Stay overnight, if possible.
- Take or re-take the Fall SAT or the ACT. Check with your counselor before deciding whether or not to re-take an admissions test.
- Be aware of admission and financial aid application deadlines, and meet them. **Don't procrastinate.** Keep an accurate record of all applications and supporting materials you submit.
- Devote time, energy, and thought to writing and re-writing any required essays.
- Give recommendation forms to teachers, counselors, and other persons from whom you are seeking references at least a month before they are due to be returned; include a stamped, addressed envelope. Follow-up with your references to make sure they have remembered to send them.
- If you are seeking an appointment to one of the military academies, make sure your file is current and in the possession of the persons or organizations from whom you are seeking a nomination.
- If you are seeking an athletic scholarship, send a copy of your game schedule to the appropriate coaches at schools of your interest; ask your high school coaches about contacts they might have.
- If portfolios, audition tapes, writing samples, or other evidence of talent is required for admission or for scholarship, finalize them.
- If admissions interviews are required or recommended, schedule them.

## GRADE 12 (WINTER)

- Submit your family's financial information on the FAFSA on or as soon after January 1 as possible. Your counselor can help you ascertain if the schools you are applying to require additional financial aid forms.
- Apply for state financial aid; your counselor can tell you whether your state requires information in addition to the FAFSA.
- If the financial aid processor requests additional financial information in order to process your application, submit it promptly.
- Confirm that all school admissions application materials, including recommendations, have been sent on schedule.
- Request that your high school sends a copy of your transcript that includes first semester senior year grades to the schools to which you have applied.
- Review your Student Aid Report (SAR) for accuracy. If necessary, correct inaccurate items on the SAR and return it to the FAFSA processor (MDE). If you had a postsecondary school transmit your FAFSA data directly to the CPS you must notify the school of any changes or corrections. When a corrected SAR is returned to you, review it once more and then, if correct, place all parts of the SAR in your financial aid file.
- If the school requests your SAR, submit it promptly. Do this even if the SAR says you are *not* eligible to receive a Federal Pell Grant, as the school may be able to offer you other aid based on the information contained in that report.
- If the schools to which you are applying require additional forms for financial aid, or request copies of your family's income tax returns for verification, submit them immediately.

## GRADE 12 (SPRING)

- Make your final decision about which postsecondary institution you will attend. Notify the school of your choice in writing by the appropriate deadline. Decline other offers of admission in writing (other students may be waiting for that place in the freshman class).
- Review your financial aid award letter with your parents; be sure that you understand the terms and conditions that apply to each type of aid offered.
- Sign your financial aid award letter and any other items requiring your signature, and return them. Schedule an appointment with the financial aid administrator at the school if you have questions or wish to discuss the contents of the award letter. If a personal visit is not possible, call the financial aid administrator instead. If you are hesitant to accept the offer of aid, call the financial aid office and ask for an extension of time so that you can make up your mind.
- Notify the financial aid office of any outside scholarships, grants, or other kinds of student aid from private sources, that you have received since you submitted your aid application(s).
- If you have received financial aid award letters from schools whose offers of enrollment or aid you have decided to decline, notify the aid office in writing (other students who wish to attend that school will need the aid that you decline).
- Make separate application for any loan funds that require such application; understand all of your rights and responsibilities *before* you and/or your parents sign a promissory note.
- Arrange with the school for housing and a meal plan, if necessary.
- Find out when payment of school charges for tuition, fees, room and board, and so on, will actually be due, and plan how you will meet those charges. Be sure you understand how financial aid will be disbursed, and whether you can defer bill payment until the funds are available.
- Be aware of any summer orientation sessions that you must attend at the school in which you will enroll, and make your summer plans accordingly.
- Apply for a summer job.

**GOOD LUCK!**