



# **2025-2026 9th Grade Curriculum & Program Guide**

## **Plainedge High School**

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Mr. Christopher Fusaro, Art  
Ms. Kelly Grosser, Math  
Ms. Erin Lehane, Science  
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Dr. Claudia LaPlante, World Language  
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## **PHS School Counselors**

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Mr. Michael Cipriano  
Ms. Elyssa Ditizio  
Ms. Holly Stonelli-Young  
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The Rehabilitation Act prohibits any discrimination based on a person's handicapping condition. For questions or issues concerning Title IX, contact Guy Le Vaillant, Ed.D., Deputy Superintendent at 516-992-7450, the District Title IX Coordinator.  
For questions or issues concerning The Rehabilitation Act, contact Greg Wasserman, Director of Guidance at (516) 992-7485.

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## PLEASE NOTE:

**All courses listed in this catalog are offered on a tentative basis. Final course offerings are based upon student interest and enrollment.**

# **LETTER FROM THE PRINCIPAL**

Dear Parents/Guardians and Students:

The time has arrived to start thinking about the classes you would like to take for the 2025-2026 school year. This is your opportunity to explore topics that interest you and expand your knowledge in specific contents. Ask yourself, “What are my passions, interests and future goals?” Discuss these with your family, teachers and peers and select courses that align with your vision. Don’t limit yourself to just classes that are connected to your current interest. This is the time to explore a diverse range of courses and opportunities. You never know how an elective can spark an interest in a future career path or teach you a valuable skill. Whether you are diving more deeply into your current passion or trying something new, each class is an opportunity to grow academically and personally.

Within this program guide you will find detailed descriptions of the courses available to you for the upcoming school year. The classes are listed by department. Each department section outlines expectations, goals and course sequences. This guide also includes information about graduation requirements, college credit courses, academic policies, co-curricular activities and athletics.

Review this guide thoroughly with your family, and decide what course sequences best align with your goals and expectations. Utilize your guidance counselors and teachers, as well, for additional support and help with any questions you may have. Remember, education is something that can never be taken away from you. Take advantage of all the opportunities you have to prepare for your future.

Lauren Iocco  
Principal

## **Frequently Asked Questions**

***Q: Where do we start?***

**A:** We ask that you consult the curriculum guide and carefully review the prerequisites and content outlined for each course that the student has either been recommended for or is of particular interest to the student. Your School Counselors will be a valuable asset with this process.

***Q: Why are numeric grades listed as prerequisites for certain courses?***

**A:** In some cases, a department lists a preferred student grade or average from previous classes as a prerequisite for certain courses. These are based on the historical success teachers in that department have seen from students. Parents and students should use this information as a valuable guideline before determining whether or not to select a course for which they have not been recommended.

***Q: What if my son/daughter would like to take a course that differs from the teacher recommendation?***

**A:** If a student would like to select a course that they are not recommended for we ask that you first email or speak with the current teacher in order to get a more in-depth understanding of the specific reasons behind the recommendation. Please remember that teacher recommendations are the result of many months of getting to know your child in class and within a given discipline. Remember also, that teachers make their recommendations in isolation and if a student is recommended for several advanced courses both they and their parents should consider the workload and the potential challenges posed by that workload based on the student's work habits and outside commitments. The Guidance Department can offer some insight into how well students with similar circumstances have performed historically and provide some advice as well. Our instructional staff devotes a substantial amount of time and planning in making these recommendations and we strongly urge you to place a great deal of confidence in their judgment.

***Q: If a student chooses to drop from an advanced class they have requested to a lower level class will there be a guaranteed seat?***

**A:** **No. That is why we advise you to take the time to examine these materials, honestly assess chances for success and discuss options with recommending teachers and guidance counselors before finalizing your course requests.** Please understand that sections of courses are determined based on a variety of factors, including course requests, staffing and budget constraints. As with all aspects of our operation, we strive to develop a master schedule that meets the needs of our students in the most fiscally responsible manner. All of this combines to make course changes extremely difficult to accomplish once the master schedule is set and even seemingly small alterations may require students to accept a thoroughly reworked schedule.

***Q: What is my next step?***

**A:** The portal will open for students and parents on **January 22nd**. Students will enter requests for elective classes directly into PowerSchool. These choices will be reviewed when students meet with their counselors in January. In addition to core courses and electives, please consider alternative options that you would be interested in if first choices were not available for some reason. Take some time to review the prerequisites for the courses on your list in order to make sure that there are no concerns. Bring this list to your guidance meeting to discuss your choices.

# Graduation Requirements

The following charts outline New York State graduation requirements.

1 credit = 1 year of instruction

*Students must take at least 3 credits of Math and Science in addition to credits earned in Middle School*

Local Diploma Required Courses Special Education Students Only	
English	4
Social Studies	4
Mathematics	3
Science (Must include Living Environment credit)	3
World Languages	1
Art/Music	1
Health	0.5
Physical Education	2
Electives	3.5
<b>Total</b>	<b>22</b>

Regents Diploma Required Courses	
English	4
Social Studies	4
Mathematics	3
Science (Must include Living Environment credit)	3
World Languages	1
Art/Music	1
Health	0.5
Physical Education	2
Electives+	3.5
<b>Total</b>	<b>22</b>

Regents Diploma with Advanced Designation Required Courses	
English	4
Social Studies	4
Mathematics	3
Science (Must include Living Environment credit)	3
World Languages*	3
Art/Music	1
Health	0.5
Physical Education	2
Electives+	1.5
<b>Total</b>	<b>22</b>

Required Regents Exams Special Education Only (Passing Score 55-64)
One English Exam
One Mathematics Exam: <ul style="list-style-type: none"> <li>Algebra</li> <li>Geometry</li> <li>Algebra 2</li> </ul>
One Social Studies Exam: <ul style="list-style-type: none"> <li>Global History</li> <li>U.S. History</li> </ul>
One Science Exam: <ul style="list-style-type: none"> <li>Earth Science</li> <li>Living Environment</li> <li>Chemistry</li> <li>Physics</li> </ul>
One Pathway Assessment

Required Regents Exams (Passing Score 65 and Above)
One English Exam
One Mathematics Exam: <ul style="list-style-type: none"> <li>Algebra</li> <li>Geometry</li> <li>Algebra 2</li> </ul>
One Social Studies Exam: <ul style="list-style-type: none"> <li>Global History</li> <li>U.S. History</li> </ul>
One Science Exam: <ul style="list-style-type: none"> <li>Earth Science</li> <li>Living Environment</li> <li>Chemistry</li> <li>Physics</li> </ul>
One Pathway Assessment

Required Regents Exams for Advanced Regents Diploma (Passing Score 65 and Above)
One English Exam
<b>Three</b> Mathematics Exams: <ul style="list-style-type: none"> <li>Algebra</li> <li>Geometry</li> <li>Algebra 2</li> </ul>
<b>Two</b> Social Studies Exams: <ul style="list-style-type: none"> <li>Global History</li> <li>U.S. History</li> </ul>
Two Science Exam: <ul style="list-style-type: none"> <li>Living Environment</li> <li><b>AND ONE</b> of the following:  <ul style="list-style-type: none"> <li>Earth Science</li> <li>Chemistry</li> <li>Physics</li> </ul> </li> </ul>
World Language FLACS B Exam

\* Students may substitute 5 credits of art, music or career and technical education. However, students who use this substitution option must still earn at least one LOTE credit.

+ Starting with the Class of 2028, **ALL** students must take Computer Science Essentials to graduate from PHS.

## Honors Distinction on High School Diploma

Students can receive either a Regents Diploma with honors or Regents Diploma with Advanced Designation with honors if the overall average of required Regents Exams is 90% or higher

In addition, students can receive Honors Distinction in Mathematics and/or Science by meeting the following criteria:

- 3 Mathematics Regents examinations with 85% or above on each exam  
and/or
- 3 Science Regents examinations with 85% or above on each exam

## **Regents and Local Diploma Options**

Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The regulations approved in 2015 and 2016 recognize students' interests in the Arts, World Languages, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Humanities, and Science, Technology, Engineering and Mathematics (STEM) by allowing an approved pathway to meet students' graduation requirements. **The pathway regulations address assessment requirements only and therefore the 4+1 Pathways relates to assessments passed rather than course of studies selected. The goal of the pathways is to provide students with multiple options to fulfill the fifth assessment requirement.**

**Under the "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-Approved Alternative assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.**

## **Additional Diploma Credentials**

The New York State **Career Development and Occupational Studies Commencement Credential (CDOS)** is available to students as a Pathway option, a supplement to a diploma or as an exit credential for students with disabilities who are unable to meet the criteria for a diploma. Students must demonstrate commencement level knowledge and skills after having completed coursework and work-based learning experiences in accordance with New York State requirements.

The **Skills Achievement Commencement Credential** is available to students with severe disabilities. It requires achievement of individual goals based on New York State learning standards and each individual student's disability and need.

## **Plainedge School District Seal Of Civic Readiness**

**"Civic readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences."**

### **What is the Seal of Civic Readiness?**

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in civic knowledge, civic skills, civic mindset, and civic experiences.

### **Why Should I Consider Pursuing The Seal?**

The Seal of Civic Readiness:

- Shows your understanding of a commitment to participatory government; civic responsibility, and civic values;
- Demonstrates to universities, colleges, and future employers that you have completed an action project in civics or social justice; and
- Recognizes the value of civic engagement and scholarship.
- Additionally, it can provide an alternate pathway to high school graduation.

**What Do I Need To Do?**

Complete all requirements for a New York State local or Regents diploma and a total of six points including:

- at least two points in Civic Knowledge and
- at least two points in Civic Participation.

**How Will I Track My Progress?**

Students will meet with their counselors to track their progress within Power School. Students will have a Seal of Civic Readiness Google folder where they will house all their documents from grades 8-12.

**Do Previous School Years Count Towards The Seal?**

Core social studies courses\* and Regents exams taken before this school year will count towards achieving the Civic Knowledge criteria. \*Core Social Studies Courses Include: Global 9/9H, Global 10/10H, AP World History, US World History and Government 11, AP United States History, Participation in Government, Economics, AP Government and Politics, AP Microeconomics. Extra-curricular programs, work-based learning activities directly tied to PHS courses (ie: Business), and service learning projects from previous years will also count, provided students complete the Application of Knowledge Reflection. Elective courses (see approved courses on chart) from previous years will also count, provided you complete the Application of Knowledge Reflection.

If a student was exempt from a Regents, their final course grade takes the place of the exam.

**How Do I Apply?**

Senior year, students must complete the “Seal of Civic Readiness Student Application” form to apply.

**Where Do I Go With Questions?**

Students may speak with their social studies teacher or school counselor.

**Service Learning Projects (2b)**

Will not be linked to any course or elective. Students may complete these on their own.

**Extracurricular Programs (2e)**

Any club can qualify, as long as students meet the requirements and complete the Application of Knowledge Reflection. This is not limited to social studies-related activities.



## **College Courses**

Plainedge High School offers courses that can be taken for college credit. Students can register for courses given at the high school that will enable them to earn college credit at Adelphi University, Long Island University at Post, Molloy University, SUNY Farmingdale, St. John's University, Syracuse University, and also through the College Board Advanced Placement Program. Students planning to take a college credit course should discuss options with their guidance counselor.

### **Advanced Placement Program (AP)**

Students enrolled in an Advanced Placement course are required to take the Advanced Placement Examination given in the subject, for which there is a fee. To receive Advanced Placement credit, accepted by most colleges and universities, a student must receive a satisfactory grade in the Advanced Placement Examination given in May. All students enrolled in an AP course must take the exam in May.

### **Adelphi University**

Students planning to take courses for college credit at Adelphi University will have to pay per course. The cost per course is \$390.00\*. Students with a satisfactory record of performance will be recommended for placement in these courses. In addition, students will have access to Adelphi's library to use as needed.

### **LIU Post**

Students planning to take courses for college credit at LIU Post must apply for admission to the college. The cost per three credit course is \$290.00\*. Students have full use of the campus facilities such as the library and sports center. An instructor from LIU Post is assigned to each of the classes at the high school and will periodically appear as a guest lecturer.

### **Molloy University**

Students planning to take courses for college credit at Molloy University will have to pay per course. The cost is \$300.00\* per course.

### **St. John's University**

Students planning to take courses for college credit at St. John's University will receive 3 credits per semester (fall and spring). After successful registration and completion of course, students receive a total of 6 credits for the academic year. The cost per semester is \$325.00\*.

### **SUNY Farmingdale**

Students planning to take courses for college credit at SUNY Farmingdale will have to pay per course. The cost is \$150.00\* for a three-credit course.

### **Syracuse University (SUPA)**

Students planning to take courses for credit through Project Advance must pay \$115.00\* per credit, and have a minimum grade of B in their prior studies. Teacher recommendation is also required.

**\*Costs for college credits are based on Fall 2024 costs and are subject to change**

COLLEGE CREDIT COURSES							
Course	AP	Adelphi	LIU Post	Syracuse	Molloy	SUNY Farmingdale	St. John's
<b>ART</b>							
Art	X						
College Digital Photography II						X	
<b>ENGLISH</b>							
College English			X				
English Language	X						
English Literature	X						
Seminar	X						
<b>CAREER &amp; TECH EDUCATION</b>							
College Accounting					X		
College Marketing					X		
Computer Science Principles	X						
College Video Production					X		
College Virtual Enterprise						X	
<b>MATH</b>							
Calculus AB and BC	X						
College Calculus					X		
College Pre-Cal/Pre-Cal H					X		
College Statistics					X		
<b>MUSIC</b>							
Music Theory	X						
<b>SCIENCE</b>							
Biology	X	X					
Chemistry	X	X					
Forensic Science				X			
Physics	X	X					
<b>SOCIAL STUDIES</b>							
College Economics			X				
College Government			X				
College Psychology I			X				
College Sociology				X			
Economics	X						
Psychology	X						
Research	X						
US Government & Politics	X						
US History	X						
World History	X						
<b>WORLD LANGUAGE</b>							
Italian IV							X
Italian V	X						X
AP Spanish	X						

## **AP Capstone Program**

**AP Capstone** is an innovative diploma program that helps you stand out in the college admission process by developing the critical skills needed to succeed in college and in life.

This program is based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take in high school.

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

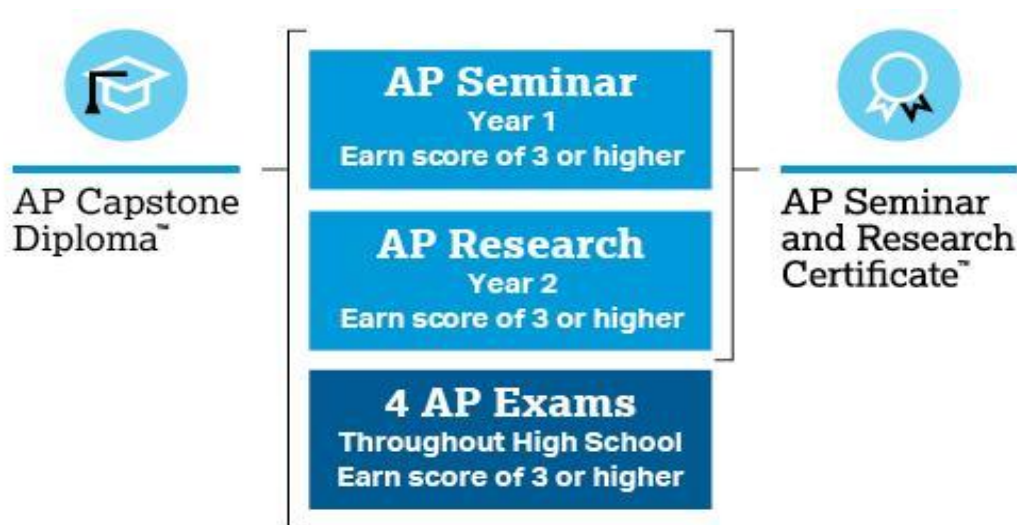
The program immerses high school students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond.

### **AP Seminar and Research Certificate and AP Capstone Diploma**

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

This option allows students taking multiple AP courses to distinguish themselves to colleges and universities. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

Students will typically take AP Seminar in the 10th grade, followed by AP Research in the 11th grade. The full descriptions of the individual courses, **AP Seminar** and **AP Research** can be found in the Research Program section of this guide on page 41 and AP Seminar can also be found in the English section on page 24.



# **Academic Policies**

## **Guidelines for Scheduling**

Students are required to be enrolled in the following number of periods (plus Lunch) each school year:

<b><u>Grade</u></b>	<b><u>Periods</u></b>
9	8
10	8*
11	8*
12	7

***\*Please note, if you don't have a lab or alternating day class, you will be required to enroll in a Study Hall to meet the scheduling requirements.***

## **GPA**

A student's grade point average (GPA) is the cumulative average of all graded courses (excluding physical education courses) taken at Plainedge High School and/or Plainedge Middle School. Courses taken at other high schools appear on the transcript with the final grades, but they are not factored into the GPA. Summer school grades are averaged into the Plainedge GPA but they do not replace the grades received in the courses during the year. Both the summer school grade and the grade received during the year appear on the transcript.

## **Honor Roll**

Students appear on the Honor Roll if the average of all their courses is 85 or higher, with at least an 80 in all courses. For the High Honor Roll, students need a minimum average of 90 with at least an 80 in all courses. Honors and AP courses are not weighted in the calculation of Honor Roll.

## **GPA Calculations**

Cumulative GPAs will be posted on student transcripts. The weight factor does not appear on the report card or transcript, it appears only in the calculation of the GPA. Advanced Placement classes will carry a weight of 1.10. Honors, College, Pre-calculus and Regents Physics classes will carry a weight of 1.05.

## **Student Recognition**

Students with a cumulative average of 90-94.9 GPA at the midpoint of senior year will receive a Cum Laude notation on their mid-year transcript. Students with a 95-99.9 will receive a Magna Cum Laude notation and students with 100 and above will receive Summa Cum Laude. At the end of senior year, the students who have maintained their GPA will receive a seal with the appropriate notation on their high school diplomas. There will be a Valedictorian and Salutatorian for each class and they will be determined by the mid-year GPA.

## **Repeating Courses**

Students who fail required courses during the year may repeat these courses in summer school. Please note that Plainedge UFSD does not offer summer school. If a student does not attend summer school the failed course must be repeated during the next school year in lieu of the scheduled course in that subject area. For example, a student who fails Global History 9 must repeat the course in 10<sup>th</sup> grade and take Global History 10 in 11<sup>th</sup> grade. The student cannot take both Global History 9 and 10 in the same year.

## **Regents Exams and Regents Only Helps Process**

In addition to showing the final average of every course, student transcripts also show the scores of Regents exams required to satisfy a student's diploma type. If a student retakes a Regents exam, only the higher score appears on the transcript. Regents grades will only be calculated into the final course average if, and only if, it has a positive impact on the final course grade. If a student retakes the Regents exam within the same school year and receives a higher score, the final average will be recalculated only if it improves the students' final grade in the course. This reflects our Regents Only Helps process.

***Please note: In order to earn credit in a class that terminates in a Regents exam, the students must sit for the exam. Failure to take the Regents exam will result in an incomplete for the class until the Regents is completed.***

**Dropped Courses**

If a course must be dropped due to a schedule change, there is no penalty (the course will not appear on the transcript) for up to five weeks for semester courses and up to ten weeks for full year courses. However, an appropriate course must replace the dropped course based on availability. If the deadline is exceeded the course will appear on the transcript with a withdrawal (W). If the student is failing the course at the time of withdrawal W/F will appear.

**Change in Level**

Changes in level are based on teacher recommendation and course availability. When a student must change levels, i.e., from AP World to Global 10, after the first or second quarters, the report card grade(s) and weight factor will follow the student into the new course. For example, a first quarter grade of 70 in AP World, with the 1.1 AP weight factor becomes 77. This grade will stand as the first quarter grade if the student moves to Global 10.

**District Programming Policy**

Programming procedures are employed that allow for and encourage full participation by students, parents, teachers and other professional staff. Differences of opinion shall be resolved amicably. Where such resolution is not possible, the requests of parents for enrollment in courses shall be granted except for admission to courses for which prerequisites are required and shall be limited to students who meet those prerequisites.

# **Special Education**

## **OVERVIEW**

In a school district the size of Plainedge, it is obvious that the educational needs of individual students will vary considerably. In order to accommodate these needs, support services have been established within the district for students with disabilities. In cooperation with other districts and with the Board of Cooperative Educational Services (BOCES), special services are also available outside of our local school district.

## **EVALUATION**

Each student in a special education program has an Individualized Education Program (IEP) that includes student-specific goals to address academic needs. Student progress in special education programs is measured by student's performance on IEP goals. Progress is monitored by the special education provider. Progress reports are sent out quarterly.

## **RELATED SERVICES**

Related services are provided in accordance with a child's IEP and can include: Speech & Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Vocational Counseling, and Itinerant Services.

## **RESOURCE ROOM**

Resource Room is provided daily by a special education teacher to a group of up to five (5) students. Resource Room services focus on addressing student's academic needs.

## **INTEGRATED CO-TEACHING (ICT)**

Integrated Co-Teaching classes consist of a general education teacher, a special education teacher, general education students, and no more than twelve (12) special education students (or 40% of the class population, whichever is smaller). Special education teachers address student needs in the class setting.

## **SPECIAL CLASS – 15:1:1**

A Special Class – 15:1:1 program consists of a special education teacher, teaching assistant and up to fifteen (15) special education students. Coursework culminates in Regents exams for those classes that are required for graduation. Special education teachers address student needs in the class setting.

## **SPECIAL CLASS – 9:1:3**

A Special Class – 9:1:3 program consists of a special education teacher, three (3) teaching assistants/aides, and up to nine (9) special education students. Special education teachers address student needs in the class setting. Students in this program are Alternately Assessed and are on a pathway to obtain a Skill and Achievement Commencement Credential (SACC). The program includes a Vocational Counseling component.

# ART

## OVERVIEW

The Plainedge School District has compiled some of the most talented fine art specialists on Long Island to share their knowledge and love for creating. Our students will develop creative skills and techniques to pursue their comprehension of the arts. These art classrooms provide a welcoming and all-inclusive environment which enables young artists to feel comfortable expressing themselves. The skills acquired here will prepare students to compete in university level programs across the nation. This foundation is an important building block for all art careers including architecture, media arts, communication, advertising, art history, art education, interior design, fashion design, graphic design, industrial design, photography, commercial art, illustration, art therapy and fine art.

## GOALS

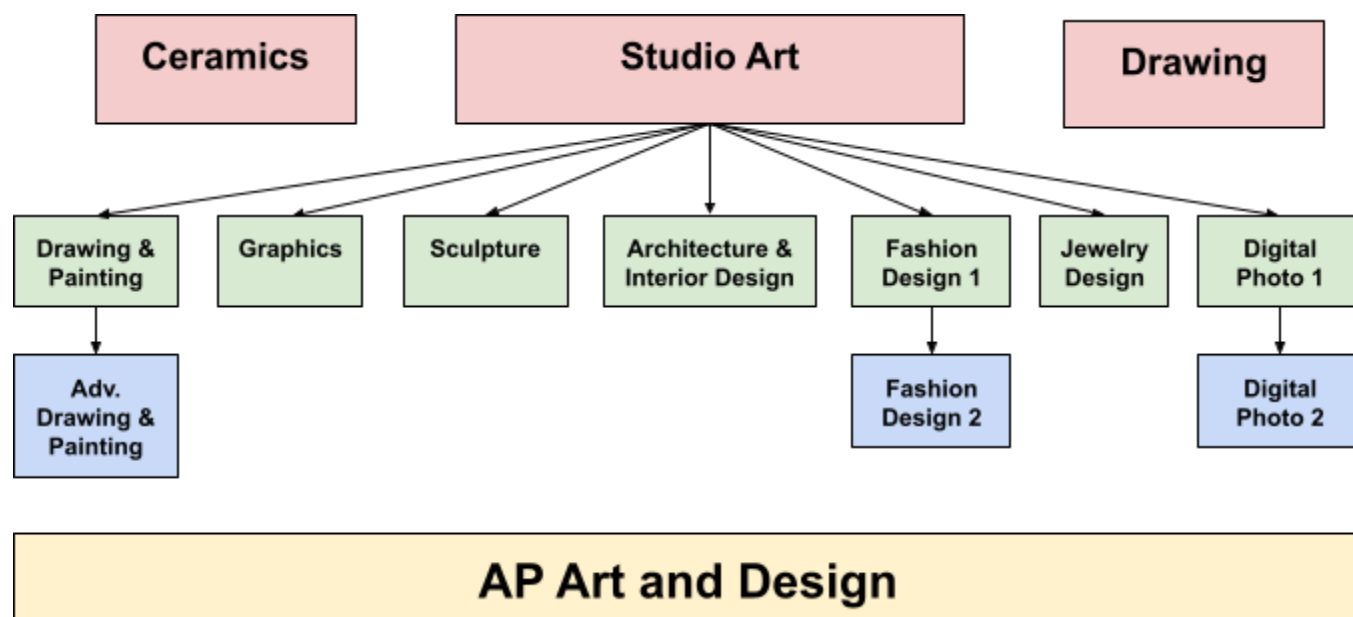
- Establish aesthetic sensitivity, creative confidence, and self esteem
- Enable students to develop the attitudes for realizing their creative potential and for making valid aesthetic judgements
- Preserve, enlarge and transmit cultural and artistic heritage
- Contribute to the development of an increasingly multi-literate, enlightened and humane population

## SEQUENCE

- Students who wish to be exempt from the World Language requirement can complete a 5-credit sequence in art, while remaining eligible for a Regents with Advanced Designation (5 Credits: Studio art plus 4 additional credits of advanced art)
- Students who wish to complete a portfolio and possibly pursue higher education in art, it is suggested that they take the following 4-year sequence of courses: Studio Art, Drawing and Painting, Advanced Painting and AP Art and Design

## HIGHLIGHTS

- Field trips to various fun and exciting museums and galleries
- Three seasonal art shows held at the Brian Moore Athletic Center
- Plainedge Art club that participates in various community functions
- National Art Honor society for distinguished artists who excel in their field
- Nassau County All County Art exhibit including awards and scholarships
- Ability to earn college credits while creating a portfolio through upper-level classes such as Advanced Placement and College Digital Photography II



## **STUDIO ART**

**Prerequisite:** None

**Grade Level:** 9-12

**1 Credit**

This course is a springboard to all our other art courses! It touches on the building blocks of drawing, painting, sculpture and art history. Students will explore different media (graphite, pastel, charcoal, watercolor, pen, marker and ink, etc...) and various techniques to use them. Creative thinking is encouraged. At the completion of Studio Art students will have developed a strong foundation that prepares them for additional art courses. Bring your imagination!

## **STUDIO ART SEMESTER**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

A comprehensive art foundation course designed to teach the basic skills in drawing, painting, sculpture, and art history. This course continues the first part of the Studio Art curriculum taken at the middle school level. This class provides a positive and welcoming environment where various techniques and materials will be taught to artists working at all different skill levels. This too satisfies graduation requirements.

## **DRAWING AND PAINTING**

**Prerequisite:** Studio Art (may not be taken simultaneously with prerequisite)

**Grade Level:** 9-12

**1 Credit**

This course builds on the art experience you had in Studio Art. Students will explore many materials and skills using acrylic paints, pencil, pastel, marker, ink, watercolors and many more. All projects may be used for a portfolio if you choose. Field trips to NYC museums are an exciting part of this course.

## **SCULPTURE**

**Prerequisite:** Studio Art

**Grade Level:** 9-12

**1 Credit**

This is a highly recommended course for all students to use basic skills and create three-dimensional design. Projects in this class will break the boundaries of creativity! In Sculpture, students will be able to create with various materials such as glass, clay, plaster, foam, paper mache, and more! NYC field trips are part of this course, which includes Madame Tussauds Wax Museum.

## **ARCHITECTURE AND INTERIOR DESIGN**

**Prerequisite:** Studio Art

**Grade Level:** 9-12

**½ Credit**

Do you want to design your dream home just like the pros on HGTV? This course is for students interested in architectural drawing. We will also learn to draw furniture, design textiles and décor to create your own interior designs. Expand your knowledge of perspective while creating an actual 3D model. A field trip to NYC is part of this class experience.

## **CERAMICS**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

This is an introductory half year course that will explore the properties of clay! Come learn one of the oldest art forms while creating decorative and useful projects that will last a lifetime. Hand building, wheel throwing, and glazing methods are just some of the exciting techniques covered in this course. This course includes a field trip to a museum or gallery.

## **DRAWING**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

Everyone is welcome to this class: no prerequisite required. Develop your personal drawing style. This ½ year course helps build students' drawing skills while encouraging them to explore nature, imagination and observation in traditional and experimental styles. Media may include graphite, charcoal, pastel, watercolor pencils, pen, marker, ink, etc...). Feel free to bring your ideas of what you'd like to draw to class!



## **FASHION DESIGN I**

**Prerequisite:** Studio Art

**Grade Level:** 9-12

**½ Credit**

This course introduces students to the techniques of Fashion Illustrator and Design. Emphasis will be placed on drawing the fashion figure, rendering fabrics, and drawing garments that the students design. Fashion history and possible career choices will be highlighted. A field trip to a fashion show or school is also part of the experience.

## **FASHION DESIGN II**

**Prerequisite:** Studio Art, Fashion Design I

**Grade Level:** 9-12

**½ Credit**

This is an advanced course that continues building on the skills learned in Fashion I. Students will be encouraged to develop their individual styles as designers along with improving students' skills of illustration. A portion of the course will be dedicated to garment construction. This course also addresses the needs of students wishing to develop a fashion portfolio for entrance to college. A field trip to the Fashion Institute of Technology is part of the course.

## **GRAPHICS**

**Prerequisite:** Studio Art

**Grade Level:** 9-12

**½ Credit**

This course introduces art and design created on the computer. Students will learn the basics of Photoshop to visualize, develop, and design various kinds of images. Students will learn about artists while exploring various careers in graphic design. Students will discover how to manipulate photos, draw and paint digitally, and enhance imagination through the elements and principles of design. This course is held in our state-of-the-art Mac computer lab.

## **JEWELRY DESIGN**

**Prerequisite:** Studio Art

**Grade Level:** 9-12

**½ Credit**

In this class you will learn how to make jewelry from a variety of materials including precious metal, clay, dichroic glass, handmade beads, metals and leather. Here you will learn about how and why we have made and worn jewelry through the ages. Jewelry design will include a field trip to either a museum, gallery or metal-smithing shop.

# **CAREER AND TECHNOLOGY EDUCATION**

## **OVERVIEW**

Plainedge High School Career and Technology Education Department offers varied programs of instruction designed to prepare students for collegiate study, future employment, and develop advanced technical skills. Our department is steadfast in our approach to meeting the needs of our students as the need for state-of-the-art academic, technical and career skills increase in our society.

Students will have the opportunity to select from a list of exciting courses. Furthermore, the department is expanding its focus by developing meaningful experiences that simulate real-life business and career situations.

## **Courses in Career & Technology Education**

- **Accounting** – Learn basic bookkeeping and related life skills.
- **AP Computer Science Principles** – Entry level course that introduces students to the foundations of modern computing.
- **Business Computer Applications**- Build your skills in keyboarding and Microsoft Office programs.
- **Career & Financial Management** – Learn about fiscal responsibility, business etiquette and research career options.
- **College Accounting** – College level class, three college credits. In this course, students will learn advanced accounting concepts.
- **College Marketing** – College level class, three college credits. This course is designed to introduce students to the principles of advertising and marketing in today's complex and dynamic business environment.
- **College Plainedge TV Video Production** – College level class. Lights. Camera. Action. Students interested in working in the field of television can get their start with Plainedge TV. Students will be introduced to both sides of television production from inside of the studio to the editing room.
- **College Virtual Enterprise**- Be involved in actual hands-on work experiences, including sales, marketing, accounting and personnel as you and your classmates operate your own simulated business within a network of 5,000 other student run firms.
- **Computer Science Essentials** - This course is designed to provide all students with a foundational understanding of essential computer science concepts and skills.
- **Internships** – Professional internship opportunities in local area businesses.
- **Introduction to Programming** - This course introduces computer programming using the Python programming language
- **Intro to Mobile Apps & Games** – This course will introduce students to video game drawing boards, computer science principles, 3D animation, and the evolution of video games from their inception right to professional gaming of today.
- **Sports Marketing** – Learn about the fun and exciting industry of sports marketing. This course deals with the marketing of sports products and services.
- **Website Design** – In this course, students will learn to create, edit, maintain and publish a website.

**Students who wish to be exempt from the World Language requirement can complete a 5-credit sequence in Career & Technology Education, while remaining eligible for a Regents with Advanced Designation Diploma**

## **BUSINESS COMPUTER APPLICATIONS**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

Business Computer Applications provides students the opportunity to develop touch keyboarding skills for business, professional and personal data entry. This course will begin with a module to build keyboarding skills and then expand to other computer programs including word processing, spreadsheet and desktop publishing applications.

Microsoft Word	Microsoft Excel	Microsoft Publisher	Microsoft PowerPoint
<ul style="list-style-type: none"><li>• Document Formatting, Fonts and Graphics</li><li>• Bullets, Numbering, Tabs and Indents</li><li>• Tables</li><li>• Business Letters</li><li>• Business Cards and Address Labels</li></ul>	<ul style="list-style-type: none"><li>• Formatting Spreadsheets</li><li>• Basic Formulas and Functions</li><li>• Creating and Formatting Charts</li></ul>	<ul style="list-style-type: none"><li>• Formatting Flyers and Newsletters</li><li>• Designing Personalized Documents</li></ul>	<ul style="list-style-type: none"><li>• Designing Professional Presentations</li><li>• Creating Interactive Slideshows</li></ul>

## **COMPUTER SCIENCE ESSENTIALS**

**Prerequisite:** **NOTE: All Students from the Class of 2028 on, NYS Requirement for Graduation**

**Grade Level:** 9-12

**½ Credit**

Digital fluency is vital to success in college, careers, and citizenship in this technology dominated world. In this course students will develop an understanding of the essential features of digital technologies, why and how they work, and how to communicate and create using these technologies. Students will evaluate, investigate, and assess the real-world impacts of computing, as well as how that relates to ethical and societal influences. Part of the course will also focus on computational thinking which includes the process of defining a problem, breaking apart large problems into smaller ones and working with a team to solve that problem with the use of basic programming skills. Students will also learn about the basic functions of networks and systems design, cybersecurity, artificial intelligence, and why understanding digital literacy and digital citizenship is critical in today's contemporary world and beyond. Students will also examine digital tools and careers in this field.

# **ENGLISH**

## **OVERVIEW**

The skills essential to a student's success in high school and beyond include critical thinking, critical reading, research, and communication. These skills are the prime consideration in the design of our English curriculum. Each grade level provides writing instruction. The literature and reading programs provide for the sequential development of comprehension and inferential skills, vocabulary growth, and a heightened awareness of the literary heritage of various cultures.

The English Department maintains a set of objectives for each course, which emphasizes the NYS Next Generation Learning Standards. Fixed guidelines exist with reference to attendance, class participation, and homework. Students are introduced to new vocabulary regularly; writing is assigned regularly; public speaking skills are developed; research projects are scheduled for all students.

## **Evaluation:**

Student performance in English courses is evaluated on the basis of:

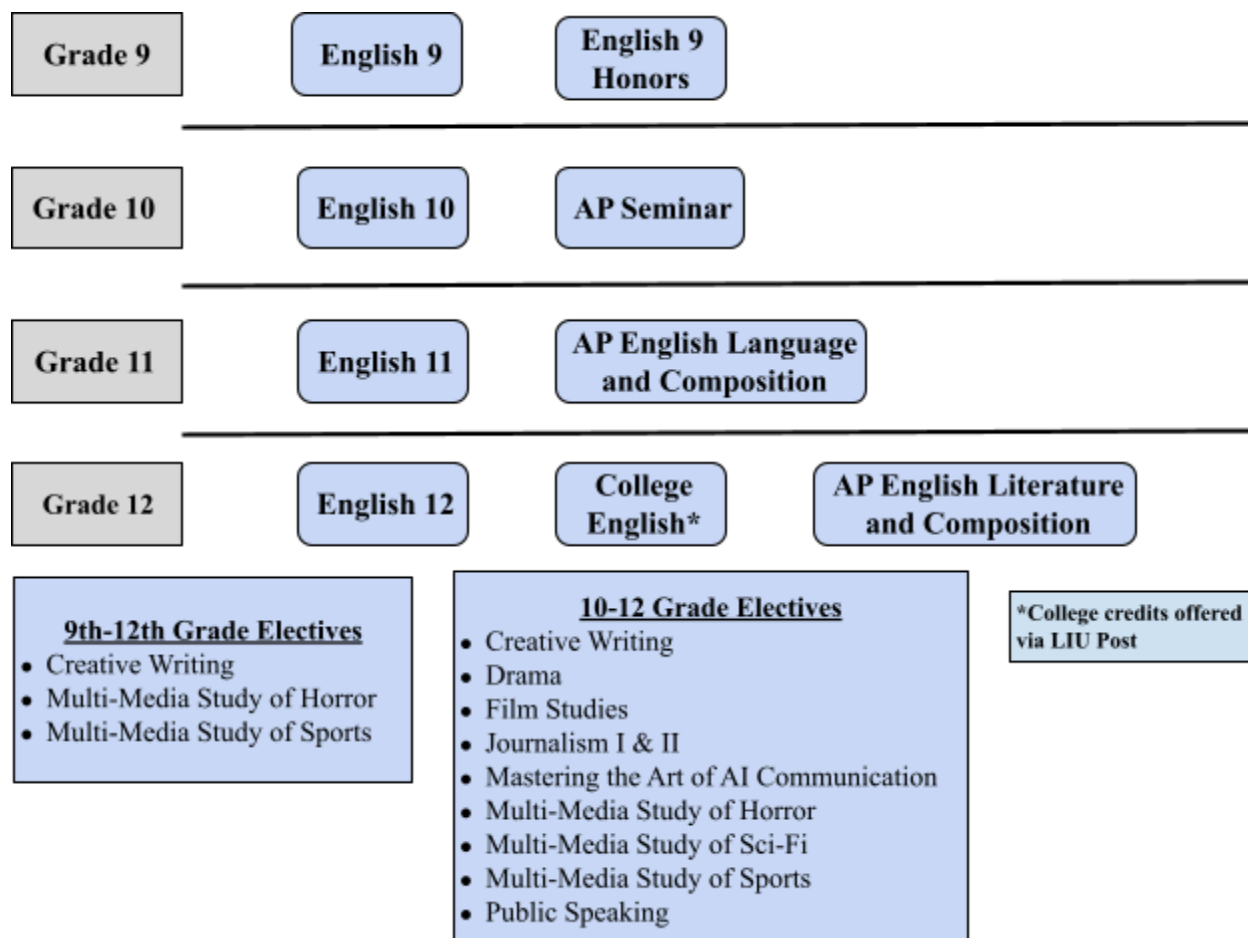
- Reading and writing assignments, done at home and in class
- Ability to apply the steps of the writing process to grade level objectives
- Multiple choice exercises, reading comprehension, and vocabulary in context
- Research projects, as assigned
- Outside/independent reading and responses
- Quizzes and examinations
- Summer assignments, which will precede all English courses

## **Honors Expectations:**

- The following denotes what is incorporated within honors and college level English courses:
- Higher level textual comprehension, interpretation and analysis
- Meeting and/or exceeding standards in writing and reading
- Independent reading and notetaking
- Rigorous and advanced literature and writing will be modeled on a regular basis

## **AP Expectations:**

- Take the AP exam in May
- Meet or exceed New York State and AP standards in English
- Communicate ideas clearly through writing; College-Level writing recommended
- Participate actively in class discussions
- Submit assignments on time
- Analyze college-level text
- Read and take notes independently



## **ENGLISH 9**

**Prerequisite:** English 8

**Grade Level:** 9

**1 Credit**

Ninth graders will read a wide range of literature dating from early civilization to modern works. While studying the literature, students will have an opportunity to explore the connections between an author's life and his/her works. Students will continue to develop critical thinking, critical reading, communications (written and verbal), public speaking and research skills. Students will begin to be exposed to English Regents-style tasks. A portfolio assessment will be completed.

## **ENGLISH 9 HONORS**

**Prerequisite:** English 8 and teacher recommendation

**Grade Level:** 9

**1 Credit**

Nine Honors is designed to prepare students for the work that will come in the AP level course in 10th grade. This course will focus on enhancing high achieving students' critical thinking and writing, and skills, as well as, public speaking skills. It is strongly recommended that students interested in taking 9H maintain at least a 95 average throughout their 8th grade year. In addition to the expectations of the 9R programs, students enrolled in this course should expect to:

- work more independently
- complete an independent reading assignment per quarter
- complete research that results in a presentation and a 3-5 page paper
- read and analyze more complex texts (both fiction and non-fiction)
- write analytically demonstrating a higher level of critical thinking

# **English Electives**

## **CREATIVE WRITING**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

This course is designed for students who have already demonstrated an inclination and desire to sharpen their creative talents. Students will be required to present a portfolio of written materials. Students study various literary forms and models.

Student performance is evaluated on the basis of:

- In-class discussion of materials written and read;
- The completeness and complexity of the student's portfolio; and
- Reading and writing assignments done at home and in class.

## **MULTI-MEDIA STUDY OF HORROR**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

This course is designed for all students with an interest in this genre. Students will learn about horror literature and film, where it originated, and the various perspectives associated with its art. They will also examine the genre of horror from a psychological perspective. Students will study the leading writers, films, and filmmakers of this genre, such as Edgar Allan Poe, Stephen King, and Alfred Hitchcock, to name a few. We will be analyzing both literature and film in this course. Both R and PG rated films will be shown as supplementary materials. The films are chosen with great care and discretion. Due to some of the films' mature content, all parents are required to sign a permission slip.

## **MULTI-MEDIA STUDY OF SPORTS**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

Michael Jordan or LeBron James? Is Tom Brady the GOAT? Is golf a sport?

If you've ever debated these ideas or others, then this course is for you! Multi-Media Study of Sports involves reading, writing and talking about the world of sports. In this course, students will learn about the history of sports and how they have shaped and defined culture. Students will read various seminal and contemporary sports pieces to help gain an understanding beyond the box scores. Students will also write articles, read sports blogs, listen to sports podcasts, analyze sports films, and debate different sports topics. Emphasis will be placed on presenting positions and defending one's thinking with evidence.

# **HEALTH EDUCATION**

## **HEALTH EDUCATION**

**Prerequisite: None**

**Grade Level: 9-12**

**½ Credit**

Health education is a New York State Education Department mandated class. In order to graduate, all students must pass one semester of health education. This course is constructed to give students the opportunity to learn how to improve health literacy and health knowledge and to develop life skills which are conducive to individual and community health. Lifestyle changes in areas of mental health, substance abuse prevention, communicable and non-communicable disease, nutrition, physical activity, human sexuality and first aid and safety are discussed in order to promote wellness and provide techniques to maintain healthy lifestyle practices.

# MATHEMATICS

## OVERVIEW

The Plainedge mathematics program is structured to meet the demands of the twenty-first century. Students need to be prepared for a world that is rapidly changing, rich in information, and technologically complex. The National Council of Teachers of Mathematics (NCTM) asserts that “knowing mathematics is doing mathematics and what students learn depends a great deal on how they learn it.” The Curriculum and Evaluation Standards for School Mathematics written by the NCTM provides a framework for developing curriculum that addresses the needs of the modern student.

The Integrated Mathematics courses support the recommendations of the NCTM and New York State. These courses emphasize mathematical problem solving, critical thinking, applications to the real world and applications to other disciplines. The courses fully prepare students for all math Regents examinations. The outlines for each course and expected learner outcomes are listed in the curriculum guide.

## Evaluation

Student performance in mathematics courses is evaluated on the basis of:

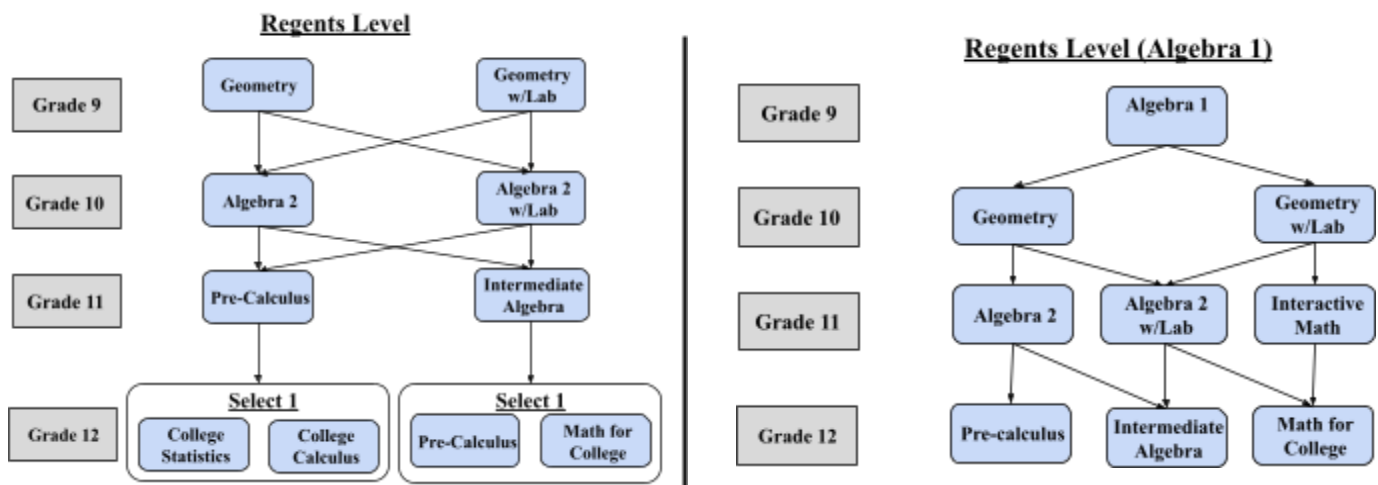
- Regular completion of homework assignments;
- Participation in class;
- Tests and Quizzes;
- Notebooks;
- Research Projects; and
- Class work

All students are required to pass a math Regents examination in order to receive a High School diploma. Students need to pass all three Regents examinations, (algebra, geometry and algebra II), to receive a High School Diploma with Advanced Designation.

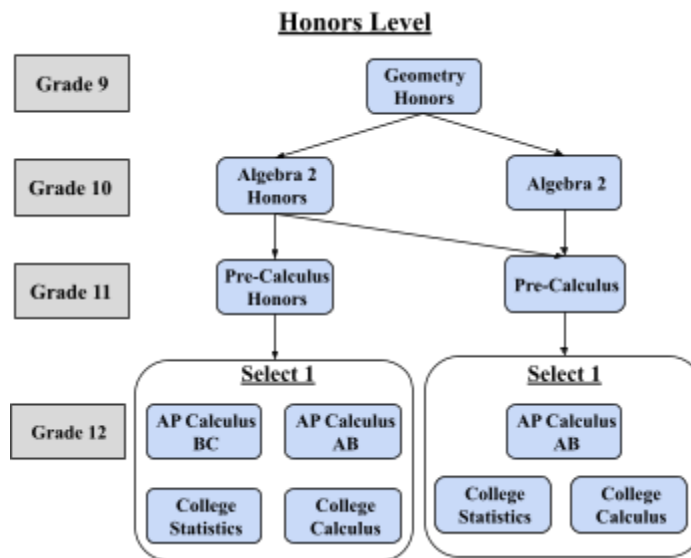
## Honors Expectations:

The following denotes what is incorporated within Math Honors courses:

- All rules, formulas and theorems will be derived on a regular basis;
- More rigorous and advanced problems will be modeled on a regular basis;
- All of the above will be reflected on student assessments;
- Supplemental topics outside the scope of the curriculum will be studied;
- Mental Math Strategies will be explored without the use of calculators;
- Summer assignments will also be given in preparation for Math courses.







## **ALGEBRA I**

**Prerequisite:** None

**Grade Level:** 9-12

**1 Credit**

This course builds a solid foundation of basic algebra skills and concepts. The flexibility of the program provides teachers with a variety of approaches to make algebra work. Problem-solving strategies, cooperative learning activities, critical thinking and reasoning activities are used to develop algebraic concepts and skills. Real world applications of the material are modeled on an ongoing basis. Students will take the Algebra I Regents examination in June of this year.

## **GEOMETRY**

**Prerequisite:** Algebra I

**Grade Level:** 9-12

**1 Credit**

Students will investigate and develop an understanding of geometric concepts. The curriculum allows students to identify and justify geometric relationships formally and informally. The flexibility of the program provides teachers with a variety of approaches and strategies to make geometry work. Students are actively involved in the learning process through problem solving strategies, cooperative learning activities, and the use of manipulatives and technology. Students will explore different geometric concepts and develop mathematical reasoning skills to solve different real world problems. Students will take the Geometry Regents examination in June of this year.

## **GEOMETRY W/LAB**

**Prerequisite:** Algebra I

**Grade Level:** 9-12

**1 Credit**

Students taking this course are concurrently enrolled in Geometry with an alternating day lab support class. This support lab will focus on strengthening students' prerequisite knowledge and skills needed for greater success in the geometry curriculum. Students will also be provided support in the current content through opportunities that reinforce and extend students' understanding of the Geometry curriculum. Students will take the Geometry Regents examination in June of this year.

## **GEOMETRY HONORS**

**Prerequisite:** Algebra I and teacher recommendation

**Grade Level:** 9-12

**1 Credit**

It is strongly recommended that students who register for this course demonstrate a grade of 90 or higher on the Algebra I midterm, Algebra I Regents exam, and for the school year. The scope and sequence of Geometry Honors goes beyond Regents level requirements. In this course, students will develop a solid foundation of advanced geometric skills. The curriculum integrates technology, critical thinking activities, and the opportunities for students to communicate mathematics in a variety of ways. Regular enrichment will include: supplemental topics, SAT type questions, derivations of rules, formulas and theorems as well as the modeling of more rigorous and advanced problems. Student assessments and final evaluation will reflect the enrichment portion of the curriculum. Students will take the Geometry Regents examination in June of this year.

## **Mathematics Electives**

### **MONEYBALL: THE MATHEMATICS BEHIND SPORTS**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

Fantasy sports, which pride itself on people being able to predict player performances, is a billion-dollar industry. Bill James, the pioneer behind Sabermetrics in baseball (which led to the popular phrase and movie Moneyball) used mathematics to change the game. Olympians train for four years to try to shave off a few tenths of a second from their time because this could mean the difference between a Gold Medal and not even qualifying for the event. Mathematics is everywhere in sports and in this course, students will be given the opportunity to analyze data, discover career opportunities, and apply their knowledge to the real world of major league sports.

# **MUSIC**

## **OVERVIEW**

The study of music contributes to the quality of every student's life in important ways. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives.

Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in musical experiences and to understand and enrich their environment. Since music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. (National Standards for Arts Education)

Co-curricular activities include: Jazz Band, Chamber Orchestra, Jazz Choir and Tri-M Honor Society.

Students are encouraged to participate in NYSSMA to be eligible or recommended to All- State, All-County, NYSBDA, and LISFA festivals.

## **Homework/Practice**

Students are expected to practice as much as they need to improve their skills and learn the material for performance with 100% accuracy. Reports and other assignments will be required when applicable.

## **Evaluation**

Students in performing groups are expected to attend all related activities for that group. Participation, both in class and during performances, will be evaluated according to time on task, preparation, and cooperation. Individual time on task, preparation and participation will be evaluated during rotating lessons. Written quizzes will be given regularly. A final practical and written assessment will be given in each course.

## **Music Sequence**

In order to obtain a sequence in music, needed for the Regents diploma with Advanced Designation, students are required to complete the following courses:

5-year sequence: 4 units of Band, Chorus or Orchestra and 1 unit of Music Theory. This can be used in lieu of a World Language sequence.

## **CONCERT BAND/MARCHING BAND**

**Prerequisite: None**

**Grade Level: 9-12**

**1 Credit**

This course is designed to enable students to develop proper playing technique, reading skills, theory, and musicianship through the Band experience. Band provides the student the opportunity to study and perform a wide variety of musical forms (i.e., marches, overtures, suites, symphonic poems, symphonies), and music of all styles and periods, up through contemporary band literature. The band student is required to perform in all concerts, as well as participate in the Marching Band. In addition, the Marching Band performs in the Newsday Marching Band Festival in October, and various other community events. Students are required to attend all scheduled performances, parades, instrumental lessons and rehearsals. Students are encouraged to further their musical development through participation in the NYSSMA Solo Festival held each spring.

**Students selecting band must participate in all marching band rehearsals and all performances, including festivals and parades and community events, as determined by the director.**

**Note: Transfer students must audition for placement before being scheduled for the class.**

## **CONCERT CHOIR**

**Prerequisite: None**

**Grade Level: 9-12**

**1 Credit**

Concert Choir is an auditioned performing group open to grades 10-12. Auditions occur in late May of the previous school year. This course explores advanced choral literature, while further developing vocal technique and musical skills. Students are required to attend all scheduled performances, vocal lessons and rehearsals.

## **MIXED CHOIR**

**Prerequisite: None**

**Grade Level: 9-12**

**1 Credit**

The Mixed Choir is open to all first-year choir students. This course is designed to provide students with the opportunity to learn proper vocal technique through a wide variety of choral literature. This course is designed to satisfy the musical needs of both beginner and advanced singers and musicians. Students are required to attend all scheduled performances, vocal lessons and rehearsals. Students enrolled in the course who have completed a credit in music or art are required to audition.

## **ORCHESTRA**

**Prerequisite: None**

**Grade Level: 9-12**

**1 Credit**

Orchestra is a daily performing group that studies and develops an appreciation for the great literature written for string and symphony orchestra. Orchestra provides the students with the opportunity to study and perform a wide variety of musical forms from Baroque to Romantic through contemporary popular styles. Students develop individual skills, self-discipline and knowledge of the orchestral repertoire. Students will concentrate on intonation, tone, scales, sight-reading, technique, rhythm, dynamics and musical vocabulary, as applied during rehearsals, lessons and performances. Students are required to attend all rotational sectional lessons, rehearsals and scheduled performances. Placement auditions, lessons, playing and written assessments, concert review and a final exam will address the students' comprehension of music.

**Note: Transfer students must audition for placement before being scheduled for the class.**

# **PHYSICAL EDUCATION**

## **PHYSICAL EDUCATION**

**Prerequisite: None**

**Grade Level: 9-12**

**½ Credit**

This course emphasizes enjoyable participation in physical activities that help students develop knowledge, attitudes, motor skills, and confidence with the goal of improving students long term health. Students will be challenged to learn many different classroom activities which will be changed approximately every five weeks and may include: aerobics, badminton, basketball, fitness, pickleball, soccer, softball, dance, team handball, tennis, volleyball, weight training and cooperative games. Students will also have an opportunity to participate in fitness testing with the goal of increasing students' awareness of their fitness levels.

# **SCIENCE DEPARTMENT**

## **OVERVIEW**

The Plainedge High School Science Department emphasizes academic excellence and the importance of developing each student's potential for scientific achievement. The importance of "scientific literacy" in an advanced technological society places considerable demands on the educational system to produce graduates with the ability to comprehend and function effectively within that society.

It is for these reasons that the Plainedge Science department has developed a policy statement containing the expectations which we hold for our students. Each student receives a copy of these departmental expectations as well as individual course expectations on the first day of classes.

The essential requirements of these departmental expectations are common to all course offerings and are as follows:

1. Notebooks are required and may be considered in the determination of students' grades.
2. NY State requires the completion of at least 1200 minutes of laboratory work and the completion of satisfactory written reports for admission to a science Regents exam. The failure of any student to meet the minimum laboratory requirement for a course will result in exclusion from the Regents exam.
3. Homework is assigned on a daily basis and is counted toward students' grades.
4. Students are expected to be present and prepared for classes. Work missed during absences is made up by students upon their return to class, and is not "excused".
5. Under no circumstances is any behavior allowed that is inconsistent with safe laboratory practices.

Evaluation in science courses is based upon regular quizzes and examinations, class work, homework and other assignments, including laboratory work.

## **Honors Expectations**

- High reading comprehension level
- Meeting and/or exceeding standards in writing
- Daily independent reading and note-taking
- Meeting and/or exceeding standards in mathematics
- Write detailed formal lab reports with data analysis

## **AP Expectations**

- Students are expected to take AP exam in May and/or buy college credit through Adelphi University
- Be able to write insightful lab reports
- Hand work in on time, completely and with effort
- High reading comprehension level; college level recommended
- College level writing recommended
- Daily independent reading and note-taking
- Independent learning
- Meeting and/or exceeding standards in mathematics

Grade 9	Biology	Biology Honors		
Grade 10	Chemistry	Chemistry Honors	Full Year Electives	2 Half Year Electives
Grade 11	AP Physics*	Physics	Full Year Electives	2 Half Year Electives
Grade 12	AP Biology*	AP Chemistry*	Full Year Electives	2 Half Year Electives

<b>10th Grade Electives</b> <i>Half Year</i> <ul style="list-style-type: none"> <li>• Intro to Forensics</li> <li>• Sustainability &amp; Hydroponics</li> </ul> <i>Full Year</i> <ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• Animal Behavior</li> <li>• Applied Science</li> <li>• Astronomy</li> <li>• Environmental Science</li> <li>• Honors Engineering</li> <li>• Marine Biology &amp; Oceanography</li> </ul>
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<b>11th/12th Grade Electives</b> <i>Half Year</i> <ul style="list-style-type: none"> <li>• Intro to Forensics</li> <li>• Sustainability &amp; Hydroponics</li> </ul> <i>Full Year</i> <ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• Animal Behavior</li> <li>• Applied Science</li> <li>• Astronomy</li> <li>• Environmental Science</li> <li>• Honors Engineering</li> <li>• Marine Biology &amp; Oceanography</li> <li>• College Forensics (SUPA)+</li> </ul>
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\*College credits offered via Adelphi  
+College credits offered via Syracuse

## **Biology**

### **BIOLOGY (Living Environment)**

**Prerequisite:** Regents Earth Science

**Grade Level:** 9-12

**1 Credit**

This course includes all content in the New York State Regents level core curriculum in Living Environment. It is designed to provide broad general understanding of fundamental principles of biology and an in-depth understanding in selected areas. This laboratory-oriented program includes such topics as biochemistry, reproduction and development, modern genetics, evolution, ecology, and human physiology. The course involves developing an understanding of all the basic processes that occur in living things that enables them to survive. This course includes an alternating day laboratory period. The State Regents exam in Living Environment is the final exam.

### **BIOLOGY HONORS (Living Environment)**

**Prerequisite:** Regents Earth Science and teacher recommendation

**Grade Level:** 9-12

**1 Credit**

Due to the Biology Honors curriculum's rigorous nature, a minimum course grade of 90 is strongly recommended. In addition, an Earth Science midterm grade and Regents grade of 85 or better is also recommended to be successful in Biology Honors. This course covers all the topics outlined in the Living Environment Regents program in greater depth and in a more comprehensive mathematical manner geared towards Pre-AP Biology content. This course includes an alternating day laboratory period. The State Regents exam in Living Environment is the final examination.

# **SOCIAL STUDIES DEPARTMENT**

## **OVERVIEW**

Social Studies utilizes the facts, concepts, generalizations, and skills of history and the social sciences (anthropology, economics, geography, political science, government, sociology, and social psychology) to promote active citizenship. Social Studies may be defined as an integration of experience and knowledge from history and human relationships. Social Studies encourages critical thinking, problem-solving, and a commitment to human dignity. This definition suggests that social, economic, and political actions are an important consequence of civic understanding and decision-making.

The New York State K-12 Social Studies Framework is designed to prepare students for college, careers, and civic life with courses that are rigorous and aligned to the New York State Learning Standards for Social Studies. The 9-12 Framework consists of the following social studies practices:

- Gathering, Interpreting, and Using Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economics Systems
- Civic Participation

## **Evaluation:**

Student performance in social studies courses is evaluated on the basis of:

- Completion of homework and classwork assignments;
- Participation in class lessons and discussions;
- Preparation and achievement on class assessments, including tests and quizzes;
- Development of notetaking skills and the ability to organize notes;
- Completion of research projects and presentations.

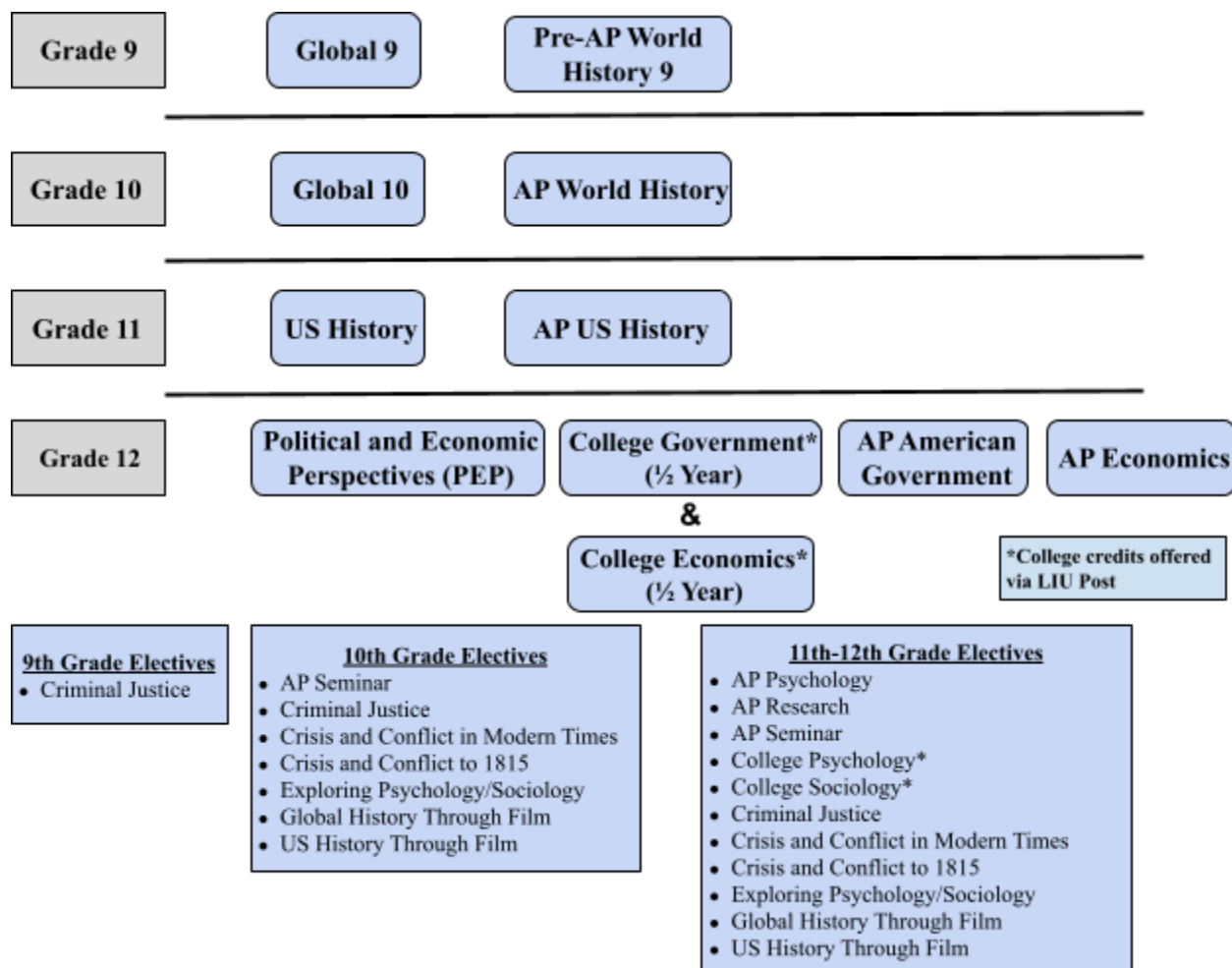
Note: All students will be REQUIRED to take the Regents Exam in Global History and Geography and the United States History and Government Regents examination. Therefore, there will be extensive preparation in all classes that end with these examinations.

## **AP Expectations:**

The following denotes what is incorporated within AP and college level social studies courses:

- Take the AP exam in May
- Meet or exceed New York State and AP standards in social studies
- Communicate ideas effectively through writing; college level writing and reading recommended
- Participate actively in class discussions
- Demonstrate an expansive knowledge of the major periods and issues in History
- Submit assignments on time
- Read quickly and with understanding both primary sources and analytical, secondary sources
- Read and take notes independently





## **GLOBAL HISTORY 9**

**Prerequisite:** Social Studies 8

**Grade Level:** 9-12

**1 Credit**

This course covers content and skills ranging from pre-history through the year 1750. Students will use a variety of intellectual skills such as document analysis and writing analysis to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. All students must pass the course to advance to Global History 10.

## **PRE-AP WORLD HISTORY 9**

**Prerequisite:** Social Studies 8 and teacher recommendation

**Grade Level:** 9-12

**1 Credit**

This course is the required first year of a two-year AP World History program which culminates in the AP World History Modern exam at the end of tenth grade. It is strongly recommended that students who register for this course have a 95 overall average in eighth grade social studies and exhibit advanced reading, writing, and critical thinking skills and at least a 95 overall average in English 8. This course covers the large-scale patterns in world history from prehistoric times through the fifteenth century including the era 1200-1450 which serves as the official beginning of AP World History: Modern. Special emphasis is given to developing AP History “Historical Thinking Skills and Reasoning Processes.” As the introduction to an AP course, the individual workload is demanding and students will be required to use a college-level textbook. Several required summer reading assignments will be offered to introduce students to various skills used in the course.

## **Social Studies Electives**

### **CRIMINAL JUSTICE**

**Prerequisite:** None

**Grade Level:** 9-12

**½ Credit**

This course will focus on providing a practical understanding of law and the legal system that will be of use in everyday life. It will work to improve understanding of the fundamental principles and values underlying the Constitution, laws, and the legal system. Topics that will be covered include rights and responsibilities, crime, law enforcement, the validity and effectiveness of our legal and correctional systems, and an Introduction to Criminal Procedure from the time of arrest through the trial process. Through projects, film analysis, debates and guest speakers this course will attempt to promote awareness of current issues and controversies relating to law and the legal system. This course complements Forensic Science.

# **VOCATIONAL EDUCATION**

Vocational Education is available through Nassau BOCES. Accepted vocational students spend half of the school day at Plainedge High School taking their academic courses, and the other half at their vocational program. Most programs span two years and require a two-year commitment from the interested student.

**Space is limited and students must meet certain criteria before being considered for these programs. These criteria include:**

- Attendance record at Plainedge High School
- Grade level graduation progress
- Connection between program and post-high school goals
- Review of Discipline Records
- A complete application including a personal statement

## **\*Programs Available**

- Automotive Technology
- Business/Information Services
- Cosmetology
- Culinary Arts
- Electrical Technology
- Engineering Technologies
- Health Services
- Human Services
- Landscape Design and Management
- Medical Assisting/Healthcare
- Natural and Agricultural Sciences
- Police Science/EMT

*First year students (juniors) must take a morning program at the technical centers (Barry Tech- Westbury 7:50 am to 10:20 am) and (GC Tech- Levittown 7:05 am to 9:35 am), while second year students (seniors) take an afternoon program at (Barry Tech 11:50 am to 2:20 pm) and (GC Tech 11:00 am to 1:30 pm).*

\*Please note the district may not support all programs

## **APPLICATION PROCESS**

1. Meet with your counselor to express interest in attending a vocational program.
2. Submit a completed Plainedge Interest Vocational Application to Guidance no later than January 19, 2024. Applications are available in the Guidance office.
3. All applications will be evaluated by a committee based on the criteria listed above.
4. If approved by committee, students and parent **must** meet with their counselor, visit the program, and complete the Nassau BOCES application process.

# WORLD LANGUAGE DEPARTMENT

## OVERVIEW

The goal of second language teaching and learning is the achievement of functional communication in the context of the target language and culture. There are four primary components of functional communication and they serve as the basis of our program's learning outcomes at all levels: Checkpoints A, B and C. These four components are:

1. **Function:** the purpose of communication; socializing, providing and obtaining information, expressing personal feelings, getting others to adopt a course of action.
2. **Situation:** the context in which the communication occurs; listening, listening/speaking, reading and writing.
3. **Topic:** the subject of communication; personal identification, house and home, services, family life, community, physical environment, meal taking, health and welfare, education, earning a living, leisure, shopping, travel, etc.
4. **Proficiency:** the degree of accuracy and the scope of the communication and the degree of control of the basic elements of language.

To reach the desired learner outcomes all language classes are conducted in the target language. The five goals (the 5 C's) of the World Language Standards are Communication, Cultures, Connections, Comparison, and Community. The goals are further broken into standards. For each standard, progress indicators are provided.

## Evaluation

Student performance in World Language courses is evaluated on the basis of:

- Completion of homework and classwork assignments;
- Participation in class lessons and discussions;
- Preparation and achievement on class assessments, including tests and quizzes;
- Development of notetaking skills and the ability to organize notes;
- Completion of research projects and presentations.

## AP Expectations:

- Take the AP exam in May
- Meet or exceed standards in World Language
- Develop core language skills (listening, speaking, reading and writing) through the use of authentic materials
- Participate in class lessons and discussions
- Complete and turn in work on time
- Read and organize material independently

## **ITALIAN I**

**Prerequisite:** None

**Grade Level:** 9-12

**1 Credit**

The purpose of this course is to introduce a student to the early stage of the Italian language. Emphasis will be placed on listening, speaking and extensive use of newly acquired vocabulary. Simple grammatical structures will be introduced so that students will develop basic reading and writing skills. Students will also begin to explore Italian culture and the contribution of this country to the world. This course corresponds to Checkpoint A of the NYS Learning Standards.

## **INTRO TO SPANISH I**

**Prerequisite:** None

**Grade Level:** 9-12

**1 Credit**

The purpose of this course is to introduce a student to the early stage of the Spanish language. Emphasis will be placed on listening, speaking and extensive use of newly acquired vocabulary. Simple grammatical structures will be introduced so that students will develop basic reading and writing skills. Students will also begin to explore Spanish culture and the contribution of the Spanish speaking countries to the world.

## **SPANISH I**

**Prerequisite:** Intro to Spanish 1 at Plainedge High School or teacher recommendation

**Grade Level:** 9-12

**1 Credit**

The purpose of this class is to introduce students to the early stage of the Spanish Language, as well as provide a follow up to basic Spanish language learned in intro Spanish I. Emphasis will be placed on listening, speaking and extensive use of newly acquired vocabulary. Simple grammatical structures will be introduced/reinforced so that students develop basic reading and writing skills. Students will explore Spanish culture and the contribution of Spanish speaking countries to the world. This course corresponds to Checkpoint A of the NYS Learning Standards.

## **SPANISH II / ITALIAN II**

**Prerequisite:** Spanish I or Italian I

**Grade Level:** 9-12

**1 Credit**

Teacher recommendation is also permitted if a student mastered another language. Recommended grade of 80 or better in Spanish I or Italian I at the MS Level. Spanish II and Italian II are the first year of the Checkpoint B Learning Standards. The four components of the World Language, listening, speaking, reading and writing, are displayed through comprehension, communication, expression of personal needs and experiences through writing.

## **CO-CURRICULAR ACTIVITIES**

Co-Curricular activities are an important extension of the academic program. Plainedge High School offers a wide variety of clubs and other activities after school, and students are encouraged to become involved in the school community by participating in events after school hours. Students should listen to the daily announcements and check the daily bulletin in PowerSchool for information about the various clubs and organizations available. A list of all co-curricular activities is available from the Guidance Office.

### **ART CLUB**

The High School Art Club is a club for all students who wish to explore their creativity. If the students are interested in doing community service events, this club will include The National Art Honor Society, which is a national organization to support art students.

### **BEST BUDDIES**

Want to make a friend? Want to become involved at Plainedge? Best Buddies matches students with intellectual disabilities with high school students from general education to create one-to-one friendships. Our mission at Best Buddies is to spread the message of inclusion and equality for individuals with disabilities. Come join Best Buddies Plainedge!

### **CHAMBER ORCHESTRA**

The Chamber Orchestra is a group that performs a varied repertoire of musical styles and periods. The Orchestra is open to motivated string students performing on a NYSSMA level V and scoring an A or better. Chamber participants perform for school concerts and selected community events.

### **CHESS CLUB**

The Chess Club is designed to nurture critical thought in young minds while teaching students how to communicate and execute complex ideas through the game of chess. In doing so, the Chess Club will foster a healthy sense of sportsmanship and critical thinking that will prepare students to succeed in life.

### **DRAMA CLUB**

The Drama Club members put on a play in the fall and a musical in the spring. Our most recent shows have been *Our Town* and *Footloose*. Actors, actresses, singers, dancers, and crew members are all essential participants in our shows. If you are interested in any of these, please consider joining. Students from all grades are welcome. No experience is necessary!

### **ENGLISH HONOR SOCIETY**

English Honor Society is an organization composed of students who exhibit academic excellence and who are committed to community service. Students will perform various services for the community throughout the year. Students must have had an overall English grade of 90 or higher during the previous school year in order to become a member.

### **E-SPORTS CLUB**

The E-Sports Club provides students a chance to casually play and compete in their favorite games while also learning crucial life skills, such as prioritizing tasks, leading a team, collaborating with others, planning strategically, and communicating effectively with others.

### **ETHICS BOWL (BENJAMIN FRANKLIN SOCIETY)**

Ethics Bowl offers students an opportunity to explore contemporary ethical issues in social science through engaging discussions and competitions. Students will develop their critical thinking and persuasive communication skills by crafting and presenting arguments all in preparation for the Ethics Bowl competition. Join us to deepen your understanding of today's moral questions and engage in meaningful conversations!

### **FUTURE BUSINESS LEADERS OF AMERICA (FBLA)**

FBLA is a national organization dedicated to preparing students for success in business and leadership. You'll have the opportunity to participate in activities like the Stock Market Game, hear from guest speakers, and compete in exciting local and national competitions. Whether you're interested in a career in business or looking to grow your professional skills, FBLA offers valuable experiences that will prepare you for your future!

### **FORENSICS CLUB**

The Forensics Club is an extracurricular group that allows students who are interested in science, law enforcement, and law to explore how these areas are intertwined and how they play a role in real life. This is done through workshops, guest lectures, movie/documentary viewings, and case-study discussions. Past workshops include areas such as fingerprinting, crime-scene processing, and bite-mark analysis. The group also organizes a CSI competition in which interested members and forensic science students can participate. The club's goal is to encourage and celebrate interest in the sciences.

### **FRESHMAN CLASS**

The Freshman Class Student Council is an organization consisting of 9th grade student representatives, working to get all freshmen involved in the many social and academic areas of school life. The representatives are the voice of the Freshman Class, responsible for decision-making on behalf of their classmates, fundraising for future events, as well as community service projects throughout the school and community.

### **GAY/STRAIGHT ALLIANCE (GSA)**

This club works to create a more accepting and tolerant environment for LGBT students and their straight allies in the high school and to protect all students from harassment, abuse and mistreatment.

### **INTERNATIONAL CLUB**

The International Club is composed of students interested in becoming more aware of the cultural diversity around them. The International Club plays a major role in promoting World Language Week in March by spreading awareness of the importance of learning another language. The club also sponsors its annual Holiday Toy Drive and various other fundraisers throughout the year. Our mission is to touch the lives of others and appreciate the diverse cultures and heritages in our world.

### **JAZZ BAND**

The Jazz Band meets after school once a week throughout the school year. Interested students are encouraged to enroll in band. This group gives advanced students some freedom to explore the more personal and creative aspects of the instrument and music making. Selected charts can range from big band standards to updated jazz/rock arrangements. The club is open to any student enrolled in the band program, or to other students through audition. The Jazz Band performs at annual district concerts, as well as for a variety of other school district and building functions throughout the year.

### **JAZZ CHOIR**

The Plainedge Jazz Choir is a group of auditioned students that performs music from the popular and jazz repertoire. Jazz Choir performs in annual concerts, as well as for organizations and schools in the area that are looking for special entertainment. The Jazz Choir rehearses weekly after school. Interested students are encouraged to enroll in either Mixed Choir or Concert Choir during the school day.

### **JUNIOR CLASS**

The purpose of the Junior Class Council is to give the 11th grade class members an opportunity to express themselves through their elected officers. The officers of the Junior Class (one president, one vice president, one secretary, and one treasurer) meet on Wednesdays (more frequently when activities or fundraisers are in progress) to plan and discuss matters pertinent to the class as a whole. All 11th grade students are invited to attend these meetings.

## **KEY CLUB**

The Key Club is a volunteer organization dedicated to helping others in the community. Annual projects, such as the Field of Honor and Blood Drive, are organized and run by the club. If you are looking to make a difference in the Plainedge community and beyond, come join us!

## **KICKLINE**

### **Fall Season**

Dancing, marching, and pom-pom work are combined to add a colorful pictorial effect at marching band performances. Performances are at home football games, parades and community events. Practice is three times a week during football season and as needed for parades.

### **Competition Season**

Kicking and dancing are combined to create exciting routines to be performed at local and regional competitions. Practice is three times a week from November through March. Participation in the Fall Season is a prerequisite for participating on the kickline competition team through March.

## **LITERARY MAGAZINE (Ventures)**

Published annually, Ventures magazine features the best writing, artwork and photography of Plainedge High School students. A student-run publication, Ventures provides staff members with valuable experiences in all aspects of editing and magazine production. The Ventures club meets twice a month. All students are invited to submit stories, poems, essays, and illustrations throughout the year.

## **MATHLETES**

Mathletes is a club open to any student attending Plainedge High School who wishes to compete mathematically against other students from across New York State. Students sharpen their math skills in preparation for a monthly math competition by attending bi-monthly meetings. Cumulative scores are kept for each student so that students can compare their scores with students from other Long Island and New York State schools. Participants who score well are recognized locally and regionally.

## **MATHEMATICS HONOR SOCIETY**

The Mathematics Honor Society is a club dedicated to acknowledging student success area of Mathematics and promoting civic engagement. Prospective candidates must hold a minimum mathematics average of 85. Members work through a system of participation in club-sponsored events and activities to remain active in the club. Events and activities include various fundraisers for charities, the annual Pi Day celebration, Math Battle, tutoring elementary school students, and others.

## **NATIONAL HONOR SOCIETY**

The National Honor Society, with chapters throughout the United States, is a leadership and service organization for 11th and 12th grade students. Membership in the National Honor Society is highly regarded by high schools, colleges and universities. In order to be considered eligible to join NHS, one must maintain an unweighted GPA of 90 or a weighted average of 92. All eligible sophomores and juniors will be invited to apply in the early spring of each year. These students must also be recommended by the faculty for service and leadership. All students who qualify are welcome to apply. The Plainedge chapter is involved in many aspects of high school and community life. Services range from sponsoring cultural events to ushering at dramatic and musical events, teacher conferences and career nights. Our members have volunteered at various walks and participated in numerous fundraising events. The National Honor Society Members also provide tutoring throughout the district in a variety of subjects.

## **NEWSPAPER (Devil's Tale)**

The Newspaper Club is responsible for the publication of the Devil's Tale. Members of the club receive practical newspaper experience by writing features, news stories, sports stories, editorials and columns, learning about photojournalism and practicing layout design. The club meets weekly before or after school.



## **QUIZ BOWL**

The Quiz Bowl Club is composed of ninth through twelfth grade students who have the desire to compete by using their intellectual prowess in a variety of academic areas including history, English, math, science, music and art. Students will compete in the Regional Quiz Bowl Competition, as well as the Science Bowl and History Bowl.

## **ROBOTICS CLUB**

The Robotics Club offers all students the unique opportunity to apply the concepts they are learning in school to a real-world application. Students working with teacher mentors will design, construct and test a radio controlled 120 lb. (max) robot capable of meeting specified design requirements. The team will then operate this robot in the USFIRST Robotics Competition, complete with referees, cheerleaders and time clocks. This National Engineering Contest which immerses high school students in the exciting world of engineering, scientific and mathematical principles, is designed to inspire students to choose a career in engineering, computer programming or another high-tech skilled position. The Robotics program is a team effort; every student that participates will walk away with a sense of accomplishment and success.

## **SADD (STUDENTS AGAINST DESTRUCTIVE DECISIONS)**

SADD is a club that unites students around a passion for caring about others and a dedication to creating social change. SADD's positive influence on youth extends well beyond the issue of drinking and driving. Students work to eliminate underage drinking and other teenage destructive decisions by educating students of the dangers of negative decisions. Programs such as Red Ribbon Week, American Cancer Society's "Great American Smokeout" and the Prom Pledge are some of the various activities in which SADD participates.

## **SCIENCE HONOR SOCIETY**

The Science Honor Society is a club dedicated to supporting scientific activities and promoting scientific literacy throughout the science department, school, and community. Prospective candidates must have:

- Completed their freshman year of high school;
- A minimum weighted GPA of 85;
- A minimum weighted science average of 85;
- A minimum weighted math average of 80.

## **SENIOR CLASS**

The purpose of the Senior Class Council is to give the 12th grade class members an opportunity to get involved in the school community through spirit activities and participating in bringing awareness to local and global organizations, events, and charities. The officers of the Senior Class (one president, one vice president, one secretary, and one treasurer) meet regularly (more frequently when activities or fundraisers are in progress) to plan and discuss matters pertinent to the class as a whole. The Senior Class Council engages in the planning and preparation of several memorable events, such as Homecoming, Pep Rally, Senior Prom, Sports Day, and community awareness events, all of which add to the spirit that makes a student proud to be a senior at Plainedge High School.

## **SOPHOMORE CLASS**

The purpose of the Sophomore Class Council is to give the 10th grade class members an opportunity to express themselves through their elected officers. The officers of the Sophomore Class (one president, one vice president, one secretary, and one treasurer) meet regularly (more frequently when activities or fundraisers are in progress) to plan and discuss matters pertinent to the class as a whole. The elected officers of the Sophomore Class involve classmates in activities that exhibit their concern and interest in others.

### **TRI-M MUSIC HONOR SOCIETY**

TRI-M is a nationally recognized Honor Society for musicians who have achieved the following minimum requirements:

- Grade 9: NYSSMA Solo Rating of IV E;
- Grades 10, 11 and 12: Level V 90, Level VI 85, or better.

This diverse group provides an added outlet for musical performance and community service. Students must have an 85 overall average and a 95 in music.

### **TV PRODUCTION**

The TV Production club goes beyond the high school's TV production studio and engages students in a world of media. From learning how to manage lighting, sound, and displays during school productions, to working with various components to wirelessly capture and livestream high school events, the TV Production Club will expose students to old and new technologies and will further develop students' collaborative, management, and technical skills.

### **WIND ENSEMBLE**

The Wind Ensemble is an advanced-level ensemble for woodwind, brass and percussion students, and it performs a varied repertoire of musical styles and genres. This ensemble is open to band students that are performing on a NYSSMA level 5, or through invitation/audition for open seats to fill the ensemble's instrumental needs. Wind Ensemble participants will perform at selected district concerts and community events.

### **YEARBOOK**

Yearbook is a senior-only activity. The staff has the responsibility of preparing the class yearbook. Club meetings begin in April of junior year. Students with interests in photography, copywriting, art layout, staff management, business and publishing will find participation on the yearbook staff challenging and rewarding.

# **Plainedge Unified and Challenger Teams**

## **UNIFIED SPORTS**

Unified Sports programs have been implemented in school districts nationwide. A partnership has been created with NYSPHSAA and the New York Special Olympics. The Unified Champion Schools® approach incorporates the three components of Special Olympics Unified Sports, inclusive youth leadership, and whole school engagement activities, to ensure that all students can be involved and meaningfully contribute to their school culture.

Fundamentally, the principle of meaningful involvement ensures that every player is given an opportunity to contribute to the success of his or her team through their unique skills and qualities. Unified sports are recognized by both New York State Public High School Athletic Association and BOCES Section VIII, and includes playoffs and championships. Unified basketball is a spring sport for high school aged students that begins in April and can extend to early June.

## **CHALLENGER PROGRAMS**

The Challenger athletics program offers students with special needs the opportunity to be part of a school sports team and to compete against neighboring school districts. The current structure includes high school students with special needs that has both boys and girls on the same team. Games are modified to fit the needs of both teams competing, where time can be extended or shortened, and “helpers” can be on the court or field. It is recognized by BOCES Section VIII and available for our high school aged students. We currently offer challenger basketball and soccer. Soccer is usually in the fall and basketball takes place in the winter.

# **INTERSCHOLASTIC ATHLETICS**

The mission of the Plainedge Public Schools Interscholastic Athletic Program is to provide students with the opportunity to positively represent their school and community in a wide range of quality interscholastic programs.

The program is governed by the regulations established by the Commissioner of Education's basic code for extra-class athletic activities, the New York State Public High School Athletic Association, the Nassau County Public High School Athletic Association, as well as by the Board of Education and school policies.

## **INTERSCHOLASTIC ATHLETIC INFORMATION**

### **FALL**

Cheerleading	Varsity, JV
Cross Country	Varsity
Football	Varsity, JV
Golf	Varsity
Boys Soccer	Varsity, JV
Girls Soccer	Varsity, JV
Girls Tennis	Varsity
Boys Volleyball	Varsity
Girls Volleyball	Varsity, JV

### **WINTER**

Cheerleading	Varsity, JV
Boys Basketball	Varsity, JV
Girls Basketball	Varsity, JV
Girls Bowling	Varsity
Boys Bowling	Varsity
Indoor Track	Varsity
Wrestling	Varsity, JV

### **SPRING**

Baseball	Varsity, JV
Girls Flag Football	Varsity
Boys Lacrosse	Varsity, JV
Girls Lacrosse	Varsity, JV
Softball	Varsity, JV
Boys Tennis	Varsity
Boys Track & Field	Varsity
Girls Track & Field	Varsity
Unified Basketball	Varsity

# **WORKSHEET FOR SCHEDULE REQUESTS**

What electives would you like to take next year in 9th grade? Most students will have room for 2 credits of electives (2 periods). Please look in the 9th Grade Curriculum Guide for a brief description of each course. You can use this to help you complete your course requests in Powerschool. **All requests must be added to Powerschool by January 31st.**

## General Directions

1. Log onto your Powerschool student account
2. Select the Class Registration link on the left hand side of the screen
3. You will be able to view the classes your teachers have recommended for you. Please select the electives you would like to take next year along with alternates in case your first choice is not available.

## **All Students**

Every student at PHS will need to complete 1 credit of art or music in order to graduate. You can satisfy this by selecting one of the following:

- Band/Marching Band
- Mixed Chorus
- Orchestra
- Studio Art
- Studio Art-Semester - This class is required for any student who completed Studio Art at PMS

## **Additional Requirements**

There are some important additional requirements for all students at PHS:

- **All** students must take PE each year of high school
- **All** students must complete a ½ credit Health course in order to graduate - usually taken in 9th grade
- **All** PHS students must complete a ½ credit Computer Science Essentials - usually taken in 9th grade

## **Half Year/Semester Electives**

Ceramics

Drawing

Drawing and Painting \*

Sculpture \*

Architecture and Interior Design \*

Fashion Design I \*

Graphics \*

Jewelry Design \*

Creative Writing

Multi-Media Study of Horror

Multi-Media Study of Sports

Moneyball: The Mathematics Behind Sports

Criminal Justice

\*Means you can **only** take if you are currently enrolled in studio art at PMS

## **Sample Worksheet 2025-2026**

	<b><u>Course Name</u></b>
<b>1</b>	<b>ENGLISH</b> _____
<b>2</b>	<b>SOCIAL STUDIES</b> _____
<b>3</b>	<b>SCIENCE</b> _____
<b>4</b>	<b>PHYSICAL EDUCATION / SCIENCE LAB</b>
<b>5</b>	<b>LUNCH</b>
<b>6</b>	<b>MATHEMATICS</b> _____
<b>7</b>	<b>WORLD LANGUAGE</b> _____
<b>8</b>	<b>ART/MUSIC</b> _____ <input type="checkbox"/> Check here if you took Studio Art at PMS. You will need to take a ½ year Studio Art class and choose an elective: _____
<b>9</b>	<b>HEALTH AND COMPUTER SCIENCE ESSENTIALS</b>

**Please select 3 alternate elective options in order of preference**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_