

Wantagh High School

Course Catalog

2025-2026



#WeAreWantagh



Wantagh High School

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Wantagh, New York 11793
516-765-4200

<http://www.wantaghschools.org>

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MESSAGE FROM THE PRINCIPAL

Dear Wantagh High School Families,

It is that special time again when our students are beginning to design their academic program for our next school year! With that in mind, I am proud to extend Wantagh High School's robust course catalog, which offers Regents, Honors, College, and AP level courses for students beginning in ninth grade. To highlight our departments, we proudly offer courses in Art, Music, Business, Technology, Family and Consumer Science, and World Language, in addition to Math, Science, English, and Social Studies.

Further, I am happy to share that our programs do not remain stagnant, but consistently evolve as we frequently assess and enhance our offerings according to the interests and needs of our students, community, and our ever-changing world. To that matter, our school has been recognized by the U.S. Department of Education as a National Blue Ribbon School both in 1998 and 2020. We are one of a small number of schools nationwide to have received this honor multiple times since its inception. Further, we are consistently recognized by the NYS Department of Education for our distinguished programs, progress, and achievement.

With that, we are excited to share this year's comprehensive Curriculum Guide as it exemplifies our core values of being progressive, forward thinking, and innovative. Additionally, we know that our offerings not only help our students in their efforts to become lifelong learners and independent thinkers but also provide various opportunities for students to tap into different areas of interest, skills, and disciplines as they continue to develop their identity while at Wantagh High School.

As our scheduling process moves forward, it is recommended that each of you familiarize yourselves with key elements of this guide, including our course offerings, policies, procedures, and graduation/diploma requirements. Lastly, I strongly suggest maintaining an open line of communication with your school counselor. From this point on, you will be tasked with making several decisions that will directly and indirectly impact your or your child's future; given the counselors' experience and area of expertise, they are in the best position to help ensure that well-informed decisions are being made.

I look forward to seeing how our student selections take shape!

Sincerely,

Paul M. Guzzone, Ed.D.

Principal | Wantagh High School

 [@WantaghHS](#)
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GRADUATION AND DIPLOMA REQUIREMENTS

Students must meet minimum courses, total units and minimum testing requirements as indicated below:

A. COURSE REQUIREMENTS FOR:

	<u>Regents Diploma</u>		<u>Regents Diploma with Advanced Designation</u>	
	Units	Years	Units	Years
English	4	4	4	4
Social Studies	4	4	4	4
Mathematics	3	3	3	3
Science	3	3	3	3
World Language	1	-	3 *	-
Physical Education	2	4	2	4
Art or Music	1	1	1	1
Health	.5	.5	.5	.5
Electives	3.5	-	1.5	-

* May be substituted for a 5-unit sequence in Career/Technical Education, Business, FACS, Technology, Music or Art.

B. TOTAL UNITS REQUIRED:

Regents Diploma	22 (minimum)
Regents Diploma with Advanced Designation	22 (minimum)

C. MINIMUM TESTING REQUIREMENTS FOR:

1. Regents Diploma:
 - Passing Regents exams in ELA (English), Mathematics, Social Studies, Science, and one additional exam in an approved subject area.
 - Passing 8th grade World Language Checkpoint A exam (or level I of a World Language course in high school).
2. Regents Diploma with Honors requires a true 90% average of all Regents exams
3. Regents Diploma with Advanced Designation:
 - Passing Regents Exams in ELA (English), Algebra, Geometry, Algebra II, Social Studies, two full year laboratory Science courses (one must be Living Environment), and one additional exam in an approved subject area.
 - Passing World Language Checkpoint B exam
4. Regents Diploma with Advanced Designation with Honors requires a true 90% average on all Regents exams

5. Diploma Designation of Mastery in Science and/or Mathematics:

- Students who satisfy requirements for a Regents Diploma with Advanced Designation and who score 85 or higher on three Regents exams in Math and/or Science will earn a Regents Diploma with Advanced Designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

*For a small group of students with an Individualized Education Programs (IEP), a “local” diploma option is available. Other students may be eligible for a Career Development and Occupational Studies (CDOS) or Skills Achievement Commencement Certificate. Please contact your child’s school counselor for more information.

ACADEMIC INTERVENTION SERVICES, OCCUPATIONAL EDUCATION, & NCAA

Academic Intervention Services (AIS)

AIS are services mandated by New York State and implemented by the Wantagh Public Schools to provide academic support for students at risk for failing the Regents examinations in those subjects required for graduation. These Regents examinations are English, Mathematics, Science, Global Studies and United States History.

- Services include additional instruction that supplements regular classroom instruction as provided by the subject area departments and teachers.
- Student support services which address non-academic barriers so that academic performance improves. School counselors, psychologists, social workers and other student support professional staff provide these student services.

In the Wantagh Public School District, the Board of Education has approved an extensive formal written AIS plan that is available on the website. On the elementary and middle level, state assessments, local benchmark assessments and other standardized assessments, as well as the recommendation of professional staff members have identified “students-at-risk” who are in need of academic intervention services. Administrators, subject supervisors, teachers and support staff have implemented this AIS program in all of the District’s schools. All work together with students and parents so that all Wantagh’s students can meet the graduation requirements which the New York State Common Core Learning Standards demand.

Occupational Education

Students may enroll in occupational courses offered for half days at vocational centers in grades 11 and/or 12. Students who are considering a vocational program should keep in mind that admission to and continuation in the program will be based upon satisfactory attendance, academic progress, and aptitude. A listing of these occupational course offerings is found on page 36.

National Collegiate Athletic Association (NCAA) Regulations

The NCAA has established regulations for student-athletes beginning college and wishing to participate in Division I or II intercollegiate athletics. These regulations include a minimum number of required academic courses, minimum grade point averages and minimum SAT scores. By the end of 11th grade, interested high school student-athletes need to register with the NCAA at their website, www.eligibilitycenter.org. A copy of the details of these regulations, which have changed regularly, is available on-line at <https://web3.ncaa.org/ecwr3/>.

[NCAA Clearinghouse Guide for the Student Athlete](#)

[NCAA Approved Wantagh High School Courses](#)

School Code: 335765



COMPLIANCE WITH TITLE IX, SECTION 504

The Wantagh Union Free School District, Wantagh, New York, does not discriminate on the basis of sex, race, color, national origin or handicapping conditions in the educational programs or activities which it operates, including vocational educational opportunities. It is required by Title IX of the Educational Amendments of 1972 and by Section 504, not to discriminate in such a manner. This policy of nondiscrimination includes the following areas: Recruitment and appointment of employees, employment pay and benefits, counseling services for students, access by students to educational programs, course offerings and student activities. This includes District and non-District vocational education programs. Courses available are listed and described in the curriculum guide.

The district official responsible for the coordination of the activities relative to compliance with Title IX (sex discrimination) is Ms. Carol-Ann Winans, Executive Director of Instruction. The Wantagh School District's Second Title IX Compliance Officer is Mr. Stephen Moran, Assistant Superintendent of Pupil Personnel Services. Ms. Winans and Mr. Moran can be reached c/o the District Office, 3301 Beltagh Avenue, Wantagh, N.Y. 11793; (516) 765-4100. Ms. Winans or Mr. Moran will provide information, including complaint procedures, to any student or employee who feels that his/her rights under Title IX may have been violated by the district or its officials.

The district official responsible for the coordination of the activities relative to compliance with Section 504 is Mr. Stephen Moran, Assistant Superintendent of Pupil Personnel Services. Mr. Moran can be reached c/o the Pupil Personnel Services Office, 3100 Beltagh Avenue, Wantagh, N.Y. 11793; (516) 765-1452. Mr. Moran will provide information, including complaint procedures, to any student or employee who feels that his/her rights under Section 504 may have been violated by the district or its officials.

THE WANTAGH HIGH SCHOOL SCIENCE RESEARCH ACADEMY



The Wantagh High School Science Research Academy offers students the unique opportunity to experience the rewards of conducting S.T.E.M.-based research in state-of-the-art research facilities.

This selective four-year program is designed for highly motivated students who want to study scientific concepts in-depth and are eager to progress into advanced areas of scientific research.

Goals

- Students will experience authentic scientific discovery directly related to the student's areas of interest.
- Students will learn critical science research methodologies fundamental for academic success in high school, college, and beyond.
- Students will develop and present original scientific research at symposiums, fairs, and prestigious competitions.
- Students will obtain summer internships and mentorships with professional research scientists.

Criteria

- Interested students will apply to the Wantagh High School Research Academy in the month of January during their 8th grade year.
- Students are required to be self-motivated, have strong time-management and problem-solving skills.
- As the number of students in the Wantagh High School Science Research Academy will be capped, students will be considered based on the following criteria:
 - Attendance (10%)
 - Midterm Performance - Earth Science and Algebra I (30%)
 - Marking Period 1 and 2 scores - Earth Science and Algebra I (40%)
 - Performance on a Logical Reasoning Assessment (20%)



Foundations of Research & Statistics - Level I

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course Weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Application and Departmental approval.

This full-year course will provide students with fundamental research and presentation skills, both written and oral. Additionally, students will learn about critical statistical measurements used in research studies. Students will begin to master the experimental design process by using reputable resources for research, implementing common laboratory techniques, and analyzing data with basic statistical measures. Research students will also learn how to write a research paper and make a successful oral presentation. Interested students must apply for this course in grade eight.

Advanced Science Research - Level II

Credits: 0.5

Grade Level: 10

Course Weight: 1.1

Offered: Full-Year, Alternating Days

Prerequisites: Foundations of Research & Statistics and departmental approval.



This course will introduce students to various biological and chemical science research methods, including experimentation. Students learn how to read, write, and present professional-style research papers. Students will begin to master the experimental design process by using reputable resources for research, implementing standard laboratory techniques, and analyzing data with basic statistical measures, culminating in student entries into local competitions for recognition. Students will also contact professionals to secure a summer research position in their field of interest. Once confirmed, students will focus on developing the skill sets required for summer research.

College Level Science Research - Level III

Credits: 0.5

SUNY Albany

Grade Level: 11

Course Weight: 1.10

Offered: Full-Year, Alternating Days

Prerequisites: Advanced Science Research and departmental approval.

This course builds upon foundational skills acquired in Foundations and Advanced Science Research. Students will design and conduct original research and consult with a research mentor. Course hours are devoted to literature reviews, conducting research, conferencing, and preparing for research competitions. Students will present their research findings in a scientific symposium and research competitions. Students are expected to work on their research project(s) during the summer while maintaining contact with their mentor.

*Students who participate in the AP Capstone Program, may take AP Research in lieu of College Research. In this scenario, students who are part of the WHS Science Research Academy, and who are in AP Research, will also be required to secure a science research mentor by the end of their junior year.

Senior Science Research - Level IV

Credits: 0.5

Grade Level: 12

Course Weight: 1.10

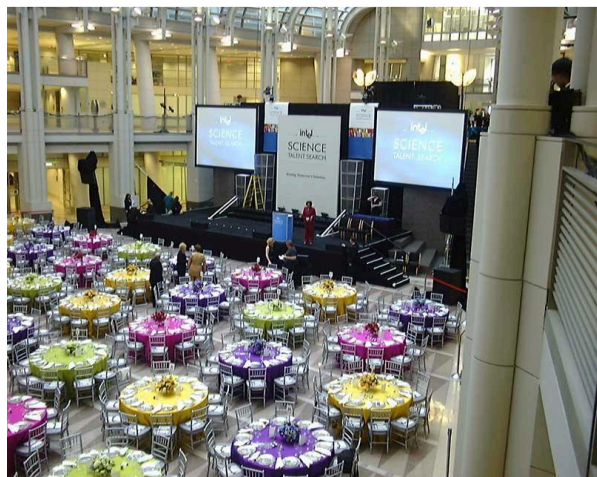
Offered: Full-Year, Alternating Days

Prerequisites: College Level Science Research/AP Research and departmental approval.

Coming in 2026-2027

This course is the culminating experience for students who are part of the Wantagh High School Research Academy. Students will be expected to conduct rigorous research as they begin the process of developing a research project. Participation in several local competitions is required, with the Science Research Coordinator providing support and guidance to students throughout the processes. A commitment to completing summer research responsibilities is expected. Competitions that students may enter include, but are not limited to:

- Long Island Science and Engineering Fair (LISEF)
- Long Island Science (LISC)
- New York State Science and Engineering Fair (NYSSEF)
- Regeneron Science Talent Search



AP CAPSTONE



[AP Capstone](#) is an innovative diploma program that highlights students' critical thinking and communication skills that are sought after in the college admission process. 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. Students who successfully complete the AP Capstone program earn the AP Capstone diploma designation.

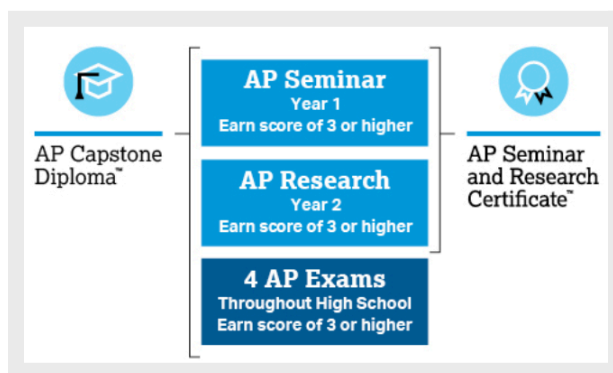
The AP Capstone program is based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses offered by Wantagh High School.

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

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 tenth grade, followed by AP Research in eleventh grade.

The full descriptions of the individual courses can be found in the following departments:

[AP Seminar](#): English Department
[AP Research](#): Social Studies Department

APCapstone™
 Research, Academic Rigor, Distinction





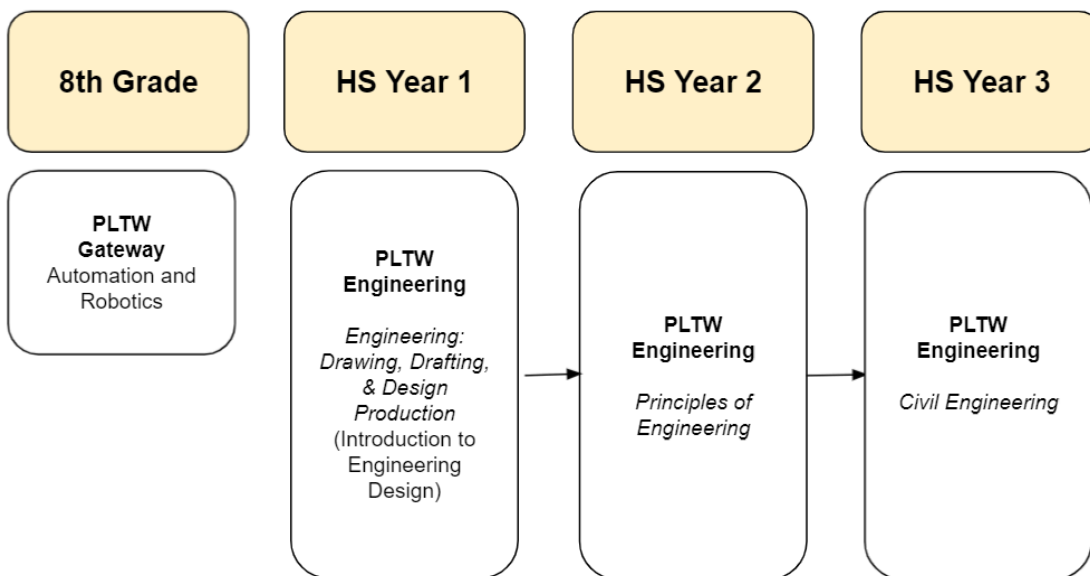
PROJECT LEAD THE WAY

To address rapidly evolving global and local challenges, our world needs people who know problem-solving strategies, who think critically and creatively, and are able to communicate and collaborate with others, as well as persevere when something does not work the first time. [Project Lead the Way](#) (PLTW) empowers students with these skills – relevant to any career or role they take on – and prepares them through hands-on learning. PLTW students are empowered to make a difference in their classrooms, in their communities, and around the world.

Wantagh High has adopted the engineering strand of Project Lead the Way, which is as described below:

ENGINEERING – [Watch Now!](#)

- **PLTW Engineering: Drawing, Drafting, & Design Production** - **9th Grade Eligible**
 - *Technology/Art Department*: Satisfies NYS Art Requirement
 - Credit bearing *through* Rochester Institute of Technology
- **PLTW - Principles of Engineering**
 - Technology Department
 - Credit bearing *through* Rochester Institute of Technology
- **PLTW - Civil Engineering and Architecture**
 - Technology Department
 - Credit bearing *through* the Rochester Institute of Technology



**Courses with the PLTW stamp are all eligible for College Credit through the [Rochester Institute of Technology](#) pending course performance and passing score on the end of year exam. For a list of universities that have partnered with PLTW to offer college credit upon acceptance, scholarships, or summer programs, please see [attached](#). Please see your counselor for more information.

**A student may receive 3 College Credits from RIT for each PLTW course taken at the High School if all requirements are met at the conclusion of each respective course.



THE GUIDANCE AND COUNSELING PROGRAM

COUNSELOR GOALS

Counseling: This is the most important component of our guidance services. Individual counseling gives the student an opportunity to meet with a professionally trained counselor to work out problems, make decisions and plan for career/vocational goals. Group counseling on specific issues (e.g. divorce, bereavement, new entrants, etc.), as well as general human awareness and self-discovery is also available.

Annual Review: This process coordinates the accumulation of information about a student. It relates and interprets this information to the student and his/her college admissions counselors. These components include, but are not limited to: the academic record, individual counseling, group counseling, conferences with parents and teachers, and standardized testing results.

Placement: This ensures student progress from grade to grade and includes careful program planning in terms of student needs. It also helps with future decisions about college and the world of work.

Information: The Guidance and Counseling Department gathers and disseminates information to students and parents concerning school offerings, college and career opportunities, student self-evaluation in terms of abilities, aptitudes and interests, and scholarship and financial aid opportunities.

Orientation: Counselors aid in the transition to high school from middle school as well as from high school to the world of work and college via an intensive and thorough college search and application process.

OBJECTIVES FOR STUDENTS

Self-awareness: Counselors help students acquire planning skills. They help with student self-evaluation in relation to immediate and long term educational/vocational goals.

Career awareness: Counselors aid in the understanding of career opportunities available in accordance with student abilities, interest and financial situations.

College/Career Planning: Counselors serve as guides to help students formulate realistic academic and vocational goals with an awareness of the education needed in accordance with a student's interests, aptitudes, and values.

PLANNING FOR COLLEGE

College preparation includes selecting the proper courses as early as possible in your school career. These courses generally include English, Social Studies, Mathematics, Science and World Language. College entrance requirements are varied, and it is generally known that the more competitive the college, the more demanding a student's academic program must be. College admissions counselors evaluate the quality of courses taken with the grades received, student activities, student essay, test scores, recommendations, etc.



PROGRAMS

- Senior Conferences
- Senior Post High School Planning Workshops
- Senior Survey Workshops
- Senior College Night
- Financial Aid Night
- Junior Conferences
- Junior Post High School Planning Workshops
- Junior Scheduling Workshops/Conferences
- 4-Part Night Program on College Admissions
- Sophomore Scheduling Workshops/Conferences
- Sophomore College Night, Sophomore Career Unit
- Freshman Parent Meetings
- Freshmen Scheduling Workshops/Conferences
- The Freshmen Experience Course

CUMULATIVE AVERAGE

The high school cumulative un-weighted and weighted averages are determined at the beginning of senior year. Considered in all calculations are all high school final grades including high school level courses taken in the Middle School. The un-weighted average is determined by averaging all true final course grades with the amount of credit granted as a factor. The weighted average is determined by averaging each un-weighted grade multiplied by a weight based on the pre-determined level of difficulty.

COURSE WEIGHTING

	Advanced Placement	1.15
*Revised for 25.26	College Level Courses	1.10
*Revised for 25.26	Pre-AP	1.10
	Honors Courses	1.10
	Regents Courses	1.05
	Non-Regents Courses	1.00

*Wantagh High School does not issue a class rank to its seniors.



COURSE SELECTION POLICIES

Students choose courses in January of the prior year with the assistance of their teachers and counselor. It is recommended that the student, along with their parent, continue to research future courses and come to a final decision before the summer of the upcoming school year.

If changes are requested, the following policies are in place to ensure proper placement and fairness to all students.

THE LEVEL CHANGE POLICY

Once the school year begins, students may request level changes. For a level change to a class of less rigor, changes will not be honored until the end of the first six-day cycle. A requested level change to a course of greater rigor may take place as soon as the second day of school within certain parameters. No level changes will be permitted after the fourth 6-day cycle of the second marking period. Changes may be made if class size permits. For a complete description of this policy, please click on this link:

[Level Change Policy](#)

THE ADD/DROP POLICY

A student may drop a course after the school year begins under certain conditions. The student must remain in their original class until the end of the first 6-day cycle, upon which time the student may opt to drop the course and replace it with a new course. The change must take place within the second 6-day cycle of the semester. After that period of time, changes will not be considered. However, if a course is dropped following the second six-day cycle, the dropped courses would remain on the student's transcript and assigned a grade of W (Withdrawn). A full description of our program change policy can be found here:

[WHS Program Change Policy](#)



LATE SCHOOL WORK POLICY

Wantagh High School believes that submitting school work on time is essential for its students as it fosters responsibility, discipline, and time management skills that are crucial for success in both academic and future professional endeavors. Timely submission ensures that students are engaging with their education consistently, allowing for steady progress and the opportunity to receive constructive feedback. Further, by meeting deadlines, students build a strong foundation for lifelong habits that will serve them well in college, careers, and beyond.

As such., students are expected to submit all assignments according to the deadlines communicated to them by their teachers. Based on explicit directions and deadlines, teachers can deduct the following from past-due assignments/assessments:

- 25% if the assessment/assignment is submitted up to 24 hours past the deadline
- 50% if the assessment/assignment is submitted up to 48 hours past the deadline
- 100% if the assessment/assignment is submitted more than 48 hours past the deadline

Note. If an excused or exempt absence occurs on the due date, then the assignment/assessment is due upon the student's date of return without penalty.



THE FRESHMAN EXPERIENCE

This school program is unique to Wantagh High School and one that proactively helps our freshman students successfully transition to their new environment. The Freshman Experience is designed to support all our freshman in the areas of executive functioning, choice evaluation, social-emotional wellbeing, future planning and more!

Structurally, this mandatory, non-graded course meets one day in a six-day cycle, and runs attached to our science labs, which meet two days in a six-day cycle, for a total of about 25 sessions in a year. The Freshman Experience classes are led by a combination of our school counselors, psychologist, and social workers.

Key topics covered in the Freshmen Experience may include, but are not limited to the following:

- ***Decision Making:*** Understanding the Impact of the Choices You Make
- ***Executive Functioning:*** How to Achieve Consistent Success
- ***Goal Setting:*** Establishing Academic, Long- and Short-Term Goals
- ***Coping Strategies:*** Developing an Awareness of How to Stay Mentally Healthy
- ***Growth Mindset:*** Developing Resiliency
- ***Relationships:*** Exploring the Impact of Complex & Changing Relationships
- ***Values Formation:*** Understanding Who We Are
- ***Cloud Surfing:*** Social Media & Cyber Safety Etiquette and Awareness
- ***Road to Success:*** Aligning Course Planning with Strengths, Skills, and Interest
- ***College and Career Planning:*** Knowledge, Tools, and Resources for the Future



ADVANCED PLACEMENT PROGRAM

Please note that for each AP Course, students are expected to take its corresponding exam at the end of the year. The fees for each exam may change from year to year, so please be sure to visit the [College Board Website](http://www.collegeboard.com/ap) for the most up to date information. Each year, fees are collected from AP students in November. Please refer to <http://www.collegeboard.com/ap> for more information regarding AP examination policies.

Please read the course descriptions on the pages listed across from each course.

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COLLEGE/DUAL ENROLLMENT COURSE OFFERINGS

Wantagh High School offers Dual Enrollment opportunities through several colleges and universities. These courses are available to 11th and 12th grade students who meet general admission requirements established by the colleges who offer them.

Dual Enrollment courses may be taken for high school credit only, however if a student is interested in earning potential college credits through a Dual Enrollment course, they must register and submit payment for the course through their classroom teacher. Please refer to the [Wantagh High School College Course Chart](#) for detailed information regarding Dual Enrollment/College Level Courses.

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*Students who take Project Lead the Way Courses are eligible for College Credit if all requirements are met. [See PLTW page](#) for more information.

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THE WANTAGH HIGH SCHOOL SCIENCE RESEARCH ACADEMY

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ART DEPARTMENT

Ms. Kelly Jones, Director

Art Department Mission Statement

The Wantagh Art Department builds the foundation for lifetime involvement in the arts. Teachers engage students in the creation, appreciation and analysis of art promoting intellectual curiosity and creative expression.

Studio in Art

Credits: 1.0

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

9th Grade Eligible

Foundational Art Credit

Regardless of skill level every student can succeed in communicating his/her ideas using a vocabulary of color, line, shape, form, texture, value, and space. In this foundation course students are introduced to drawing, painting, sculpture, printmaking and art history. Creative thinking is stressed and composition is emphasized as fundamental to all good design. This is the prerequisite for all other art courses.

Studio in Media Arts

Credits: 1.0

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

9th Grade Eligible

Foundational Art Credit

Media Arts is a unique introduction to the Visual Arts by way of new media and technology. Students interested in tapping the potential of technology and new media for artistic expression will learn to use the computer as a creative tool to solve artistic challenges. Students will learn to appreciate, analyze and create original art and design images using Photoshop, Illustrator and InDesign. Innovative projects will link traditional media and technology, media and related arts while interpreting the elements of art and principles of design.

Project Lead the Way: Engineering: Drawing, Drafting and Design for Production

Credits: 1.0

Grade Level: 9-12

Course weight: 1.0 (weighting may change to 1.10 for those students who meet the college requirements by the end of the year. Credits will be sponsored through Rochester Institute of Technology)

Offered: Full-Year, Daily

Prerequisites: None

9th Grade Eligible

Foundational Art Credit

This is a foundation course that merges the [PLTW: Intro to Engineering Design](#) curriculum with the Design and Drawing for Production course. This course emphasizes problem-solving skills using a design development process. Students in this course will develop an understanding of course concepts by participating in activity, project, and problem-based learning. They will use sophisticated modeling computer software to develop, analyze, and communicate their solutions. Students taking this class may fulfill their 1 credit requirement in art or music. Upon successful completion, students may earn credit from Rochester Institute of Technology. Based on their performance on this exam, their course weight may be adjusted. The transferring of these credits to a different college is strictly at the discretion of the college the student attends.



Screen Printing

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This class is focused around, but not limited to, more sophisticated printmaking techniques than students in other Art classes have experienced, namely screen printing and solar plates. Screen printing and solar plate printing involve processes that touch upon concepts from multiple disciplines, including science, math, and technology. Students will get to see how these diverse subjects come together and become the process through which art is created. Students will explore their own personal ideas and individual outcomes are strongly encouraged. Art History will be investigated to build student knowledge, generate inspiration, and discover cultural influences in art. Upon completion of this course, students will have acquired new skills and concepts that can be applied to a number of professions that extend beyond high school.

Sculpture and Ceramics

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This is a beginning sculpture class for students who are interested in acquiring knowledge and skills in creating 3-D objects in clay. Students will be introduced to the ways sculpture is perceived and used in our everyday lives, as well as the basic aspects of sculptural and functional pottery. We will be working with a variety of techniques including slab, coil, and pinch pot. Students will gain an understanding of glazing and how to use glazes appropriately, as well as an understanding of kiln firing.

Advanced Sculpture

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Sculpture and Ceramics

Advanced Sculpture is a sequential course building on the skills and knowledge acquired in Sculpture and Ceramics. This studio course offers introductory and practical experience in developing sculptural work. Hands-on experimentation with several media and differing approaches to three-dimensional form are referenced. Students will have the opportunity to use clay, cardboard, papier mâché, wire or other materials. Presentations regarding relevant artists, their works, and their techniques, will be followed by in-class studio work.

Advanced Ceramics

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Sculpture and Ceramics

Advanced Ceramics is a sequential course building on the skills and knowledge acquired in Sculpture and Ceramics I. This course will broaden the students' understanding of clay as a viable medium for personal visual expression. The primary emphasis will be on studio work leading to a portfolio of finished pieces. An emphasis will be placed on throwing and hand construction techniques with attention being placed on design, aesthetics, and the creative process in the development of clay objects. The course will include an examination of clay, glazing, decoration methods, and the firing process, as well as cultural, historical and personal modes of expression.

Studio in Drawing and Painting

Credits: 1

Grade Level: 10-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: Students must have taken at least 1 Foundational Art credit

Students eager to continue the exploration of styles and media begun in Studio in Art should progress to Drawing and Painting. Here they will be encouraged to explore, investigate, and produce works of art from nature, still life, art history and imagination. Students will refine their observation and drawing skills as they strive for mastery of pencil, charcoal, pen-and-ink, watercolor, oil pastels, acrylics, oils and printmaking media. Lessons are framed within the context of artists and art history.

Studio in Graphic Design I

Credits: 1.0

Grade Level: 10-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: Students must have taken at least 1 Foundational Art credit

Media and advertising bombard us daily. In this course students will dissect print advertising to uncover how we communicate with layout, type, slogans, logos, symbols, and illustration. Using Adobe Photoshop and Illustrator students will create original advertisements with visual impact. Authentic projects simulate real world advertising problems. Students work from thumbnails to completed promotional advertising of products and services that are part of pop culture.

Studio in Graphic Design II

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: Students must have taken at least 1 Foundational Art credit and Studio in Graphic Design I

Studio in Graphic Design II continues to build on the skills and concepts learned in Studio in Graphic Design I. The use of Adobe Photoshop and Illustrator will be expanded to create unique projects that will test students' abilities to reason between assigned tasks and corresponding tools available to them to meet expectations.

Studio in Photography I

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Students must have taken at least 1 foundational art credit.

Analogue (film) photography allows students to experience the darkroom and understand the workings of a 35mm SLR camera in a way that is not possible in digital photography. Students will engage in all aspects of classic analogue photography: the mechanics of a manual film camera, developing the film into negatives and finally printing those negatives in the darkroom. Composition will be emphasized as students transition from creating snapshots to creating gallery quality fine art images. Assignments will allow students to develop technical mastery, aesthetic judgment, and self-expression. In the newly redesigned Photography Suite, Photo I students will also have access to the MAC lab for an introduction to digital editing.

Studio in Photography II

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Students must have taken at least 1 foundational art credit, as well as Photo 1 (*may be taken concurrently*)

Photo II is a sequential course building on the skills acquired in Photo I. As technical rudiments are mastered, more advanced techniques in black and white photography will be explored. Students will also investigate experimental techniques such as diffusion, solarization, pinholes, toning, “joiners” and paper negatives. Assignments will emphasize integrating these techniques with conventional negatives to create a portfolio of work that reflects the student’s unique vision. Students will be exposed to the work of great photographers as inspiration for developing their own portfolios. The narrative aspect of photography will be emphasized. In the newly redesigned Photography Suite, Photo II students will also have access to the MAC lab for digital editing.

Studio in Comprehensive Arts

Credits: 1.0

Grade Level: 10-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: Students must have taken at least 1 foundational art credit.

Comprehensive Art is a full year class designed to give students a broad-based experience in a variety of art disciplines, such as printing making, sculpture, drawing, and collage. In this class students will work with an array of materials including clay, pencil, paint, marker, and paper. Assignments will be influenced by artists living and working today, as well as the interests of the students taking the class. Students will leave this class with a diverse portfolio of work.

AP Studio Art: 2D Design (Photography)

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Foundations course, Photo I and II, or Photo I and permission of Instructor, or AP Studio Art and permission of instructor, or AP 2D: Graphics and permission of instructor.

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. In this full year course students will apply the foundations of the previous medium of choice to the digital format. Working in a state-of-the-art MAC lab using the Adobe Creative Cloud suite, students will master all aspects of a digital workflow from capture, to editing, to professional inkjet printing. Students create a 'body of work' around a theme of their choosing and present it on their own display panel at the district Art Festival in May. This course culminates in the creation of a portfolio of 24 prints which fulfills the criteria for the AP Studio in 2D Design course. The portfolio is sent digitally to the College Board. No written test is administered. A 35mm DSLR camera is required for the photo AP.

AP Studio Art: 2D Design (Graphics)

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Graphics I and permission of Instructor, or completion of Graphics II

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. In this full year course students will apply the foundations of the previous medium of choice to the digital format. Working in a state-of-the-art MAC lab using the Adobe Creative Cloud suite, students will master all aspects of a digital workflow from capture, to editing, to professional inkjet printing. Students create a 'body of work' around a theme of their choosing and present it on their own display panel at the district Art Festival in May. This course culminates in the creation of a portfolio of 24 prints which fulfills the criteria for the AP Studio in 2D Design course. The portfolio is sent digitally to the College Board. No written test is administered. A 35mm DSLR camera is required for the photo AP.

AP Studio Art: (Drawing)

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Studio in Drawing and Painting.

AP Studio Art enables highly motivated students to perform at the college level while still in high school. The AP Studio Art Portfolio is a performance-based examination rather than a written examination. The College Board offers three portfolios: 2-D Design, 3-D Design, and Drawing. Students may submit portfolios for each course, but not within the same year. There is no guideline as to which portfolio should be offered first; this is left to the instructor's recommendation. Students may submit portfolios as early as the eleventh grade. However, the AP Portfolio should be viewed as the culminating experience in a student's secondary visual arts training. This course is open to students in grades 11 and 12. This course requires successful completion of summer visual art assignments.

AP Studio Art: 3D

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Advanced Sculpture or Advanced Ceramics

AP 3D provides an environment for the dedicated art student to create a college-level three-dimensional sculptural portfolio, or a "body of work" that shows quality, concentration, and breadth (a range of approaches to 3D materials). This portfolio is intended to address three-dimensional design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way considering space. Through a series of assignments and independent-study projects, students will create a portfolio of work that shows mastery of concept, composition, and execution that represent the student's individual interest and exploration of design. For this portfolio, students are asked to demonstrate mastery of 3D design through any three-dimensional medium or process.

AP Art History

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation and/or Director approval.

This is a college level course that teaches an understanding of the elements of art, fundamental historical art terminology, and the technical processes used in the production of art. Art History increasingly considers issues such as patronage, gender, and the functions and effects of works of art. The major artifacts of achievement in art from the Neolithic period to the present will be taught. The AP Art History examination tests for a wide, encyclopedic knowledge of art history, as well as for sharp, analytical skills in writing about art. In order to meet the challenges of the specific skills necessary to write about art history, the instructor will need to conduct additional meetings with AP candidates. This course requires completion of a summer assignment.

Yearbook Production

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Full Year, Alternate day

Prerequisites: Students must have taken at least 1 foundational art credit.

Yearbook Production is a full year elective course that meets on alternate days and is designed to give students marketable experience in digital print media through the design, publication, and marketing of a large, finished product, Wantagh High School's Yearbook. In this course, students will gain real-world skills in all aspects of book production, including page layout, photography, writing, advertising, and promotion. We will use current technologies including Adobe Photoshop and InDesign, and interact with professionals in the fields of design, photography, and printing.

Foundation Courses

Studio in Art

PLTW: Drawing, Drafting & Design

Studio in Media Art

9th – 12th Grade Courses

Sculpture & Ceramics

Screen Printing

10th - 12th Grade

Studio in Comprehensive Art

Yearbook Production

Fine Art
Drawing &
Painting

Photography
Photo I
Photo II

3D Art
Advanced Ceramics
Advanced Sculpture

Media Art
Graphics I
Graphics II

11th - 12th Grade Courses

Fine Art
AP Drawing

Photography
AP Photo

3D Art
AP 3-D

Media Art
AP Graphics

AP Art History

BUSINESS EDUCATION DEPARTMENT

Ms. Kelly Jones, Director

The courses offered by the Business Department are an integral part of the total educational program at Wantagh High School, designed to provide knowledge and skills for all students preparing for postsecondary education and the workforce. Building on our commitment to academic excellence, our goal is to continue to provide innovative and engaging learning experiences, through student centered learning. Students will make interdisciplinary connections and correlate their course work directly to real world practice. No student should leave high school without these essential courses on their transcript.

Foundations of Business

Credits: 0.5

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

9th Grade Eligible

[Watch Now!](#)

The perfect course for a first-year business student, this class introduces the fundamentals of American Business and its contemporary environment. It provides an overview of organizational, national, and international trends and their impact on enterprises and entrepreneurs. Students will develop an understanding of important business concepts, principles, and practices that explain how businesses are formed, how they operate to accomplish their goals and how their success depends on effective management, production, marketing, distribution, and finance/accounting.

Business Communications

Credits: .5

Grade Level: 9-12

Course Weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

9th Grade Eligible

This course will provide students the opportunity to hone written, visual, and verbal business presentation skills. Students will develop a portfolio of work to showcase their communication skills and represent their personal brand through various platforms and mediums.

Fundamentals of Cybersecurity

Credits: 1.0

Grade Level: 10-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

This course provides a comprehensive introduction to the principles and practices of cybersecurity. Students will explore the critical concepts of protecting networks, systems, and data from cyber threats. Through a combination of theoretical knowledge and practical applications, learners will develop the skills necessary to identify vulnerabilities, implement security measures, and respond to incidents.



Career and Financial Management

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

What will you do after high school? Plan to attend college? Ready for the job market? Do you ever want to move out of your parent's house? This course covers "real life"! Create a resume, explore career options that may be right for you, conduct college research, understand the implications of loans, owning versus leasing a car, renting an apartment, salary structures, minimum wage, budgeting, savings, how to build your credit, and avoid credit card debt! What Is it like to live on your own? With independence comes responsibility. Learn how to be financially secure and literate.

Sports & Entertainment Marketing

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

In this class, students will learn about the continuous growth of the relationship between businesses, professional and collegiate sports, and sport marketers. Contents of this course will stress the skills and applications needed to excel in this specific marketing field. Virtual Business Sports is used throughout the course. This highly visual computer simulation of a football franchise allows students to handle promotion, develop ticket-pricing strategies, evaluate stadiums and city locations, and find sponsors and licensing deals. As part of this course, field trips to various sporting venues will be explored!

Entrepreneurship

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

Ben and Jerry's, Howard Schultz, Steve Jobs! What does it take to be a successful entrepreneur? Students will study entrepreneurs and learn about the business applications employed that resulted in success. Students will create a modified business plan, bringing a new concept to market. Students will learn how good ideas can develop into profitable businesses. Students will learn how to present their business plan to appeal to potential investors and understand the importance of adaptability in today's business markets.

College Level Accounting

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: None

[Watch Now!](#)

Long Island University

This full year course is designed for any student pursuing any business major in college. This course will introduce, discuss, present and apply basic principles and skills used in the accounting profession as it is practiced currently. The use of Microsoft Excel is emphasized to complete business transactions. Upon successful completion of this course the student may earn three college credits. Tuition is approximately \$490 per course. Students may have the opportunity to participate in the “Wall Street Insider Tour” to the downtown financial district of NYC (including a stock trading game). College Level Accounting is recommended for accelerated juniors and/or serious seniors who plan to pursue a career in Accounting, Business Management, Finance, Law or Marketing. Students who complete a specified course of study and pass a NOCTI exam for Accounting will be eligible for a CTE endorsement upon graduation which is an industry recognized credential.

College Level Global Economy

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: None

Alternate Year: Offered in 2025-2026

SUNY Farmingdale

This course provides an overview of current global economic issues. Basic economic concepts are introduced to explain differences in the level of development among countries, the direction of trade, the causes and effects of international financial crises, and the motivations of some countries to transition to a market economy. The course also discusses the way in which countries coordinate efforts to deal with matters of international concern such as pollution and global warming. Topics also include the role of international institutions including the World Bank, the international Monetary Fund, the World Trade Organization, and the United Nations.

College Level Sports Marketing

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

SUNY Farmingdale

This course is designed to provide students with the basic understanding of the sport industry with an emphasis on marketing. Attention will be directed towards each major element of the marketing industry— media, advertising, branding, licensing, and sponsorships. The emphasis will be on the marketing of professional and collegiate athletes. Included will be the use of marketing for teams, leagues and special events. A field trip to various athletic venues will be explored!

College Level Marketing Principles

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: None

SUNY Farmingdale

This course provides the student with a sound knowledge of the basic elements of the marketing process. Major topics include the features of consumer and organizational markets, market segmentation, and target market strategies. Product planning and development, brands, packaging, and other product features are covered. Price determination and the use of various pricing strategies are discussed. The factors in the selection of channels of distribution and the features of wholesaling and retailing are considered. Elements of the promotional process such as sales, advertising, and sales promotion are included. Ethical and legal issues in marketing, marketing of services, global marketing, and marketing on the Internet are also covered.

College Level Introduction to Business

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

Adelphi University

This is a half year college level course providing students with an understanding of the role of business in a global society. It introduces the student to the major functional areas of business, including accounting, finance, production, marketing, human resources, and information/technology. This course is highly recommended for juniors and/or seniors who plan to major in any Business field in college.



College Level Business Law

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

Long Island University

This one semester course is designed for the student who is pursuing a legal and/or business major in college. This course examines the origins of law, business ethics, court system, business related torts, contracts, agency, partnership, corporations, employment law, intellectual property, and international business law. Specific emphasis is placed on civil courtroom procedures and students participate in mock trials.

College Level International Business

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

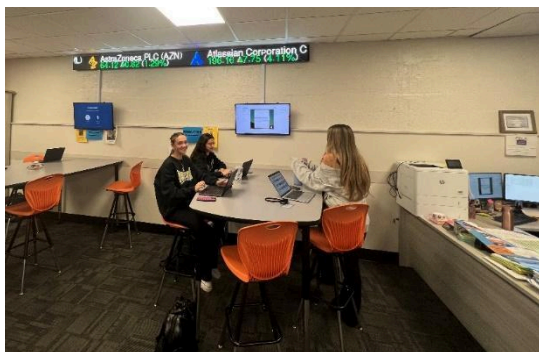
Offered: Half-Year, Daily

Prerequisites: None

Alternate Year: **NOT** Offered in 2025-2026

SUNY Farmingdale

This course examines the international integration of socio-cultural, political, and economic aspects of business. It explores the impact of globalization on countries, organizations, and individuals. The course will also discuss key issues in ethics, corporate social responsibility, and technology in the global context. Students will develop a broad understanding of the global marketplace and learn how the global environment affects business functions and performance.



Occupational Work Experience

Credit based on verified work hours not to exceed 1 unit of business credit per year

Are you presently looking for a job or working after school or on the weekends? Through the work study program, you can earn school credit for your paid employment or unpaid internship as well as explore possible career options. Your work hours will be monitored by the Work Study Coordinator, and you will be trained with interviewing skills and educated on the New York State labor laws. Program options include Work Study, Work Experience and Work Experience Career Exploration. Students may apply in the Work Study Office (room 214) any day after school. This course is available to students in grades 10 through 12.

College Level Virtual Enterprises International

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: 1 Business course and teacher recommendation.

*** This course is repeatable for High School Credit**

[Watch Now!](#)

SUNY Farmingdale

The VE program allows students to experience, in a simulated business environment, all facets of being an employee in a firm. Virtual Enterprise involves students in every aspect of a business, including human resources, accounting, product development, production, distribution, marketing and sales. This workplace simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the goal of the company.

With communication links to nearly 3,000 firms around the world, the VE course exposes students to different cultures, business practices and currencies and gives students a broader international perspective. Students engage in hands-on applications, problem solving and written and verbal communication. In addition, students learn about a variety of careers associated with business and industry, acquire global economic knowledge (including monetary and business systems of the countries in which the practice firms operate), and use technology as applied in business, including the use of the Internet and social media for global transactions and communications.

Students engage in various business activities throughout the year, which create authentic applied learning opportunities. Student participation in national and international trade fairs as well as the business plan competition are the capstone components of the VE program. Students enrolled in VE have the opportunity to earn 6 college credits under the auspices of Farmingdale College in E-Commerce and Small Business Management.



Grade 9 - 12

Foundations of Business

Business Communications

Grade 10 - 12

General Business

Career & Financial Management
Entrepreneurship
Sports Marketing

Information & Technology

Foundations of Cybersecurity

Occupational Work Experience

Grade 11 - 12

Business Administration

Business Law (CL)
Introduction to Business (CL)
International Business (CL)

Finance

Accounting (CL)
The Global Economy (CL)

Marketing

Sports Marketing (CL)
Marketing Principles (CL)

Virtual Enterprise



ENGLISH DEPARTMENT

Ms. Julie Rosslee, Director

We believe the extent to which students learn to use their language is the extent to which they will achieve a personal identity as well as become participants in society. The students' quality of expression, together with their sensitivity to the thoughts and feelings of others as expressed through language, determines, to a large extent, their value to themselves and to their fellow human beings. Thus, the primary objective of our English instruction is to instill in students the love and practice of clear, concise, and creative communication of experience while helping to ensure that all students are college and career ready in literacy by the end of high school. In accordance with the New York State Standards for English Language Arts & Literacy, which are divided into Reading, Writing, Speaking and Listening, and Language strands, all students must be able to comprehend texts of steadily increasing complexity and be able to write argument, informational/explanatory, and narrative pieces, making appropriate grammar and usage choices as they progress through school. All students must take the NYS Regents Examination in English Language Arts at the end of eleventh grade and must receive a passing grade to graduate.

Academic Intervention Services assist students who score below the required performance level on the Grade 8 NYS English Language Arts assessment and/or on grade level benchmark assessments given throughout the year. These services may include AIS literacy support lab, supportive reading, progress monitoring or an English class with additional professional staffing.

ELA Lab

Credits: 0

9th Grade Eligible

Grade Level: 9 - 12

Course weight: 0

Offered: Full-Year, Alternate Day

Prerequisites: None

ELA Lab provides individualized and small group support for students who wish to or who have a determined need to polish their academic reading and writing skills in response to reading and literary analysis. Although teachers will present a mini-lesson at the beginning of each session and provide remediation throughout the period, students may work at their own pace in virtual learning spaces as well as on various skill building programs such as Achieve3000. i-Ready assessments may be used throughout the course to monitor students' literacy skill development and growth and to help customize instruction. This is an ungraded course; however, students assigned to the ELA Lab for remediation are required to reach grade level benchmarks and i-Ready goals before exiting the course.

English 9R

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: None

The curriculum comprises the study of the form of the short story, novel, play, and other literary and non-fiction works. Romeo and Juliet is studied as the first Shakespearean play of the high-school sequence. Writing consists of compositions, essays in relation to literature studies, and various forms of argument, informational/explanatory, narrative and creative writing. Some of these writing tasks will be similar to those required by the NYS Regents Examination in English Language Arts. Grammar is taught through the editing of compositions and essays. Reading and research skills are taught in conjunction with the literature program.



English 9H

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.1

Offered: Full-Year, Daily

Prerequisites: Recommendation by English Teacher or Department Director/Supervisor approval.

This rigorous course explores various genres and styles of literature. Students will learn the terminology of language, literature, and poetry with the goal of using this specialized vocabulary to strengthen reading and writing skills. Close attention will be devoted to writing expository, narrative, and argumentative essays. The course will foster collaboration, project-based learning, and clarity and precision in both written and oral expression. Creative assignments and presentations will be included regularly. Due to the demands of the required reading and writing, English 9H is intended for students who have demonstrated a high level of achievement and interest in English.

English 10R

Credits: 1.0

Grade Level: 10

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: English 9R

The scope of the curriculum is the following: concentration on writing in connection with the literary and informational texts studied throughout the year as well as literature assigned outside of the classroom; exposure to short stories, drama, poetry, and nonfiction and continued emphasis on word skills. Many writing assignments during the year will be modeled after the writing tasks required by the NYS Regents Examination in English Language Arts. All students write a research paper. During the tenth-grade year, special emphasis is given to speaking and listening skills, the application and use of rhetorical devices, and the creation and delivery of speeches.

English 10H

Credits: 1.0

Grade Level: 10

Course weight: 1.1

Offered: Full-Year, Daily

Prerequisites: English 9H and recommendation by English Teacher or Department Director/Supervisor approval

Offered to students who expect to pursue advanced placement (college-level) courses in English in grades eleven and twelve, this course focuses on reading literature perceptively and on expressing oneself clearly and effectively in both speaking and writing. Special emphasis is placed on writing sophisticated, analytical essays and on formulating and supporting a thesis. The course is aimed at refining the grammar and writing skills of an advanced-level writer. This demanding course moves at a rapid pace, so as to prepare students for the academic challenges that await them in the college-level courses.

AP Seminar

Credits: 1.0

Grade Level: 10

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

*It is recommended that students have a grade point average of 85% in each of their ninth grade English and Social Studies courses.



[@whscapstone](#)

This foundational course provides students with opportunities to think critically and creatively, conduct research, explore, propose solutions to problems, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. Upon successful completion of the course, students will be awarded AP CREDIT and are qualified to take the AP Research course the following year. Students who earn scores of three or higher in [AP Seminar](#), AP Research, and four other AP courses will be awarded an AP Capstone Diploma from the College Board. The Advanced Placement Capstone Program through the College Board is an innovative program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges as well as in the workplace.

All students are expected to pay the examination fee and take the Advanced Placement Examination in May.

- AP Seminar is the first step of the AP Capstone program.
- AP Seminar is taken in lieu of English 10.

The AP score consists of a Team Project and Presentation (25% of AP score), an Individual Research-Based Essay and Presentation (35% of AP score), and an end-of-course exam (40% of AP score).

English 11R

Credits: 1.0

Grade Level: 11

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: English 10R

The eleventh-grade curriculum is an extension of previous English work. Students read and interpret a variety of informational and literary texts, and analyze and evaluate ideas, information, and experiences from academic and nonacademic sources. Exposure to a variety of American literature is stressed. Students write expository essays and literary critiques. All students write a research paper. Students will take the NYS Regents Examination in English Language Arts in January, so the first half of the year is spent refining core skills and practicing the reading comprehension and writing tasks demanded by the exam. Students must receive a passing grade on this exam in order to graduate.

AP Language and Composition

Credits: 1.0

Grade Level: 11

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

*It is recommended that students have a grade point average of 85% in their tenth grade English course.

The AP Language and Composition course is a college preparatory course designed to offer an academic experience equivalent to a freshman/sophomore college reading, writing and analysis course. According to the College Board, the course, “provides students with opportunities to write about a variety of subjects from a variety of disciplines to demonstrate an awareness of audience and purpose.” One of the core objectives of AP Language and Composition is to “reflect the increasing importance of graphics and visual images in texts published in print and electronic media.” In this course, students are asked to “analyze how such images both relate to written texts and serve as alternative forms of text in themselves, a critical component of 21st century literacy. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of the AP English Language and Composition Course.” In May, the students will take the Advanced Placement Examination for college credit. Students will also be required to take the NYS Comprehensive English Language Arts (Common Core) examination in January. A summer assignment may be assigned leading into the course.

English 12

Credits: 0.5

Grade Level: 12

Course weight: 1.05

Offered: Half-Year, Daily

Prerequisites: English 11R or AP English Language.

The purpose of these courses is to provide substantial college preparation for those twelfth-grade students who do not take College-level or AP English. Coursework will emphasize the study of contemporary and classical literature, as well as informational texts, in a way that fosters critical and analytical thinking. Students will be asked to demonstrate their understanding of these literary and informational texts by writing essays using a variety of techniques. Argument, informational/expository and narrative writing will be stressed. Research will be embedded into the course of study. A combination of English 12R: English Foundations and one of the other English 12R courses satisfies the twelfth-grade English requirement for a Regents diploma.

English 12R: English Foundations

This course is designed to further hone the foundational literacy skills needed for success in college and career. There will be a strong focus on reading and writing analytically, in addition to developing public speaking skills. This course is also designed to assist students in the college admissions process. Students will learn how to create and maintain a professional print/digital portfolio. Students will read contemporary fiction and explore the social-emotional aspects of life in college, as well as classic literature to reinforce students’ cultural literacy. A research paper is required.

English 12R: AI in Action

AI is significantly transforming writing as an on-demand task in high school by providing students with instant access to new resources, enhanced writing support, efficient brainstorming and drafting as well as a tool for revision. This course explores the transformative role of AI in the writing process and aims to demystify AI, enhance students' writing skills, foster creativity and critical analysis, explore ethical considerations, and identify future trends for AI.

English 12R: Sports Literature and Non-Fiction

This course explores how sports began to take hold of the American imagination over 100 years ago and how it impacted literature and culture. One of the main focuses of the course is early 20th century boxers; however, the study of some more contemporary athletes and their impact on society will also take place. Sports fiction is explored through the writing of John Irving, Steve Teisch and W.P. Kinsella, as well as through thematically related informational texts and various media. The course is designed to draw students to a pre-college level reading, discussion and analysis of contemporary sports fiction and non-fiction.

English 12R: True Crime

From Serial to Making a Murderer, we are fascinated by true crime in all forms of media. In this class, we will explore why this genre has become so popular and how it has impacted certain subgenres of horror. We will look at how true crime originated in America with Truman Capote's In Cold Blood and how true crime has changed with the times. Students will analyze how true crime has impacted the way we view documentaries and listen to podcasts. Students will also study the structure of various types of true crime. Course requirements include in-class participation, short writing responses, and a final presentation analyzing a specific example of true crime such as Beware the Slenderman, Abducted in Plain Sight, and Mommy Dearest.

AP Literature and Composition

Credits: 1.0

Grade Level: 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

It is recommended students have and maintain an 83% average or better in AP English Language --OR-- have and maintain an 88% average or better in 11th grade Regents English.

This demanding course emphasizes basic expository writing, interpreting texts, and writing analytical essays about them. Writing assignments also foster skills in argumentation and persuasion. In addition, practice is given in writing Advanced Placement type essays. In May, the students will take the Advanced Placement Examination for college credit. Successful completion of the summer reading and writing assignment is required.

College Level English

Credits: 1.0

Grade Level: 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Teacher Recommendation or Director/Supervisor Approval. Must have and maintain at least an 83% average in AP Language and Composition --OR-- an 88% average in English 11R.

Successful completion of the summer reading and writing assignment. Acceptance by Long Island University into English 1 and 2. Must agree to comply with the attendance policy.

Long Island University

This is a rigorous college level course given under the aegis of Long Island University. Students are given instruction and practice in clear and effective expository writing. A documented paper based on library research is required of all students. Readings assigned include units of fiction, drama, and poetry. Upon successful completion of this course, a student will earn 3 college credits per semester in the two-semester course through Long Island University Post.

Creative Writing

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

Creative Writing teaches students to maximize their writing potential. Students learn to apply literary techniques and devices in a variety of genres. Units include poetry, lyric writing, personal essays, short stories, and script writing. This is a writing intensive class; the only limits are a student's imagination.

Introduction to Journalism

Credits: 0.5

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Alternate Day

Prerequisites: None

9th Grade Eligible

[The Warrior Webpage](#)

This course deals with all aspects of print media-the composition of articles, editing, headline writing, layout, and the business side. Students will learn about electronic media and learn to define basic elements of all media. Students will have access to the Internet in the classroom and will explore the potential of building web sites for school publications. Students will also be involved in the process of developing the high school newspaper.



Advanced Journalism

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Full-Year, Alternate Day

Prerequisites: Introduction to Journalism

[The Warrior Webpage](#)

This course will focus on the construction of a student-written newspaper. Students will write articles using Microsoft Word software. They will photograph their surroundings and use Adobe software to edit their photos. They will also use the internet in the classroom to research information. The articles and photos will then be put onto each page of the school newspaper. Student editors will edit all the work in the newspaper. Students will complete a newspaper, between 8 and 24 pages, four times during the academic year. The newspaper will be distributed throughout the high school and to other schools in the Wantagh School District, as well as to other high schools on Long Island and across the state. Students will also generate revenue through print advertising. At the end of the academic year, students will submit their work to a statewide journalism contest sponsored by Syracuse University.

The Write Way to College Scholarships

Credits: 0.5

Grade Level: 12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This course gives students the opportunity to research and apply for actual scholarships relevant to their academic interests and career aspirations. By the end of the semester, students will have developed a portfolio of scholarship essays and application materials that can be used to apply for multiple college opportunities. Students will also have ample opportunity to work on important real-world skills, such as writing for a specific audience, time management, meeting deadlines, and self-organization.

Voices of the Past: A Study of Genocide and Human Rights

Credits: 0.5

Grade Level: 10-12

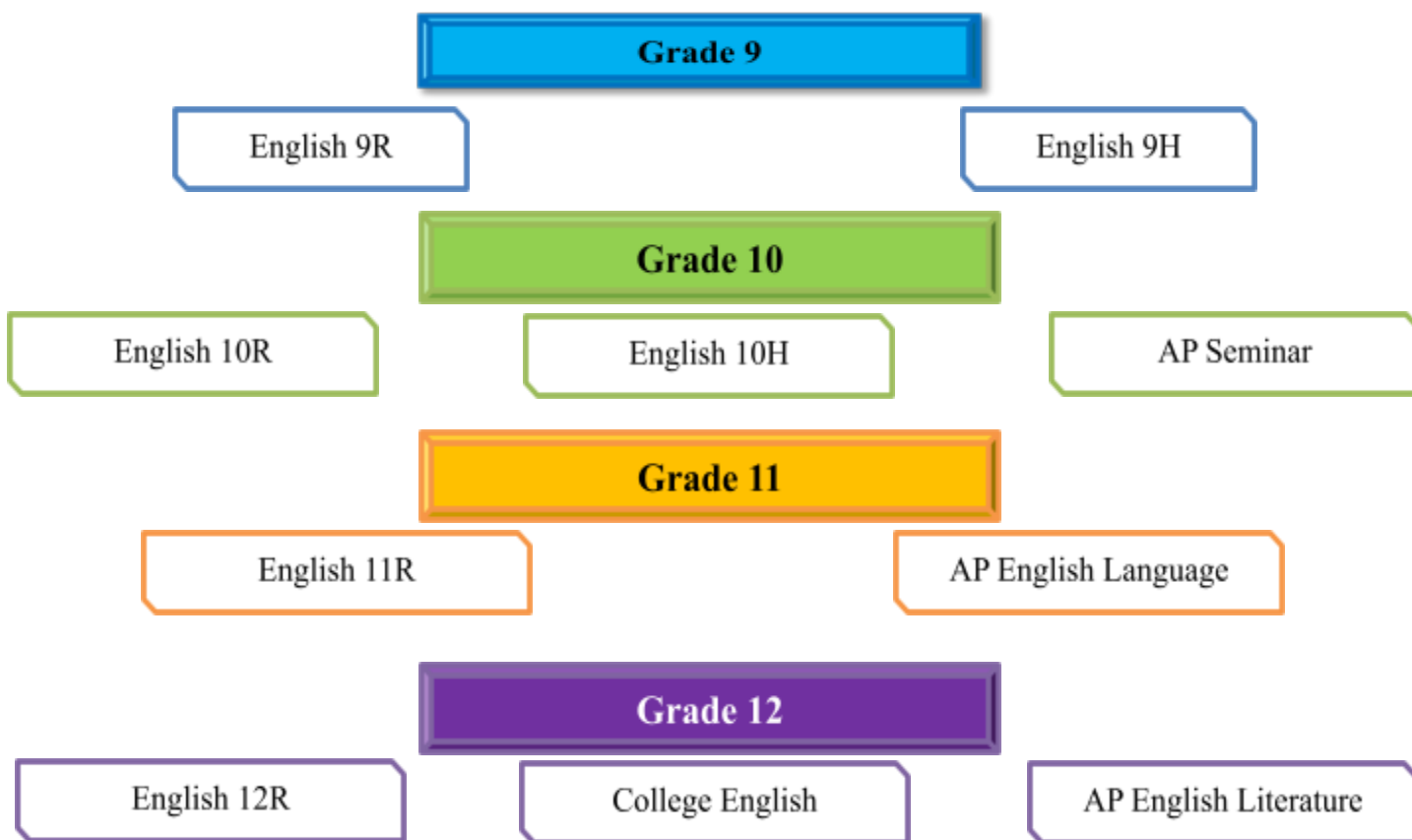
Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This project-based course will focus on the roots of hatred, intolerance, and indifference in human atrocities that have been committed. A variety of genocides, including the Holocaust, will be studied through literature, first person narratives, historical accounts, and in-person testimonies in order to understand the causes of genocide, the rise of hate crimes, and, most importantly, ways to prevent such acts from occurring again. Students will develop an understanding of the roles and responsibilities of individuals, peace-keeping organizations, and governments.





English 12R Spring Options

- True Crime
- Sports Literature
- AI in Action

Electives

- Creative Writing
- Voices of the Past
- **Introduction to Journalism
- Advanced Journalism
- The Write Way to Scholarships

***9th Grade Eligible*

FAMILY AND CONSUMER SCIENCES

Mr. Frank Muzio, Director

Family and Consumer Sciences courses focus on both Human Development and the Culinary Arts. In each of these areas, the goal is to produce young adults who can:

- manage their nutritional needs and produce low cost, healthy meals.
- create a family budget and shop wisely.
- become ethical consumers focused on environmental sustainability.
- understand parenting roles and responsibilities and make decisions as parents.
- understand developmentally appropriate care and practices for children.
- understanding the dynamics of relationships as key to a successful future in home, school, community, and workplace settings.
- make career goals.

Lessons are created using relevant data and research so that the young adult of the 2020's (our students) can thrive both personally and professionally.

CULINARY ARTS

Culinary Foundations

Credits: 0.5

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

9th Grade Eligible

[Watch Now!](#)

This class welcomes students into the fascinating world of food preparation. The fundamental skills needed to prepare a variety of foods are introduced and reinforced through repeated practice in a culinary laboratory setting. In an effort to support health and wellness, students will create soups, salads, main dishes, breads, and desserts. Additionally, the principles of functional mathematics, reading comprehension, food safety and sanitation, knife skills, and other current nutritional topics center daily instruction. Careers in Hospitality and the Culinary Arts will be explored, in addition to a focus on work-based skills. Students who have taken Culinary I may not take this course. (*Students who have taken Culinary I are not eligible to take this course*)

Creative Cuisine

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

This course introduces students to the art, science and production of baked goods, as well as grain, vegetable, fruit and protein centered dishes. The collaborative nature of the lab experience affords students the opportunity to enjoy cooking while learning new skills with their peers. Students will reinforce their fundamentals of knife skills, kitchen measurement, food safety and sanitation, and other requisite topics. Further exploration examines the agricultural and technological trends which are associated with our future food supply needs. Additionally, hands-on lab activities that utilize recipes incorporating whole grains, reduced fats, and an emphasis on plant-based meal planning are central to the curriculum. (*Students who have taken Culinary II are not eligible to take this course*)



International Gourmet Foods

Credits: 0.5
 Grade Level: 10-12
 Course weight: 1.0
 Offered: Half-Year, Daily
 Prerequisites: None

[Watch Now!](#)

This course is tailored for the student who wishes to understand and appreciate ethnic foods from a variety of cultures. Through readings, brief videos and demonstrations, students apply a variety of skills to prepare sensational dishes. Group work in the culinary labs affords students the opportunity to socialize and learn alongside their peers.

Master Chef

Credits: 0.5
 Grade Level: 11, 12
 Course weight: 1.0
 Offered: Half-Year, Daily
 Prerequisites: None

[Watch Now!](#)

This course teaches the essential elements necessary for independent, budget-friendly living. The fundamental concepts of recipe comprehension, safety and sanitation, measurement, and equipment use are emphasized throughout the curriculum. The recipes utilized feature practical, familiar favorites that students can easily create when living on their own. A menu planning activity affords students the opportunity to plan nutritious meals while working within a budget. Reading comprehension, practical mathematics, and teamwork are all skills that are practiced while students enjoy cooking. *(Students who have taken Culinary III are not eligible to take this course)*

Peak Performance Nutrition

Credits: 0.5
 Grade Level: 11, 12
 Course weight: 1.0
 Offered: Half-Year, Daily
 Prerequisites: None

[Watch Now!](#)

Whether you are a serious athlete who wants an extra edge or a student who wants to enhance their athletic performance, this course is for you. Students will learn elements of sound nutrition, how to prepare healthy meals, and learn to incorporate pre-game meals and snacks that make a difference on the field, court, or mat.



CHILD DEVELOPMENT

Adolescent Development

Credits: 0.5

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

9th Grade Eligible

[Watch Now!](#)

Students gain knowledge and understanding of the developmental theories, behavioral and physiological changes and societal influences related to adolescence. This course also focuses on the care of children from childhood through adolescence with safety in mind. Students also participate in hands-on centers, reinforcing activities that benefit development in children overall enhancing their learning experience. *(Students who have taken Parenting are not eligible to take this course)*

Child Development

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

[Watch Now!](#)

In this class students will learn the foundations of child development to gain an in-depth understanding of children from conception through adolescence. Students learn about reproduction, birthing practices and self-care. This course continues to focus on Physical, Intellectual, Emotional and Social development as students apply knowledge to hands-on activities.

College-Level Developmental Psychology: Childhood

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Students must have an 80% or better overall average in English courses taken previously.

[Watch Now!](#)

Long Island University

This class provides an in-depth study of the five periods of childhood prenatal development through adolescence. Students explore current child development research and findings as well as children with learning and physical disabilities. An exciting and comprehensive study of the individual, from conception through emerging adulthood, will be examined. Influences of physical, intellectual, emotional, and social factors are emphasized. Major developmental themes, theories and data will be reviewed to build a portrait of the developing human. The course will involve projects, tests, and presentations by the students. The science of Developmental Psychology, as applied to the early part of the life span, is explored. Upon successful completion of this course the student may earn three college credits.



Grade 9-12

Culinary Arts

Adolescent Development

Grade 10 -12

Creative Cuisine

International Gourmet Foods

Child Development

Grade 11 -12

Master Chef

Peak Performance Nutrition

College Developmental
Psychology: Childhood



HEALTH DEPARTMENT

Ms. Jennifer Keane, Director

Health

Credits: 0.5

Grade Level: 10 - 12

Course weight: 1.0

Offered: Half-Year, Daily OR Full-Year, Alternate Day

Prerequisites: None

Health is a required course for all students and must be taken in order to graduate with a New York State High School Diploma. The course covers the make-up of the human body and its functions. This includes the care and maintenance of the body and the related emotional and psychological aspects. The main divisions of the body and how they operate are stressed. Social and emotional health is discussed. In the areas of disease and disorders, there is discussion of the actions that are needed to prevent illness and minimize disease and disorder. In accordance with New York State regulations, there is instruction on AIDS with the goal of helping students maintain and promote positive health habits.



MATHEMATICS DEPARTMENT

Dr. Christopher Kozak, Director

The mathematics courses offered at Wantagh High School are designed to give students a useful and enjoyable experience in mathematics. One of the major goals is to generate critical thinking skills and enable students to apply their knowledge of mathematics to analyze and solve unfamiliar problems in the real world today. The wide range of courses provides students with an opportunity to proceed at their own pace and achieve success. All math courses offered require the use of a graphing calculator to enhance the study of mathematics.

Academic Intervention Services (AIS)

Academic intervention services are designed to support your child's academic development and to assist your child in gaining the knowledge and skills necessary to meet the Regents requirement in Mathematics. The available services include, but are not limited to, placement in Wantagh's Regents Intensive Support Program (RISP), Mathematics 9 or 10, extra help sessions after school, and an Academic Intervention Services Lab.

Math Lab

Students will attend a lab period on alternate days in addition to their math course each day. The lab period is a required portion of the course which will be devoted to the reinforcement of the various skills necessary for the student's success in their specific mathematics course. Math Labs are available for students enrolled in Algebra I R, Geometry R, and Algebra II R

Algebra IR

Credits: 1.0

Grade Level: 9

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: None

9th Grade Eligible

Algebra I is the first course in the NYS Mathematics sequence that allows students to master the basic skills of elementary algebra. Students will utilize a graphing calculator to enhance their study of mathematics. The topics covered through problem solving will include (M1): Relationships between Quantities and Reasoning with Equations and Their Graphs, (M2): Descriptive Statistics, (M3): Linear and Exponential Functions, (M4): Polynomial and Quadratic Expressions, Equations and Functions, and (M5): A Synthesis of Modeling with Equations and Functions. This course prepares students for the New York State Algebra I Regents exam in June.



Geometry R

Credits: 1.0

9th Grade Eligible

Grade Level: 9, 10

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Algebra I.

Geometry is the second course in the New York State Mathematics sequence. Students will continue using a graphing calculator to enhance their study of mathematics. The topics covered will include (M1): Congruence, Proof, and Constructions, (M2): Similarity, Proof, and Trigonometry, (M3): Extending to Three Dimensions, (M4): Connecting Algebra and Geometry through Coordinates, and (M5): Circles with and Without Coordinates. This course prepares students for the New York State Geometry Regents exam in June.

Geometry H

Credits: 1.0

9th Grade Eligible

Grade Level: 9, 10

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

It is recommended that students have and maintain a minimum grade of 80% in Algebra IH or a minimum grade of 90% in Algebra IR

Geometry is the second course in the New York State Mathematics sequence. This accelerated course allows students to master the basic skills of geometric reasoning through integrated enrichment activities. Students will continue using a graphing calculator to enhance their study of mathematics. The topics covered will include (M1): Congruence, Proof, and Constructions, (M2): Similarity, Proof, and Trigonometry, (M3): Extending to Three Dimensions, (M4): Connecting Algebra and Geometry through Coordinates, and (M5): Circles with and Without Coordinates. This course prepares students for New York State Geometry Regents exam in June.

Algebra IIR

Credits: 1.0

Grade Level: 10, 11, 12

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Geometry

Algebra II is the third course in the New York State Mathematics sequence; it provides students with an in-depth exploration of algebraic concepts. Students will continue using a graphing calculator to enhance their study of mathematics. The topics covered will include (M1): Polynomial, Rational, and Radical Relationships, (M2): Trigonometric Functions, (M3): Functions, (M4): Inferences and Conclusions from Data. This course prepares students for the New York State Algebra II Regents exam in June.

Algebra IHH

Credits: 1.0

Grade Level: 10, 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

It is recommended that students have and maintain a minimum grade of 80% in Geometry H or a minimum grade of 90% in Geometry R

Algebra II is the third course in the New York State Mathematics sequence. This enriched, accelerated course provides an in-depth exploration of algebra concepts. Students will continue using a graphing calculator to enhance their study of mathematics. The topics covered will include (M1): Polynomial, Rational, and Radical Relationships, (M2): Trigonometric Functions, (M3): Functions, (M4): Inferences and Conclusions from Data. This course prepares students for the New York State Algebra II Regents exam in June.

Advanced Algebra

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Algebra I and Geometry, or Departmental Approval

This course continues the integration of algebra & geometry with trigonometry concepts. Students will explore key concepts of Algebra II in order to obtain a deep understanding of the fundamental concepts, which are essential for success in the study of advanced mathematics. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical, and analytical understanding. Students will have the option to challenge the New York State Algebra II Regents exam in June.

College Level Pre-Calculus

Credits: 1.0

Molloy University

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: It is recommended students have and maintain an 70% average or better in Algebra II

This course stresses conceptual understanding of realistic problems and multiple approaches to various types of these problems. Functions that model change are the central theme. Students are expected to explain their approaches to problems and their solutions. The graphing calculator will be used extensively throughout the course. Students will be expected to represent functions symbolically, numerically, graphically, and verbally. Wide applications of mathematics will be explored as students study linear, exponential, logarithmic, polynomial, trigonometric, rational functions and limits. Students can earn three college credits for this full-year course upon successful completion. Students are expected to purchase the graphing calculator for this course and, if applying for college credit, pay tuition and associated fees directly to Molloy University.

AP Precalculus

Credits: 1.0

Grade Level: 11, 12

Course Weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

It is recommended students have and maintain an 80% average or better in Algebra II

AP Precalculus is an intensive course designed to prepare students for AP Calculus in their senior year. Students will build deep mastery of modeling and functions in the first half of this course. Students study phenomena through multiple representations: graphically, numerically, verbally, and analytically. The second half of the course will introduce first-semester college calculus concepts. Topics include limits, derivative formulas, analyzing graphs, approximations, and applications. Students are expected to purchase a graphing calculator with algebraic manipulation capabilities. All students are expected to pay the examination fee and take the Advanced Placement Examination in May.

College Level Statistics

Credits: 1.0

Molloy University

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Successful completion of Algebra II R/H with a minimum grade of 70%.

This course will provide students with the skills and knowledge in the field of introductory statistics and is equivalent to a one-semester college course. At least one college statistics course is typically required for most majors. The course will cover an array of topics which include organization of data using tables and graphs, normal distribution, regression of linear and non-linear relationships, probability models, discrete and continuous random variables, binomial distribution, tests of significance, and the Chi-Square procedure. Students are expected to purchase the graphing calculator for this course and, if applying for college credit, pay tuition and associated fees directly to Molloy University. Students can earn three college credits for this full-year course upon successful completion.

College Level Algebra and Trigonometry

Credits: 1.0

Molloy University

Grade Level: 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Successful completion of the Algebra Regents exam, 3 years of high school mathematics, and teacher recommendation.

This course is intended for the student who desires an enhanced foundation in Algebra and Trigonometry. The topics include algebraic and trigonometric functions and their graphs. Also covered are exponential and logarithmic functions and their graphs, systems of equations and inequalities. Students are expected to purchase the graphing calculator for this course and, if applying for college credit, pay tuition and associated fees directly to Molloy University. Students can earn three college credits in this full-year course upon successful completion.

AP Statistics

Credits: 1.0

Grade Level: 10-12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Completion of Algebra IIR with a minimum grade of 80%, or may be taken concurrently with Algebra IIH.

AP Statistics is a rigorous & intensive course in which students will be exposed to lab-based activities and lectures on the content, emphasizing real-world connections. The AP Statistics course introduces students to the major concepts and tools for collecting, organizing, analyzing, and drawing conclusions from data. Students will explore the following broad conceptual themes: data, sampling, and experimental design anticipating patterns through probability and simulation models and statistical inference. Students are expected to purchase the graphing calculator for this course. All students are expected to pay the examination fee and take the Advanced Placement Examination in May.

AP Calculus AB

Credits: 1.0

Grade Level: 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Completion of College Level or AP Precalculus with a recommended minimum grade of 75%

AP Calculus AB is a one-year introductory college-level calculus course focused on topics taught in typical first-semester college calculus classes. Students cultivate their understanding of differential and integral calculus by engaging with real-world problems. Concepts are often represented graphically, numerically, analytically, and verbally. Students will use definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Technology is used regularly by the students to reinforce the relationships among the multiple representations of functions and to assist in interpreting results. Students are expected to purchase a graphing calculator with algebraic manipulation capabilities. All students are expected to pay the examination fee and take the Advanced Placement Examination in May.

AP Calculus BC

Credits: 1.0

Grade Level: 12

Course weight: 1.15

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Completion of AP Precalculus with a recommended minimum grade of 80%

This intensive course is a one-year college-level calculus course focusing on topics often taught in the first two semesters of college calculus. All topics of AP Calculus AB are included in AP Calculus BC. The topics covered on the Advanced Placement Calculus BC exam are highly challenging. They require students to analyze, discuss, graph, solve and write conclusions for the problems in all fields of Science and Economics. Most colleges and universities grant advanced placement credit to students who are successful on the AP Calculus BC exam. The topics include functions, graphs, limits, parametric, polar, and vector functions, derivatives, integrals, application of anti-differentiation, polynomial approximation, and series. Students are expected to purchase a graphing calculator with algebraic manipulation capabilities. All students are expected to pay the examination fee and take the Advanced Placement Examination in May. ****This course meets daily, with a double period on alternating days, and may not be taken without the lab.***



Business Math

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

Business Math is a specialized business course related to the mathematics learning standards as they apply to the world of business and a student's financial future. This course is designed to prepare students to understand better the complex financial world they will encounter during their lives. Students will learn to use Google Sheets and Microsoft Excel to perform functions related to topics banking, percentages, statistics, discounts, markups, markdowns, interest, payroll, credit and more!

Grade 8	Math 8	Algebra 1H
Grade 9	Algebra 1R	Geometry (R or H)
Grade 10	Geometry (R or H)	Algebra II (R or H)
		*AP Statistics
Grade 11	Algebra II (R or H)	*College Statistics
	Advanced Algebra	*AP Statistics
	*AP Statistics	*AP Precalculus
		*College Precalculus
Grade 12	*College Statistics	*College Statistics
	*AP Statistics	*AP Statistics
	*College Algebra & Trig	*College Algebra & Trig
	*College Precalculus	*College Precalculus
	*Business Math	*Business Math
	*AP Precalculus	*AP Precalculus
		*AP Calculus AB
		*AP Calculus BC



MUSIC DEPARTMENT

Ms. Kelly Jones, Director

The most important objective of music in high school is to help students cultivate aesthetic values in music and to develop a lasting appreciation and enjoyment of good music. To meet this goal, courses are offered that continue and broaden the program structured in the elementary and middle schools. Emphasis is concentrated on the areas of skill development and musical knowledge. In the area of skill development, musically capable and talented students are urged to participate in as many opportunities as possible. This would include the various kinds of vocal and instrumental experiences offered at this level. A course in musical knowledge is offered for music majors and other students interested in increasing their depth of understanding. Expression of feeling through creative activities is essential for effective participation as a member of social groups. As life becomes increasingly mechanized and routine, music is more than ever necessary to add to the enjoyment and fullness of living. Judged by these and other values, music serves an important role in the high school curriculum.

Chorale

Credits: 1.0

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

High School Choral is a performance-based class for students in grades 9-12. Students will sing and perform a varied repertoire of choral arrangements from notation, including music of diverse cultures and historical periods. The course includes skill building in the areas of musical literacy, part singing, and sight singing, in addition to learning the basics of good vocal tone production, posture, breathing, diction and blending. With these skills and a working knowledge of musical elements, students will express themselves through the art form of choral singing. Students in this ensemble will participate in one lesson per cycle which will rotate throughout the different periods of the day and two concerts per year.

Onora le Voci (Honors Vocal)

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Audition with teacher and Department Director.

Onora le Voci rehearses and performs a sizeable repertoire of high-caliber choral literature from a wide variety of musical genres, languages, and periods. Singers will audition and be chosen based upon assessments of vocal independence, harmonization abilities, and sight-singing skills. Evidence of maturity and cooperative learning abilities as demonstrated in participation in other performance ensembles is also necessary. Instruction and practice in healthy vocal technique and advanced sight-singing will be given. Singers should be able to learn and memorize music quickly through a required home practice regimen. Onora le Voci performs in high school concerts, NYSSMA Major Organization Festivals, as well as several other venues outside of school throughout the year. Students need to be committed to these occasional outside performances. Concert participation is mandatory. Grades will be based upon rehearsal behavior, concert and dress rehearsal attendance, lesson attendance, and performance-based assessment. Audition requirements include the preparation of a NYSSMA solo, as well as sight-singing.



Symphonic Orchestra

Credits: 1.0

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

Students are selected for membership after demonstrating the ability to perform music from standard repertoire, and by the recommendation of the middle school orchestra teachers. Specific goals include:

- a. Recognizing and being able to play music of varied styles.
- b. Studying and appreciating standard music literature.
- c. Learning to recognize basic forms of music.
- d. Preparing for NYSSMA festivals.
- e. Performance in on-site concerts.

Requirements include regular attendance at rotating small group instruction during the school day. Students wishing half year entry of 3x per cycle must have teacher approval.

String Ensemble H

Credits: 1.0

Grade Level: 9-12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Recommendation of the teacher and Supervisor of Music

String Ensemble rehearses and performs a sizable repertoire of high-caliber orchestral literature from a wide variety of musical genres, languages, and periods. String students will audition and be chosen based upon assessments of instrumental independence, abilities, and sight-reading skills. Evidence of maturity and cooperative learning abilities as demonstrated in participation in other performance ensembles is also necessary. Members will be expected to learn music quickly through a required home practice regimen. String Ensemble performs both in the high school concerts, NYSSMA Major Organization Festivals as well as several other venues outside of school throughout the year. Students need to be committed to these occasional outside performances. Concert participation is mandatory. Grades will be based upon rehearsal behavior, concert and dress rehearsal attendance, and assignments.

Concert Band

Credits: 1.0

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

This class focuses on the literature and performance practice of the Concert Band. Students meet grade level standards set by the teacher through ensemble practice and instrumental lessons. Students, as a requirement of the course, will perform together with the Symphonic Band and the Wind Ensemble as the Wantagh High School Marching Band for parades only. This ensemble is comprised of intermediate level students who are qualified to perform fundamental skills on their instrument and who are recommended by the middle school band director. Requirements include the participation of one instrumental lesson per cycle which rotates over a four-period cycle and evidence of growth of proficiency and overall musicianship. Students wishing half-year entry or 3X cycle must have teacher approval.

Symphonic Band

Credits: 1.0

Grade Level: 10-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

This class focuses on the literature and performance practice of the Symphonic Band. Students meet grade level standards set by the teacher through ensemble practice and instrumental lessons. Students perform together with the Wind Ensemble as the Wantagh High School Marching Band for field show presentations and parades. Marching Band is a requirement of the course. Performances include football games, Newsday Marching Band Festival, parades, and other events based on the director's discretion. This ensemble is comprised of intermediate level students who are qualified to perform intermediate skills on their instrument and who are recommended by the high school band director. Requirements include the participation of one instrumental lesson per cycle which rotates over a four-period cycle and evidence of growth of proficiency and overall musicianship. Students wishing half-year entry or 3X cycle must have teacher approval.

Wind Ensemble H

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Recommendation of the teacher and Supervisor of Music

The Wind Ensemble Honors is a full year, honors weighted, course of approximately 50 advanced band students selected by audition. The class will focus on the literature and performance practices of the Wind Ensemble, spanning a difficulty level of 5-6, according to the New York State School Music Association (NYSSMA) standards. Students will meet grade level requirements set by the teacher through ensemble practice and instrumental lessons. Students will perform together with the Symphonic Band as the Wantagh High School Marching Band for field show presentations and parades. Marching Band is a requirement of the course. Performances include football games, Newsday Marching Band Festival, parades, and other events based on the director's discretion. Students will showcase their talents through festivals, seminar, and competition venues. One instrumental lesson per six-day cycle is required.

Music Studio /Theory I

Credits: 1.0

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: None

Ear training, rhythmic, melodic and choral dictation, sight singing, and composition are provided to students in this course. Music is examined through the study of harmonic techniques from the past and present. Approval of instructor is required.

AP Music Theory

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher Recommendation

AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is strongly recommended that the student acquired at least basic performance skills in voice or on an instrument. The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. All students are expected to pay the examination fee and to take the Advanced Placement Examination in May.



PERFORMING & MEDIA ARTS

MEDIA ARTS

Audio Engineering and Music Production

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Alternate Day

Credit Type: Art/Music

Curriculum Director: Ms. Kelly Jones

Prerequisites: None

This hands-on course teaches students how to create, edit, and manipulate MIDI files to layer various tracks to create finished MIDI sequences. Students will learn compositional and editing skills using industry-standard computers and digital audio hardware and software. They will learn how to properly connect various pieces of audio and MIDI hardware and how to set up music applications. In addition to the hands-on curriculum, students will learn about the history of analog and digital synthesis and the evolution of the technology, focusing on the relationships between past and present technologies.

Introduction to Podcasting

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Full-Year, Alternate Day

Credit Type: English

Curriculum Director: Ms. Julie Rosslee

Prerequisites: None

This class is an introduction to podcast writing, performance, and production. Students will study various types of existing popular podcasts, such as True Crime, Music, Lifestyle, Sports, and Movies. Additionally, students will listen to and analyze documentary-style audio podcasts and be encouraged to develop their own personal voices and styles while developing the practical skills necessary to produce their own broadcast-quality podcasts.

Blueprint for Broadcasting

Credits: 1.0

Grade Level: 10-12

Course weight: 1.0

Offered: Full-Year, Daily

Credit Type: Art/Music

Curriculum Director: Ms. Kelly Jones

Prerequisites: None

This course offers students a practical introduction to broadcasting and digital media production. Through hands-on projects using high level production equipment, students will learn to write compelling scripts, capture high-quality footage, and edit videos seamlessly. They will also develop strong presentation skills to deliver effective morning announcements and virtual presentations. By working collaboratively with peers, students will foster teamwork and creativity, essential skills for success in the digital age. This course prepares students for a wide range of media careers and equips them with the tools to create impactful digital content.



PERFORMING ARTS

The Art of Improv - Alternate Year: Offered in 2025-2026

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Credit Type: English

Curriculum Director: Ms. Julie Rosslee

Prerequisites: None

The Art of Improv elective meets daily for one semester and will be offered every two years. It will fit in “Year 1” of a two-year dramatics sequence.

The Art of Improv is designed to provide students with an engaging and dynamic opportunity, enhancing critical thinking, collaboration, and communication skills through the art of improvisation. By emphasizing adaptability and teamwork while studying the foundations of improvisation, character and scene development, and improvisation and storytelling, this course will prepare students not just for performance, but also for a wide range of experiences i

Page to Stage: Directing and Design - Alternate Year: Offered in 2025-2026

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Credit Type: English

Curriculum Director: Ms. Julie Rosslee

Prerequisites: None

The Page to Stage: Directing and Design elective meets daily for one semester and will be offered every two years. It will fit in “Year 1” of a two-year dramatics sequence.

Page to Stage: Directing and Design is designed to meet the growing need for high school students to develop hands-on skills in leadership, problem-solving, and creative collaboration within a theatre arts framework. This course provides students with a deeper understanding of both the creative and technical aspects of theatre production, integrating emerging theatre technologies to reflect current advancements in the field. Throughout the semester, students will explore digital design tools, virtual staging, and AI-assisted analysis for script breakdown and production planning, gaining experience with industry-relevant technologies that prepare them for academic and career opportunities in the arts, design, and management.

Choreography and Dance

Credits: 0.5

Grade Level: 9 -12

Course weight: 1.0

Offered: Full-Year, Alternate Day

Credit Type: Art/Music

Prerequisites: None

9th Grade Eligible

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Curriculum Director: Ms. Kelly Jones

This class focuses on technique and performance, as well as providing both physical training designed to prepare artists for performance along with a study of Twentieth-Century concert dance history, dance technique, and current trends in performance. We will cover the skills and knowledge necessary for students to exhibit self-confidence, collaborative ensemble skills, and an understanding of movement as an art form. Through experiential learning, students gain an intimate understanding of both the artistic and physiological principles that guide performance in dance. Students will analyze, create and perform varying styles of dance, culminating in the creation of student work informed by contemporary and cutting-edge practices within the field.

College Choreography and Dance

Credits: 0.5

Grade Level: 11 - 12

Course weight: 1.10

Offered: Full-Year, Alternate Day

Credit Type: Art/Music

Prerequisites: Choreography and Dance

Nassau Community College

Curriculum Director: Ms. Kelly Jones

Students will continue to gain an understanding of the elements of dance and how they can be used in choreography. Students will build on their basic choreographic tools and vocabulary, increase their ability to use dance as a form of expression, learn to dance and express their responses, and learn to collaborate on a choreographic process as a choreographer and as a performer.

	Media Arts	
Audio Engineering	Podcasting	Blueprint for Broadcasting
	Performing Arts	
A Year Cycle	The Art of Improv	Page to Stage
B Year Cycle	TBA 1	TBA 2
Dance	Choreography & Dance	College Choreography & Dance



PHYSICAL EDUCATION DEPARTMENT

Ms. Jennifer Keane, Director

The program in Physical Education covers the basic skills of most individual and team sports in a progressive nature. It also includes a comprehensive physical fitness testing and training as designed by New York State. Rules of the games, sports like behavior, keeping the body physically fit, safety practices, and the significant factors involved in working with others are stressed.

Physical education offers a variety of activities designed to develop the total individual. Positive attitudes toward the importance of physical activity and life-long fitness as it relates to health are stressed daily. Team games with rule interpretation, development of skills, and the opportunity to display sports-like behavior are only one phase of the program. Explanations and demonstrations prior to a student's experience using facilities and equipment available provide a challenging incentive for development and improvement of student abilities. All students physically able to attend school will participate in some form of physical education. There is a modified program for students with physical limitations. New York State Education Law requires that all students physically able must attend physical education.

Physical Education 9-12

Credits: 0.5

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Alternate Day

Prerequisites: None

9th Grade Eligible

Physical education is required for four years and necessary as a graduation requirement. Grades are based on a numerical system. Eighty per cent of the grade is based on participation, attitude, and effort, while the remaining twenty per cent is based on the results of a quarterly examination. Grades in physical education count toward a student's grade point average. Appropriate attire is always required. Information is available from the physical education staff.

**Students must take a Fall and Spring Course*



READING DEPARTMENT

Ms. Julie Rosslee, Director

Skill and proficiency in reading are the foundation for success in all fields of learning. Students also need to know how to write appropriately in response to their reading, as the two are intricately woven skills. The focus of the secondary reading program is to provide students identified as in need of support with the necessary reading and writing skills they need to achieve grade level standards and for college and career readiness while also helping students foster a positive attitude toward reading as a pleasurable activity.

Reading (9-12)
Just Words (9-12)
Wilson I (9-12)
Wilson II (9-12)

These courses are designed for students in grades nine through twelve who are in need of extra support with reading. Reading 9-12 furthers students' reading comprehension skills while Wilson I and II enhance students' fluency skills. These courses consist of small group instruction, enabling teachers to easily differentiate their instruction based on the individual needs of the students. The emphasis of the reading classes is on comprehension, vocabulary development, fluency, writing in response to reading, and study skills. Reading across content areas is also an important component of the courses. Classes meet three times per cycle for the full year. Students in supportive reading classes are re-evaluated each spring to determine whether or not they have met the criteria to exit the program. The criteria include their academic performance, iReady assessment growth, performance on midyear/end-of year and Regents assessments, and teacher recommendation.



SCIENCE DEPARTMENT

Dr. Christopher Kozak, Director

Question, Explore, Gather, Reason

The vision of the secondary science department is to enhance student perseverance, critical thinking, real-world application, and investigation skills through a hands-on, minds-on approach to learning science.

The department is focused on allowing students to choose course options that allow for multiple opportunities to meet their graduation requirements, pursue an Advanced Regents Diploma, earn college credit in science, or put together a competitive academic portfolio for college application that demonstrates interest in the STEM fields.

Checkpoints at the end of 7th, 9th, 10th, and 11th grade are in place for students to evaluate their interest/ability in science and choose course options that meet their individual needs, allowing all students to build college and career-ready skills needed for a variety of individualized plans for their future.

Earth and Space Sciences R

Credits: 1.0

9th Grade Eligible

Grade Level: 9, 10

Course weight: 1.05

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Living Environment R

This Regents-level course, aligned with the New York State Science Learning Standards (NYSSLS), comprehensively explores Earth and its place in the universe. Students will investigate essential topics, including the universe and stars, the solar system, Earth's history, dynamic Earth systems, weather and climate, and the sustainability of human activities. Through hands-on laboratory experiments, collaborative research, and real-world applications, students will develop critical scientific practices such as designing investigations, analyzing data, and communicating findings effectively. This course culminates in a Regents examination.

Life Science: Biology R

Credits: 1.0

9th Grade Eligible

Grade Level: 9, 10

Course weight: 1.05

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Earth Science R

This Regents-level course, aligned with the New York State P-12 Science Learning Standards, introduces students to the principles of biology by studying molecules to organisms, genetics, ecosystems, and evolution. Students will engage in laboratory investigations, explore real-world phenomena, and develop scientific inquiry skills such as designing experiments, analyzing data, and constructing evidence-based explanations. The course focuses on helping students understand life processes, explore the interdependence of living systems, and examine how human activities influence the environment. The course culminates in a Regents examination.



Biology H / AP Environmental Science

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.15

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Earth Science H

Based on teacher recommendations, select students can take the most rigorous 9th-grade course option. The LEAPES program is a two-year program that follows a combined curriculum outlined by New York State and the College Board. Students must take the AP Environmental Science exam in May and the Biology Regents exam in June of ninth grade. Homework, laboratory work, reports, and study requirements are all college-level.

The course is designed to explore environmental topics at a rigor equivalent to that of a first-year college course. Due to the fast pace and depth of material, extensive work outside the classroom will be required. Topics and laboratories will allow students to explore the interrelationships of the natural world, to identify and analyze environmental problems, both natural and man-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving them.

Matter & Energy

Credits: 1.0

Grade Level: 10, 11

Course Weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Living Environment and Earth Science.

This science course will prepare 10th-grade students for success in the upper-level Regents courses of Chemistry R, and Physics R. Laboratory experiences and demonstrations are an integral part of this course. Students will take a qualitative approach to introductory concepts in physics and chemistry, engaging in hands-on activities, laboratory investigations, and projects. Ultimately, this course will expose students to disciplinary core ideas that they will engage more deeply within Chemistry R and Physics R during grades 11 and 12.

Chemistry R

Credits: 1.0

Grade Level: 10-12

Course weight: 1.05

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Successful completion of Living Environment and Earth Science.

This science course presents a modern view of chemistry with major emphasis on the basic physical and chemical principles governing chemical reactions. Laboratory work is an integral part of the course and is designed to stress the collection and manipulation of data, the drawing of logical conclusions and the search for the underlying relationships apparent in chemical reactions. Critical thinking and quantitative skills are integrated throughout the course. This course culminates in a Regents examination.



Chemistry H

Credits: 1.0

Grade Level: 10, 11

Course weight: 1.10

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Successful completion of Living Environment and Earth Science.

Students scoring above 85 in the core science courses may be recommended for this course. Those who enroll and have not consistently scored above an 85 in the core science courses are welcome to participate but are encouraged to review foundational content.

This program is similar in content to Physical Setting/Chemistry R but presents a more detailed study of the principles of chemistry. There is a greater emphasis on mathematical problems, and more work is required outside of class. It includes the core chemistry curriculum, but students will dig deeper in greater depth. This course will allow students to dig deeper in their uncovering of complex content related to the study of chemistry. This course culminates in a Regents examination.

Marine Biology/ Oceanography

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.0 (weighting may change to 1.10 for those students who meet the college requirements by the end of the year.)

Offered: Full-Year, Daily

Prerequisites: None

Molloy University

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This course will focus on the physical and biological characteristics of the four main oceans of the world and their associated seas. Emphasis is placed on the interaction between living and nonliving components of the ocean. College credit is an option through Molloy University for students willing to participate in an additional research project.

Conceptual Physics

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.0

Offered: Full-Year, Daily

Prerequisites: Successful completion of Living Environment and Earth Science. At least one attempt of Chemistry.

This course uses a conceptual approach to understanding the laws of physics. Topics investigated will include forces, energy, waves, sound, electricity and magnetism, fluid mechanics, and nuclear energy. Practical applications of physics laws will be introduced, and students will be able to relate them to real world situations. Laboratory experiences and demonstrations are an integral part of this course.



Physics R

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.05

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Successful completion of Living Environment, Earth Science, and Chemistry.

This science course will allow students to examine the relationship between matter and energy and how they interact. This course will strongly emphasize using mathematics to understand forces, interactions, and the transfer of energy. This course culminates in a Regents examination in June.



AP SCIENCE COURSES

AP Biology

Credits: 1.0

Grade Level: 10-12

Offered: Full-Year, Daily, with Alternate Day Lab

Course weight: 1.15

Prerequisites:

- **Sophomores:** Successful completion of LEAPES. Students scoring above 85 in LEAPES may be recommended for this course. Those who enroll and have not consistently scored above an 85 in the core science courses are welcome to participate but are encouraged to review foundational content. Must take this course concurrently with Chemistry H or Chemistry R
- **Juniors and Seniors:** To meet the demands of this AP-level course, any student who has earned three credits in core science classes that end in a Regents exam is eligible to enroll in this course. Students scoring above 85 in the core science courses may be recommended for this course. Those who enroll and have not consistently scored above an 85 in the core science courses are welcome to participate but are encouraged to review foundational content.

This course is designed for students with a strong interest in the sciences; coursework is equivalent to a year-long introductory biology college course. Students will undertake a responsibility to work hard and manage their time to keep up with a rigorous curriculum which includes summer and vacation assignments. This course culminates in an Advanced Placement examination in May.

AP Environmental Science

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: To meet the demands of this AP level course, any student who has earned three credits in core science classes is eligible to enroll in this course. Students scoring above 80 in the core science courses may be recommended for this course. Those who enroll and have not consistently scored above an 80 in the core science courses are welcomed to participate but are encouraged to review foundational content.

This course will provide students with knowledge of scientific principles, concepts, and methodologies necessary for them to understand the interrelationships of the natural world, identify and analyze environmental problems, evaluate the risks associated with current environmental problems, while examining alternative solutions for resolving and/or preventing additional problems. The coursework is developed in such a manner as to provide the student with the equivalent of an introductory college course in environmental science and providing substantial laboratory and field experience utilizing the tools of the discipline.

AP Physics I

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Students who have earned three credits in core science courses culminating in a Regents exam are eligible for this course. To ensure readiness for this class, students should aim to achieve a score of 85 or higher in core science courses. Students with lower scores are welcome to enroll but must demonstrate perseverance and resilience to succeed in this challenging course.

This AP Physics I course provides an algebra-based introduction to first-semester college physics. The curriculum emphasizes Newtonian mechanics, including rotational motion, work, energy, and power. Students will also study mechanical waves, sound, and the basic principles of fluids. The course incorporates STEM activities and hands-on investigations to develop problem-solving and critical-thinking skills. It culminates in the AP Physics I examination in May.

AP Physics C

Credits: 1.0

Grade Level: 12

Course Weight: 1.15

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: Successful completion of AP Physics I or Physics R

AP Physics C is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. The topics covered include but are not limited to Kinematics, Newton's Laws of Motion, Energy, Power, Systems of Particles and Linear Momentum, Rotation, Oscillations, and Gravitation. This course is taught at a college level and is intended for students who consistently demonstrate problem-solving solid ability, and achievement in science and math. Understanding the basic Physics principles and the ability to apply these principles in solving problems will be one of the major goals of the course. Laboratory experiences are also at the core of the program. This course culminates in an Advanced Placement examination in May.

AP Chemistry

Credits: 1.0

Grade Level: 12

Course weight: 1.15

Offered: Full-Year, Daily, with Alternate Day Lab

Prerequisites: To meet the demands of this AP-level course, any student who has earned four credits in core science classes that end in a Regents exam is eligible to enroll in this course. Students scoring above 85 in the core science courses may be recommended for this course. Those who enroll and have not consistently scored above an 85 in the core science courses are welcome to participate but are encouraged to review foundational content. These students must demonstrate increased resilience and perseverance when facing a challenge.

This course is offered to students in their senior year who wish to initiate their college study of chemistry. It is designed to be the equivalent of first-year general College Chemistry. This course differs from Physical Setting: Chemistry in the depth of material covered, the number of topics completed, the greater emphasis on mathematical calculations and formulations of principles, the nature and variety of experiments done in the lab, and the increased time spent by students in and out of the class. This course culminates in an Advanced Placement examination in May.



COLLEGE LEVEL SCIENCE COURSES

College Level Human Anatomy and Physiology

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: To meet the demands of this College level course, any student who has earned three credits in core science classes is eligible to enroll in this course. Those who enroll and have not consistently scored above an 80 in the core science courses are welcome to participate but are encouraged to review foundational content.

St. John's University

[Watch Now!](#)

This junior/senior elective course aims to educate students on the human body's basic anatomy (structure) and physiology (function). This course is designed to stimulate and motivate students interested in future college education and possible careers in medicine and health, including but not limited to nursing, pre-med, pharmacy, physical therapy, and exercise physiology. Anatomical dissections of comparative animal species and Web-based labs will be used throughout the course to supplement the delivered material. The course will end with a cumulative final exam in June covering the entire year's material.

College Level Forensics

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: Successful completion of Forensics and three core science courses.

Syracuse University

[Watch Now!](#)

This course introduces an understanding of the science behind crime detection. Recent advances in scientific methods and principles have enormously impacted law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence. Laboratory exercises will include organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others.

Emergency Medical Technician (EMT) Course

Credits: 1.0

Grade Level: 12

Course weight: **1.0**

Offered: Full-Year, One Night a Week - 3 Hours

Prerequisites: Departmental Approval

This EMT course, offered in partnership with the Nassau County Emergency Medical Services Academy (May earn up to 3 college credits; weight will remain 1.0), prepares students to join the emergency healthcare team as certified Emergency Medical Technicians. Students will learn critical skills such as patient assessment, CPR, oxygen administration, and management of medical emergencies like asthma attacks and allergic reactions. The program combines classroom instruction with supervised clinical experiences, covering topics like airway management, EMS operations, trauma care, pharmacology, and effective patient communication. The course benefits students pursuing medical, nursing, or allied health careers, as many college programs prefer or require EMT certification. Completing the program enables students to sit for the New York State EMT certification exam, a requirement for working as an EMT. Students aged 17 or older by the exam date are eligible to enroll.



SCIENCE ELECTIVE COURSES

Advanced Sustainable Agriculture (Modern Food Production II)

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Successful completion Physical Setting: Earth Science and Living Environment.

United States agriculture is a multi-billion-dollar industry that directly influences everyone globally. With an expected global population of about 2.7 billion by 2050, we can no longer hesitate to provide opportunities for our students to learn about environmental/agricultural sustainability and research techniques and participate in scientific argumentation.

This elective will enhance students' exposure to system engineering and problem-solving skills in our state-of-the-art hydroponics lab and aims to continue investigations initiated in Introduction to Sustainable Agriculture (Modern Food Production I) and develop solutions to issues related to sustainable agriculture.

Bioethics

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Experience in three core science courses.

What happens to you when you are in a coma? Would you want your children to have blue eyes? Would you accept an organ from a robot? These questions are some of the debates that come up in Bioethics. Students will discuss and debate the moral and ethical situations that have come about due to the advancement of science and technology. There are no tests in Bioethics (except the final); instead, students submit short papers to determine their knowledge and opinions on a topic. Current events and House, MD, are the primary sources of discussion and articles. Participation is a significant component of this class.

Forensics

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Experience in three core science courses.

[Watch Now!](#)

This course will introduce students to the scientific aspects of crime scenes. Students will examine various methods for evidence collection and examination. Students will analyze and solve various crimes and attempt to provide evidence to support or negate suspects' guilt.



Sports Science: The Physics of Sports

Credits: 0.5

Grade Level: 11, 12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: Experience in three core science courses.

Why can some athletes throw a football 100 yards, a baseball 95 mph, have a slap shot of over 100 mph, or serve a tennis ball at 140 mph? What separates us from these superior athletes? Sports science is a course designed to look at the analytics of every sport and every athlete. Sports will be analyzed using physics and biology. In this course, students will learn by doing. We analyze, explore, and collect data on every activity, kicking field goals, 3-point shots, a baseball's exit velocity, hand-eye coordination drills, accuracy throws, and more. There are no exams in Sports Science; however, we grade on participation, discussions, lab activities, projects, and current events.



Grade 8

Life Science: Biology R

Earth and Space Science H

Grade 9

Earth and Space Science R

Biology H/AP Environmental Science

Life Science: Biology R

Grade 10

Matter & Energy

*Chemistry H

Chemistry R

*AP Biology

Advanced Sustainable Agriculture

Grades 11 & 12

*AP Environmental Science

*College Anatomy & Physiology

*AP Biology

*College Forensics

*AP Physics 1

Chemistry R

Advanced Sustainable Agriculture

Physics R

Bioethics

Marine Biology

Forensics

*Conceptual Physics

Sports Science

Grade 12

*AP Physics C

*AP Chemistry

*Emergency Medical Tech

**Check Course Description for Outlined Prerequisites(s)*



[The Wantagh High School Science Research Academy](#)



SOCIAL STUDIES DEPARTMENT

Ms. Julie Rosslee, Director

The Social Studies Department of the Wantagh Public Schools believes that the future of our democratic society depends on the development of free and reasonable citizens who work to reach their potential. To this end, we provide opportunities for students to learn to think and make wise decisions, to understand and appreciate their cultural heritage, to realize that all actions have both short and long-term consequences, and to live compassionately with their fellow human beings. To achieve this, we attempt to provide an atmosphere where inquiry is welcome, respect is mutual, and truth is always sought.

Global History and Geography I

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: None

Ninth grade begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. Current events, the use of primary and secondary source documents, essay writing, and the use of charts, graphs, and maps are emphasized to align with the NYS social studies Framework.

Pre-AP World History and Geography

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Teacher Recommendation

The Pre-AP World History and Geography course prepares students to "do" history by guiding them through the steps a historian would take to analyze historical events and evidence worldwide. The course offers balanced global coverage, with Africa, the Americas, Asia, Europe and Oceania all represented. This advanced course covers history from prehistory to 1500 A.D. Students explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western Civilization. Students will review and strengthen map and globe skills, skills in interpreting and using information, and historical thinking skills. The Pre-AP World History and Geography course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students will be taught to analyze the processes and causes involved in these continuities and changes. The course builds students' essential skills and helps to prepare them for a range of AP history and social science coursework during high school, including AP European History, AP World History: Modern, AP United States History and AP Government and Politics

Global History and Geography II

Credits: 1.0

Grade Level: 10

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Global History and Geography I

Tenth grade provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. While the course emphasizes the importance of historical and spatial thinking, all the social studies practices and standards are included in the study of global history and geography. All students need to take and pass the Global History and Geography II Regents examination as a requirement for graduation. Failure to pass this exam will result in the need for remediation prior to taking the exam again.

U.S. History and Government

Credits: 1.0

Grade Level: 11

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: None

Eleventh grade begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. Current events will be emphasized as well as the use of primary source documents to meet the new standards and foster the skills needed to succeed in the new Regents format. All students will be required to take and pass the U.S. History and Government Regents examination to qualify for graduation. Failure to pass this exam will result in the need for remediation prior to taking the exam again.

Participation in Government

Credits: 0.5

Grade Level: 12

Course weight: 1.05

Offered: Half-Year, Daily

Prerequisites: None

One semester of the required fourth year of Social Studies is this course in Participation in Government. This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy. (See College Level Public Affairs or AP Government and Politics).

Economics

Credits: 0.5

Grade Level: 12

Course weight: 1.05

Offered: Half-Year, Daily

Prerequisites: None

Economics fulfills one semester of the fourth-year social studies requirement. This course examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to the government to address these challenges. (See College Level Economics)

American Pop Culture

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This course aims to study the rise of pop culture in America, starting with the folk cultures of our early country through the easily accessible, multifaceted world of media, art, and music of present day. Students will examine ways in which pop culture both reflects and impacts various time periods, focusing on how television, movies, advertising, and music tell the American story.

ADVANCED PLACEMENT® PROGRAM

The Advanced Placement Program provides students with several opportunities to experience college-level courses while still in high school. These College Board courses are demanding and rigorous; many of them require a summer assignment. Parents are encouraged to speak with their child and his/her teachers to understand the expectations and requirements of an Advanced Placement course so that students are willing and able to complete the required coursework.

Students enrolled in Advanced Placement courses are scheduled for both the AP exam in May and the Regents exam in June. Enrollment in an Advanced Placement course is based on teacher recommendation and student achievement.

AP World History: Modern

Credits: 1.0

Grade Level: 10, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher recommendation or department director approval.

This is an introductory college-level modern world history course in which students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

All students are expected to take the Advanced Placement Examination in May. In addition, students are required to take and pass the New York State Global History and Geography II Regents examination in June to obtain course credit and complete the requirements for high school graduation.

NOTE: This class requires an extensive summer reading and writing assignment.

AP European History

Credits: 1.0

Grade Level: 10, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher Recommendation or Department Director/Supervisor approval

This course is open to highly motivated and advanced students in their 10th Grade year. This course is a survey of political, economic, social, and cultural developments in European history from 1450 to the present. Students will develop an understanding of major themes in European history and culture, an ability to analyze historical information, and an ability to write various kinds of historical essays. In addition to covering the required tenth grade curriculum, students are expected to complete a summer reading assignment and extra work.

All students are expected to take the Advanced Placement Examination in May. In addition, students are required to take and pass the New York State Global History and Geography Regents examination in June to obtain course credit and complete the requirements for high school graduation.

NOTE: This class requires an extensive summer reading and writing assignment.



AP U.S. History and Government

Credits: 1.0

Grade Level: 11

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher Recommendation or Department Director/Supervisor approval

This course is open to highly motivated and advanced students in their 11th Grade year and completes the U.S. History and Government graduation requirement. Students investigate significant events, individuals, and developments, in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

All students are expected to take the Advanced Placement Examination in May. In addition, students are required to take and pass the New York State U.S. History and Government Regents examination in June. *NOTE:* This class requires an extensive summer reading and writing assignment.

AP U.S. Government and Politics

Credits: 0.5

Grade Level: 12

Course weight: 1.15

Offered: Half-Year, Daily

Prerequisites: Teacher Recommendation or Department Director/Supervisor approval

This course, open to seniors, completes the Participation in Government requirement as part of the fourth year of social studies. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. All students are expected to take the Advanced Placement Examination in May.

AP Research

Credits: 1.0

Grade Level: 11

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Successful completion of AP Seminar.

 [@whscapstone](#)

Students will design, plan and conduct a year-long research-based investigation to address a research question of interest to them. Students will learn and apply research methods and practices to address a real-world topic of their choice. The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense; during which you will answer 3-4 questions from a panel of evaluators. [AP Research](#) is the second course in the AP Capstone program. All students are expected to take the Advanced Placement Examination in May.



AP Psychology

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Teacher Recommendation or Department Director/Supervisor approval

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students should expect nightly readings in our college-level text and occasional questions which are designed to promote thought and class discussions. There are regular supplemental readings and discussions from journals, magazines, current events, and even popular culture, and creative research projects on topics that are of interest to students.

All students are expected to take the Advanced Placement Examination in May.

COLLEGE LEVEL COURSES

Criteria for 12th Graders:

- College Level course enrollments are open to twelfth graders who have maintained an average of 75% or better in all Social Studies courses taken previously.
- Students must agree to comply with the University attendance policy.
- Students MUST enroll and pay the Tuition requirement through the appropriate university if they are pursuing college credit for the course.

Criteria for 11th Graders:

- Course enrollments are open to eleventh graders, based on seat availability, who have maintained an average of 75% or better in all Social Studies courses taken previously.
- Teacher recommendation is required.
- Students must agree to comply with the University attendance policy.
- Approval of the Social Studies Department Supervisor.
- Students MUST enroll and pay the tuition requirement through the appropriate university if they are pursuing college credit for the course.

Please refer to the [College Course Chart](#) for information regarding college credits.

College Level Analysis of Public Policy

Credits: 0.5

Syracuse University

Grade Level: 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: Please see the criteria for college courses listed above.

This course is an introduction to the skills needed to analyze the kinds of public policy issues that citizens face in a democracy. Students study societal issues through research and discussion. A community link team approach enables them to work in teams and develop solutions to societal problems. The course includes computer networking with the Syracuse University website. This course satisfies the Regents' requirement for Participation in Government and allows students the option of obtaining three college credits through Syracuse University. Tuition expenses per credit are paid directly to Syracuse University.

College Level Criminal Justice

Credits: 0.5

Long Island University

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: Please see the criteria for college courses listed above.

This course includes units of the study of crime, the causes of delinquency and crime, the police in terms of history and function, the court system, the corrections system and juvenile justice, as well as a unit dealing with the problems inherent in the American criminal justice system. The ability to organize ideas and present them in summary fashion is a necessity. Tuition expenses per credit are paid directly to Long Island University.



College Level Economics

Credits: 0.5

Long Island University

Grade Level: 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: Please see the criteria for college courses listed above.

This course is an introduction to microeconomics . It begins with a presentation of the scientific knowledge which is then used to analyze the question: How do individuals and societies make choices when faced with scarcity? Beginning with the individual in the simplest situation, a one-person society, the course moves step-by-step to develop a model, complex society based on the division and exchange through markets. Students examine the benefits and issues inherent within a market. The course is rigorous, but not heavily mathematical. Students should understand basic algebra and geometry. More importantly, they should be able to reason. This course satisfies the Regents requirement for a semester of Economics. Tuition expenses per credit are paid directly to Long Island University.

College Level Psychology

Credits: 0.5

Syracuse University

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: Please see the criteria for college courses listed above.

This course is an introduction to the fundamental principles of psychology and demonstrates how the study of human behavior is a science. The course encourages the student to become a critical thinker in the classroom and in life. The student will gain a broad overview of the following topics: research methods, biopsychology, levels of consciousness, learning, personality, memory, mental disorders, therapy methods and more. Tuition expenses per credit are paid directly to Syracuse University.

College Level Sociology

Credits: 0.5

Syracuse University

Grade Level: 11, 12

Course weight: 1.10

Offered: Half-Year, Daily

Prerequisites: Please see the criteria for college courses listed above.

This course is an introduction to the principal concepts, methods, and findings of the field of sociology. Students will develop an in-depth understanding of particular institutions and practices, including health care, families, education, criminology, environment, labor, industry, and immigration. They also develop expertise on particular social issues, including sex and gender, race, ethnicity, class, social policies, globalization, and power. Tuition expenses per credit are paid directly to Syracuse University.

Grade 9

Global History/Geography I

Pre-AP World History/Geography

Grade 10

Global History/Geography II

*AP World History

*AP European History

Grade 11

U.S. History/Government

*AP U.S. History/Government

Grade 12

PICK 1

Economics

*College Economics

PICK 1

*Participation in Government

*College Analysis Public Policy

*AP Government

Grade 11-12 Electives

American Pop Culture

*College Sociology

*College Criminal Justice

*College Psychology

*AP Psychology

*AP World History

*AP European History

AP Capstone

*AP Research

**Check Course
Description for Outlined
Prerequisites(s)*



SPECIAL EDUCATION DEPARTMENT

Mr. Stephen Moran, Assistant Superintendent for Pupil Personnel Services
Dr. Maura Lachance, Supervisor of Special Education

The Pupil Personnel Services (PPS) Department supports the district's commitment to excellence and strives to prepare all our students to live full and productive lives in the worldwide community.

PPS Staff members provide special education and support services to the students of Wantagh in grades K – 12. Additionally, they provide assistance to families and support to general education staff and administrators. School nurses, psychologists, social workers, special education teachers, special education aides, speech/language therapists, occupational therapists and physical therapists are all part of the PPS team within the district. Outside consultants and itinerant teachers are included as needed. The department provides a continuum of services at all grade levels including high school.

Special Education programs and/or services are provided to students classified as having a disability and in need of special education services as per the recommendations of the Committee on Special Education.

SPECIAL EDUCATION PROGRAMS

Resource Room: The student is in general education classes for core academics, physical education and electives. He/she attends resource room one period daily to help remediate weaknesses and learn compensatory skills. This small group instruction (5:1) is provided by a special education teacher.

Integrated Co-Teaching (Collaborative Program): This program is the secondary integrated co-teaching model. Core academics are team taught in a general education class by a content area teacher and a special education teacher with collaborative planning. Students spend one period per day in a non-integrated setting with the special education teacher to help remediate weaknesses and learn compensatory skills.

RISP: The Regents Intensive Support Program is the high school special class model. Students receive academic instruction in a non-integrated setting with a special education teacher. A special education teacher aide adds additional support. Students are integrated for all electives and mainstreamed for academics on an individual basis.

SPECIAL EDUCATION SUPPORT SERVICES

Consultant Teacher – Indirect: A special education teacher consults with the general education teachers regarding teaching strategies that best meet the needs of a particular student. The student does not work directly with the special education teacher.

Consultant Teacher – Direct: A special education teacher consults with the general education teachers regarding teaching strategies for the student and also meets periodically with the student to work on strategies and study/organizational skills.

Related Services: A professional staff member such as a speech/language therapist; occupational therapist; physical therapist; social worker or psychologist works individually or in small groups with the student in areas directly related to the educational need.

TECHNOLOGY EDUCATION DEPARTMENT

Dr. Christopher Kozak, Director

Innovation, Application, and Design

The vision of the Technology Department is to provide a multidisciplinary classroom experience that allows students to apply their passion for hands-on experience in order to collaborate, problem-solve and engage in critical/innovative thinking.

ENGINEERING

Project Lead the Way: Engineering: Drawing, Drafting & Design for Production

Credits: 1.0

9th Grade Eligible

Grade Level: 9-12

Foundational Art Credit

Course weight: 1.0 (weighting may change to 1.10 for those students who meet the college requirements by the end of the year. Credits will be sponsored through Rochester Institute of Technology)

Offered: Full-Year, Daily

Prerequisites: None

This foundation course merges the PLTW: Intro to Engineering Design curriculum with the Design and Drawing for Production course. This course emphasizes problem-solving skills using a design development process. Students in this course will develop an understanding of course concepts by participating in activities, projects, and problem-based learning. They will use sophisticated modeling computer software to design, analyze, and communicate their solutions. Students taking this class may fulfill their one-credit requirement in art or music. Students may earn credit from the Rochester Institute of Technology upon successful completion. Transferring these credits to a different college is strictly at the discretion of the college the student attends.

Project Lead the Way: Principles of Engineering

Credits: 1.0

Grade Level: 10-12

Course weight: 1.0 (weighting may change to 1.10 for those students who meet the college requirements by the end of the year. Credits will be sponsored through Rochester Institute of Technology)

Offered: Full-Year, Daily

Prerequisites: None

Through problems that engage and challenge, students explore various engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop problem-solving, research, and design skills while learning strategies for design process documentation, collaboration, and presentation. Upon successful completion of PLTW: Principles of Engineering, students may earn credit from the Rochester Institute of Technology. Transferring these credits to a different college is strictly at the discretion of the college the student attends.

Project Lead the Way: Civil Engineering

Credits: 1.0

Grade Level: 11, 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Project Lead the Way: Principles of Engineering

Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building. Upon successful completion of PLTW: Civil Engineering, students may earn credit from the Rochester Institute of Technology. Transferring these credits to a different college is strictly at the discretion of the college the student attends.



COMPUTER SCIENCE

Intro to Coding

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None.

This course is designed to give students an introduction to and understand how coding is used to create web pages and run processes. This full-year course will introduce students to several of the latest technologies used today in software engineering, including HTML, CSS, JQuery, and Python.

Robotics

Credits: 0.5

9th Grade Eligible

Grade Level: 9-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems using the VEX Robotics® platform.

AP Computer Science A

Credits: 1.0

Grade Level: 10-12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Recommendation of the teacher and Director of Technology Education.

Students will work with concepts and tools of computer science as they learn a subset of the Java programming language. Students will design a program, develop algorithms, and write code to implement the program. They will test the program, correct errors, and explain how the program code works.

TECHNICAL

Construction: Interior - Alternate Year: Offered in 2025-2026

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

In this semester-long course, students will transition to the skills required for interior residential construction. Topics include electrical wiring, plumbing systems, insulation, and heating installations. Students will also gain experience in interior finishing, such as drywall, tile work, painting, and flooring. This hands-on program blends practical workshops with academic lessons, emphasizing construction safety, problem-solving, and teamwork. By the end of the course, students will have the technical expertise to handle various interior construction tasks, preparing them for careers in the construction industry or providing valuable skills for future homeownership.

Construction: Exterior - Alternate Year: Offered in 2025-2026

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This semester-long course introduces students to the fundamentals of exterior residential construction through a hands-on, project-based approach. Students will learn essential skills such as wood framing for walls, ceilings, and roofs, as well as the installation of doors, windows, siding, and roofing materials. There is an emphasis on construction safety, tool proficiency, and adherence to residential building codes. Through weekly workshops and collaborative projects, students will develop critical thinking and teamwork abilities while gaining practical experience in the growing field of construction trades. This course provides foundational knowledge that is valuable for careers in construction or personal home renovation projects.

Basic Car Care - Alternate Year: NOT Offered in 2025-2026

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This course is designed to provide students with an introduction to and understanding of automobiles and automobile ownership. This course will introduce students to the process and techniques of purchasing, maintaining, and repairing an automobile. Students will gain familiarity and hands on experience with automobile systems. Ultimately, students will learn how to perform scheduled maintenance procedures and how to diagnose and repair commonly occurring problems with automobiles.

Powersport and Equipment Repair - Alternate Year: NOT Offered in 2025-2026

Credits: 0.5

Grade Level: 10-12

Course Weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This course will give students hands-on experiences with individual systems (engine, driveline, braking, suspension) of land Powersport vehicles, outdoor equipment, and marine vehicles. Students will be able to diagnose, disassemble, repair, and reassemble small engines and mechanical systems found on minibikes, outdoor power equipment, and outboard marine motors. Additionally, Students will learn how to reference and utilize information in shop manuals to complete repairs on engines and equipment. Ultimately, students will experience the feeling of success and accomplishment as they build and repair motors and mechanical systems.

A Year Cycle	Basic Car Care	Powersport & Equipment Repair
B Year Cycle	Construction: Interior	Construction: Exterior

Woodworks

Credits: 0.5

Grade Level: 10-12

Course weight: 1.0

Offered: Half-Year, Daily

Prerequisites: None

This course will introduce students to and understand how to work with wood for building and finishing. Students will learn how wood is harvested and processed into valuable materials, such as plywood, structural members, and finished wood products. Students will learn how to safely use hand and machine tools while they complete various projects. Students will plan and design products from start to finish. This course will also provide students with a comprehensive introduction to the technology in metalworking.

WORLD LANGUAGES DEPARTMENT

Ms. Julie Rosslee, Director

As students pursue courses within the high school World Languages department, they develop more refined communicative skills within a cultural context. Through the learning of language, they establish cultural, linguistic, intellectual, and personal identities. Knowledge of several languages empowers individuals by stimulating intellectual curiosity and opening economic and social opportunities. The study of languages promotes tolerance, diversity, and harmony within our global community and is an essential skill for college and career readiness.

A comprehensive examination is administered to students upon successful completion of the Level 3 or 3H courses.

The World Languages program culminates with two different opportunities for students to earn college credit:

- Seniors may elect to receive up to six (6) college credits from the Adelphi University L.I. Area High School Program in Level 5.
- Seniors may elect to receive college credit through the College Board by enrolling in an AP World Language course.

It is strongly advised that students who have an interest in the study of World Language:

- (a) Pursue a second World Language as sophomores (for an additional Regents sequence).
- (b) Pursue a second year World Language as juniors (for an additional two-year unit of study).

Co-and extracurricular activities include foreign language clubs and the National World Languages Honor Society.



FRENCH

French 2/2H - (co-seated)

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.05 or 1.10

Offered: Full-Year, Daily

Prerequisites: Successful completion of French 8

This course continues the development of the four skills within more complex structural patterns. Increased emphasis is placed on reading and writing. Cultural aspects, both domestic and international, will be explored as well. The criteria for French 2H distinction is the completion of an additional quarterly project for each marking period that meets or exceeds honors level work according to each project's rubric.

French 3/3H (co-seated)

Credits: 1.0

Grade Level: 10

Course weight: 1.05 or 1.10

Offered: Full-Year, Daily

Prerequisites: Successful completion of French 2/2H

The Level 3 course completes Checkpoint B of the New York State Standards for a World Language and culminates with a mandatory Checkpoint B exam. Upon successful completion of this course and by passing the Checkpoint B exam, students fulfill graduation requirements for a diploma with Advanced Designation. Due to enrollment constraints, enrollees in this course are co-seated with the Level 3R/3H students.

The criteria for French 3H distinction is the completion of an additional quarterly project for each marking period that meets or exceeds honors level work according to each project's rubric.

French 4H

Credits: 1.0

Grade Level: 11

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Students must successfully complete French 3/3H with all quarter grades above 80%, and mastery (85% and above) on the Comprehensive Checkpoint B Examination in French.

This thematic project-based course will emphasize the students' conversational and syntactical skills and the usage and understanding of the world language at more advanced levels. This course will enhance the four skills by means of project development, oral presentations, Internet-based research, music, and cinema. Linguistic, cultural, and historical aspects of the Francophone civilization as well as contemporary pop culture and current global issues are explored.



College Level French 5

Credits: 1.0

Adelphi University

Grade Level: 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Students must successfully complete French 4H and meet Adelphi University requirements.

The skills for listening, speaking, reading, and writing are refined further in this course. Students are actively involved in using the target language through class discussions, reading authentic literary selections and completing thematic projects which incorporate the use of the four skills. The culture and civilization of the target culture are widely studied and discussed. This course is offered under the aegis of Adelphi University. Students who meet the Adelphi University requirements may register for college credit. Upon successful completion of this course, students may earn three college credits per semester.

ITALIAN

Italian 2R

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Italian 8

This course continues the development of the four skills within more complex structural patterns. Increased emphasis is placed on reading and writing. Cultural aspects, both domestic and international, will be explored as well.

Italian 2H

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Recommended average of 85 in Italian 8. Teacher or Departmental approval recommendation required.

This course is for ninth graders who maintained a grade point average of 92% and above in both the seventh and eighth grade course, who received a 90% or above on the Checkpoint A Proficiency Exam and who are recommended by their language teachers. This Honors Course is an accelerated, intensive and highly demanding course. Students will complete numerous projects; deliver speaking presentations, complete readings beyond the requirements of the Level 2 course.

Italian 3R

Credits: 1.0

Grade Level: 10

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Italian 2R.

The skills of listening and speaking are further developed through more complex structural patterns. Greater emphasis is placed on the skills of reading and writing in preparation for the Comprehensive Checkpoint B Examination in Italian. This course culminates with the administration of the Comprehensive Checkpoint B Examination.

Italian 3H

Credits: 1.0

Grade Level: 10

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Final average of 80% in Italian 2H or 2R. Teacher or Departmental approval recommendation required.

The Level 3 Honors course completes Checkpoint B of the New York State Standards for a World Language and culminates with a mandatory Checkpoint B exam. Upon successful completion of this course and by passing the Checkpoint B exam, students fulfill graduation requirements for a diploma with Advanced Designation. The Honors curriculum is rigorous and students gain optimal proficiency in listening, reading, speaking and writing as a preliminary preparation for the continued advanced placement study.

Italian 4R

Credits: 1.0

Grade Level: 11

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Students must successfully completion of Italian 3H or Italian 3R

This thematic project-based course will emphasize the students' conversational and syntactical skills and the usage and understanding of the Italian language at more advanced levels. This course will enhance the four skills by means of project development, oral presentations, Internet-based research, music and cinema. Linguistic, cultural, and historical aspects of Italian civilization as well as contemporary pop culture and current global issues are explored.

Italian 4 Pre-AP

Credits: 1.0

Grade Level: 11

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Italian Level 3 Honors with a final average of 80% and above and teacher recommendation are required.

This course is designed to help students begin their preparation for the AP Language course and AP exam in grade 12. This course will transition students from the Level 3H course by fine tuning previously learned material. Students will explore literary and artistic themes in music, films and short stories. Students in Level 4 Pre-AP will develop rich, precise and idiomatic vocabulary, an understanding of advanced grammatical structures and apply those complex structures to the spoken language and in their written assessments. Though this course is a rigorous one, it is designed to alleviate the pressure of preparing for the AP exam in grade 12. This course concludes with a locally developed examination.

College Level Italian 5

Credits: 1.0

Adelphi University

Grade Level: 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Successful completion of Italian 4 Pre-AP or Italian 4R, and meet Adelphi University requirements.

The skills of listening, speaking, reading, and writing are refined further in this course. Students are actively involved in using the target language through class discussions, reading authentic literary selections and completing thematic projects which incorporate the use of the four skills. The culture and civilization of the target culture are widely studied and discussed. This course is offered under the aegis of Adelphi University. Students who meet the Adelphi University requirements may register for college credit. Upon completion of this course, students may earn three college credits per semester.

AP Italian Language and Culture

Credits: 1.0

Grade Level: 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Successful completion of Italian 4 Pre-AP

This course is designed for highly motivated students who have successfully completed the Pre-AP Italian class. The AP class is rigorous and will prepare students to take the AP exam in May. Students will work to develop high skill levels of self-expression in speaking and writing. Intensive grammar study as well as acquisition of expanded vocabulary is emphasized. All students are expected to take the Advanced Placement Examination in May.



SPANISH

Spanish 1

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: None

This beginning course is for students who have not completed the graduation requirements for the study of a world language at the Middle School or for students who wish to study an additional world language. The basic skills of listening, speaking, reading, and writing are developed in a communicative format and students develop an understanding about the target culture.

Spanish 2R

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Spanish 8 or Spanish 1

This course continues the development of the listening, speaking, reading, and writing skills within the more complex structural patterns. Increased emphasis is placed on reading and writing while students continue to learn about the Hispanic world.

Spanish 2H

Credits: 1.0

9th Grade Eligible

Grade Level: 9

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Recommended average of 85 in Spanish 8. Teacher or Departmental approval recommendation required.

This course is for ninth graders who maintained a high-grade point average of 92% and above in both the seventh and eighth grade course, who received a 90% or above on the Checkpoint A Proficiency Exam and who are recommended by their language teachers. This Honors Course is an accelerated, intensive, and highly demanding course. Students will complete numerous projects, deliver speaking presentations, and complete readings beyond the requirements of the Level 2 course.

Spanish 3R

Credits: 1.0

Grade Level: 10

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Spanish 2R and teacher recommendation.

The skills of listening and speaking are further developed through more complex structural patterns. Greater emphasis is placed on the skills of reading and writing in preparation for the Comprehensive Checkpoint B Examination in Spanish. This course culminates with the administration of the Comprehensive Checkpoint B Examination in Spanish.



Spanish 3H

Credits: 1.0

Grade Level: 10

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Final average of 80% in Spanish 2H or 2R. Teacher or Departmental approval recommendation required.

The Level 3 Honors course completes Checkpoint B of the New York State Standards for a World Language and culminates with a mandatory Checkpoint B exam. Upon successful completion of this course and by passing the Checkpoint B exam, students fulfill graduation requirements for a diploma with Advanced Designation. The Honors curriculum is rigorous, and students gain optimal proficiency in listening, reading, speaking, and writing as a preliminary preparation for the continued advanced placement study.

Spanish 4R

Credits: 1.0

Grade Level: 11

Course weight: 1.05

Offered: Full-Year, Daily

Prerequisites: Successful completion of Spanish 3H or Spanish 3R

This thematic project-based course will emphasize the students' conversational and syntactical skills and the usage and understanding of the Spanish language at more advanced levels. This course will enhance the four skills by means of project development, oral presentations, Internet-based research, music, and cinema. Linguistic, cultural, and historical aspects of the Hispanic civilization as well as contemporary pop culture and current global issues are explored.

Spanish 4 Pre-AP

Credits: 1.0

Grade Level: 11

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Spanish Level 3 Honors with a final average of 80% and above and teacher recommendation are required.

This course is designed to help students begin their preparation for the AP Language course and AP exam in twelfth grade. This course will transition students from the Level 3H course by fine tuning previously learned material. Students will explore literary and artistic themes in music, films, and short stories. Students in Level 4 Pre-AP will develop rich, precise, and idiomatic vocabulary, an understanding of advanced grammatical structures and apply those complex structures to the spoken language and in their written assessments. Though this is a rigorous course, it is designed to alleviate the pressure of preparing for the AP exam in grade 12. This course concludes with a locally developed examination.

College Level Spanish 5

Credits: 1.0

Adelphi University

Grade Level: 12

Course weight: 1.10

Offered: Full-Year, Daily

Prerequisites: Students must successfully complete Spanish 4R or Spanish 4 Pre-AP, and meet Adelphi University requirements.

The skills of listening, speaking, reading, and writing are refined further in this course. Students are actively involved in using the target language through class discussions, reading authentic literary selections and completing thematic projects which incorporate the use of the four skills. The culture and civilization of the target culture are widely studied and discussed. This course is offered under the aegis of Adelphi University. Students who meet the Adelphi University requirements may register for college credit. Upon completion of this course, students may earn three college credits per semester.

AP Spanish Language and Culture

Credits: 1.0

Grade Level: 12

Course weight: 1.15

Offered: Full-Year, Daily

Prerequisites: Successful completion of the Pre-AP Spanish course.

This course is designed for motivated students who have successfully completed the Pre-AP Spanish class. The AP Spanish course is rigorous and will prepare students to take the AP exam in May. Students will work to develop high skill levels of self-expression in speaking and writing. Intensive grammar study as well as acquisition of expanded vocabulary is emphasized. All students are expected to take the Advanced Placement Examination in May.

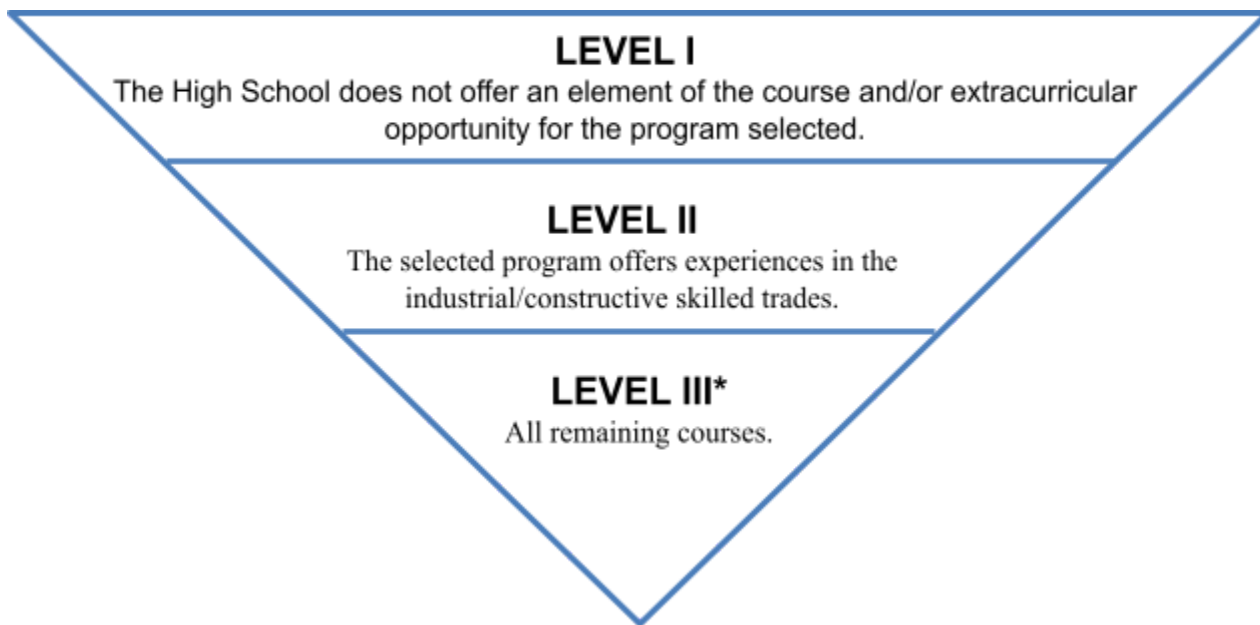


VOCATIONAL EDUCATION PROGRAMS

In 10th grade, students will have the opportunity to apply for a two-year commitment to selected trade/vocational schools. An average of 18-22 students will be selected from the pool of applicants based on the selected criteria described below. During their junior and senior years, these selected students will attend both Wantagh High School and their trade/vocational school.

Applicants will be selected based on the following criteria:

1. The student applicant **MUST** submit an application to guidance no later than **February 1st** of their **10th grade year**. No late applications will be accepted.
2. The student applicant must be on **track for graduation**:
 1. Anticipated completion of 11 credits, with one credit per year in: ELA, Math, Science, and Social Studies.
3. Student applicants will be selected based on the ranking of the **level** of program they selected: Level I, Level II, Level III accordingly.
 1. Within each level, student applicants will be ranked based on their **Absenteeism Percentage** Value.
 1. *Level III placements will only be honored if all Level III student applicants can attend their selected program.
4. All student applicants continuing the program for their 12th grade year will be subject to review based on graduation requirements and Absenteeism Percentage Value.



Important Links:

- [Wantagh High School BOCES Student Interest Form](#) – To be completed by February 1st.
- [Information about Barry Tech](#)
- [Information about the Long Island High School for the Arts](#)
- [Information about GC Tech](#)

INTERSCHOLASTIC ATHLETIC TEAMS

FALL

Cheerleading
 Cross-Country (boys and girls)
 Football
 Soccer (boys and girls)
 Swimming and Diving (girls)
 Tennis (girls)
 Volleyball (boys and girls)
 Golf

WINTER

Basketball (boys and girls)
 Bowling (boys and girls)
 Cheerleading
 Gymnastics
 Indoor Track (boys and girls)
 Swimming and Diving (boys)
 Wrestling

SPRING

Badminton
 Baseball
 Lacrosse (boys and girls)
 Softball
 Tennis (boys)
 Track (boys and girls)

EXTRACURRICULAR CLUBS AND ACTIVITIES

Academic Team	Key Club
Art Portfolio Club	Literary Magazine (Escapades)
Art Photography Club	Literary Society
Asian Culture Club	Marching Band
Audio-Visual Club	Mathletes
Big Sisters Club	Minding Your Mind Club
Board Games Club	Model Congress
Chemistry Crew	Musical Production
Chess Club	Ocean Conservation Club
Cinematic Society	National Art Honor Society
Class Clubs	National Business Honor Society
Crochet Club	National English Honor Society
Dance Team	National Honor Society
Dare to Believe Christian Club	National Math Honor Society
DECA	National Science Honor Society
Drama Club	National World Languages Honor Society
Drama Production	Newspaper (The Warrior)
Drama Stage Crew	Physical Education Leaders Club
E Sports Club	Rube Goldberg Club
Entrepreneurship Club	Science Olympiad
Environmental Advocacy Club	Social Media Club
Fantasy Sports Club	Spanish Club
FIDM Fashion Club	Sportsnite
Future Business Leaders of America	Tri-M Music Honor Society
Gay/Straight Alliance (GSA)	Tutoring Club
General Organization (Student Government)	Variety Show
International Outreach	Vocal Jazz Ensemble
International Thespian Society	Wantagh Animal Rights and Recycling Club (WARR)
Italian Club	Warrior Wellness Club
Jazz Ensemble	World Food Club
Jewish Club	Yearbook (Black and Gold)
Junior Chamber of Commerce	