

ROCHESTER CITY SCHOOL DISTRICT  
**COURSE DESCRIPTION CATALOG**



*Juan Diaz, Grade 4, John James Audubon School 33*

Grades 7 – 12

2016 - 2017

Rochester City School District  
**Course Description Catalog**

**2016 - 2017  
Grades 7 – 12**

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## STUDENT RIGHTS AND RESPONSIBILITIES

The Board of Education's goal is to provide an environment in which a student's rights and freedoms are respected. The Board therefore assures district students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

It shall be the right of each district student:

1. to have a safe, healthy, orderly and courteous school environment;
2. to take part in all district activities on an equal basis regardless of race, sex, religion, national origin, or disability;
3. to attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with Education Law §3214;
4. to have school rules and conditions available for review and, whenever necessary, explanation by school personnel;
5. in all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.
6. not to submit to a survey, analysis, or evaluation that reveals information concerning:
  - a. political affiliations;
  - b. mental and psychological problems potentially embarrassing to the student or his/her family;
  - c. sex behavior and attitudes;
  - d. illegal, antisocial, self-incrimination and demeaning behavior;
  - e. critical appraisals of other individuals with whom respondents have close family relationships;
  - f. legally recognized privileged and comparable relationships, such as those of lawyers, physicians, and ministers; or
  - g. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);without the prior written consent of the student, if over 18 years of age, or without the prior written consent of the parent/guardian for those students under 18 years of age. However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student and his/her parent/guardian have been notified of their rights and of their right to inspect all materials related to the above.

Students have the right to express their opinions on any subject while in school except where the exercise of this right:

1. materially and substantially interferes with the normal operation of the school;
2. clearly and immediately incites others to damage property or physically harm others; or
3. is slanderous, i.e., spoken maliciously, without regard to the truth of the assertion.

It shall be the right of each parent or guardian of a district student to inspect all instructional material, including teachers' manual, films, tapes, or other supplementary instructional material to be used..

Students have an obligation to express their views in an orderly fashion without interfering with the operation of the regular school program and without exerting undue pressure on their fellow students to join or contribute to specific causes or organizations.

The basic responsibility of a student is to become educated in accordance with "The Statement of Philosophy and Goals of the City School District." This responsibility includes regular school and class attendance, conscientious effort in classroom work and conformance with school rules and regulations.

It shall also be the responsibility of each district student:

1. to be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. to work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
3. to conduct himself/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions;
4. to seek help in solving problems that might lead to discipline procedures;
5. to be in regular attendance at school and in class;
6. to contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
7. to dress in accordance with standards promulgated by the Board and the Superintendent; and
8. to make constructive contributions to the school, and to report fairly the circumstances of school-related issues.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

The Board of Education affirms its compliance with those sections of the Rehabilitation Act of 1973 dealing with program accessibility.

Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in federally assisted programs or activities solely on the basis of disability. The District shall make its program and facilities accessible to all its students with disabilities.

The District shall also identify, evaluate and extend to every qualified student with a disability under Section 504 a free, appropriate public education, including modifications, accommodations, specialized instruction or related aids and services, as deemed necessary to meet their educational needs as adequately as the needs of non-disabled students are met.

The Superintendent shall designate an official responsible for coordination of activities relating to compliance with Section 504. This official shall provide information, including complaint procedures, to any person who feels his/her rights under Section 504 have been violated by the District or its officials.

### **Prohibition Against Disability-Based Discrimination in Accelerated Programs**

The practice of denying, on the basis of disability, a qualified student with a disability the opportunity to participate in an accelerated program violates both Section 504 and Title II. A school district may not impose or apply eligibility criteria that screens out or tends to screen out a student with a disability from fully and equally enjoying any service, program, or activity, unless such criteria can be shown to be necessary.

It is also unlawful to deny a student with a disability admission to an accelerated class or program solely because of his/her need for special education or related aids or services (i.e., related services, supplementary aids and services, program modification and supports for school personnel) or because the student has an Individualized Education Program (IEP) or a plan under Section 504.

Schools may employ appropriate eligibility requirements or criteria in determining whether to admit students, including students with disabilities, into accelerated classes or programs. Additionally, nothing in Section 504 or Title II requires schools to admit into accelerated classes or programs students with disabilities who would not otherwise be qualified for these classes or programs.

Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.  
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.  
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.  
28 Code of Federal Regulations (CFR) Part 35  
34 Code of Federal Regulations (CFR) Parts 104 and 300

Adopted August 20, 1998; Amended February 16, 2012 pursuant to Resolution No. 2011-12:  
554

**ROCHESTER CITY SCHOOL DISTRICT**  
**COURSE DESCRIPTION CATALOG**  
**2015-2016**  
**INTRODUCTION**

The 2016-17 RCSD Course Description Catalog has been designed to provide all high school students with a shared educational experience that will prepare each of them for graduation and ensure readiness for college and careers of choice. In order to meet the objectives of this claim, the catalog has been streamlined to provide a sequence of courses for each subject area that is aligned to New York Learning Standards and to the Common Core State Standards for Mathematics, English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goal is to engage students in rigorous and tiered learning experiences that will align to college and career readiness standards. This will eliminate the need for students to take remedial non-credit bearing courses prior to matriculation in a major area of study and increase their marketability in the workforce.

All course offered must be based on standards that are *(1) research based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked*. Therefore, the courses, and pre-requisites courses, found in this catalog have been identified to give students the greatest opportunities for the *mastery of skills and knowledge essential for college and career readiness in a 21<sup>st</sup> century, globally competitive society*.

ELECTIVE courses aligned to specific content areas may be taken only after the required sequence of courses has been successfully completed. ELECTIVE course options, which have been identified in the Catalog following required content area courses, may be offered after a proposed curriculum has been submitted and approved by the appropriate content area director. Proposals are to be submitted by the school/teacher offering the course in accordance with the proposal guidelines provided. Content area directors may be called upon to support the development of the ELECTIVE course and proposal for approval. This process will ensure that every ELECTIVE course is aligned to the standards of interest, meets the objectives of those offering the course, and contributes purposefully to the interests and skill base of participating students.

## General Information

### Catalog

This course catalog contains a listing of the secondary (7<sup>th</sup> – 12<sup>th</sup> grade) courses offered at the Rochester City School District. Graduation requirements, as well as other pertinent information, are included in this catalog.

### Courses Offered

This catalog lists courses offered by the Rochester City School District and is provided to assist in planning students' schedules. **\*\*The courses listed may not be offered at every site\*\***

### Meeting Patterns

When reviewing courses, please be mindful of the S(semester) and Y(year) designations and credits for courses. Courses offered for semester – 0.5 credits can be offered every day for semester 1 or semester 2. Courses offered for year – 0.5 credits, will be offered every-other day for the whole year. Courses offered for year – 1.0 credits, will be offered every day for the whole year.

### Registration

Student registration for courses may vary at each school. Pre-registration is conducted at each school during the spring for the next school year.

## EDUCATIONAL PROGRAMS

### AP/ACCELERATED COURSES

High school courses which are designated "Advanced Placement" offer high school students a chance to learn college-level content and skills while still in high school. In addition, students are expected to take a nationally-normed exam at the conclusion of the course. The exam is scored 1 through 5. A grade of "3" or above on the exam may qualify a student for college credit in that subject.

Advanced Placement teachers usually receive special training offered by the College Board organization. This training prepares them to teach the advanced content and skills of AP courses.

Each high school in our District offers a variety of AP courses. This link will take you to a spreadsheet which shows the AP courses offered during the current school year: [AP courses](#). Each year schools may offer different courses based on student interest and teacher availability.

All students are encouraged to take at least one AP course while they are in high school. In order to qualify for AP courses, students should express their interest to both their school



counselor and the teachers of the subjects which interest them. The counselors and teachers will work with students to be sure they have every chance to take advantage of this opportunity.

### **ON-LINE CREDIT RECOVERY COURSES (OCR courses)**



The Rochester Online Credit Recovery (OCR) program provides Rochester City Schools with a comprehensive and flexible tool to help students pass courses they previously failed and earn the credits they need to graduate from high school. Courses are designed for students who did not pass a course initially, but learned enough to make a complete repetition of the course unnecessary. The OCR solution is entirely web-based and available 24 hours a day 7 days a week. The courses contain large test banks for quizzes and tests so students retaking assessments will receive new questions. Other elements that are included with the OCR program are:

- Audio options so students are able to have course content read to them.
- Pre-teaching of vocabulary to increase comprehension of new material
- Addition of activities in drag and drop graphic format
- Use of cloze activities that provide repetition with support gradually removed
- Use of graphic organizers that students manipulate to complete

Students participating in the OCR program will receive high quality course content that is aligned with the applicable New York State learning standards for such subject. The student- learning environment is a robust electronic learning platform that allows for flexible instructional delivery, personalization of instruction and supports a student-centered approach to learning. Rochester City School District staff acting as an eLearning facilitator (eLf) will supervise student learning. Each principal/program director will ensure students receive equivalent, intensive instruction in the subject matter area provided, as applicable, under the direction and/or supervision of a Rochester school district teacher who is certified in the subject matter area (documentation required). Students enrolled in the OCR program must be recommended by the principal/program director, an assistant principal or school counselor and a teacher certified in the subject area that is being recovered (documentation required).

### **VIRTUAL AP COURSES**



All Virtual AP and Initial Credit Courses are primarily asynchronous, with some regularly scheduled "live" meetings throughout the year. Each registered student should be scheduled time within the day to work on the coursework. In addition, there will be a required orientation during the summer to become acquainted to the online platform, review class expectations, and meet with the teacher to begin working. The virtual component of the courses allow students to progress through the curriculum at an individual pace, gives them 24-hour access to both the curriculum and supporting resources, and provides immediate feedback on

assignments. As usual, each AP course culminates in a College Board AP exam that may lead to college credit, depending on the student's score and the policies of whichever institution the student attends.

### **IB DIPLOMA PROGRAMME**

Joseph C. Wilson Magnet High School is both an IB World School authorized to offer the prestigious Diploma Program and Candidate School working in partnership with Wilson Foundation to offer the MYP of IB. This 21st century learning provides students with strong academic preparation for post-secondary studies through the extensive offerings of college level IB and AP courses. Wilson's Tradition of Excellence earns the school a national ranking annually. ***Our Mission is Excellence for all students, in all aspects of their development.***

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate (IB) Diploma Programme students learn to know and understand. The IB Diploma Programme is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 through 19, for success at university and life beyond academe. The program is normally taught over two years and has gained recognition and respect from the world's leading universities. The International Baccalaureate (IB) Diploma Programme is a two-year liberal arts curriculum designed to meet the needs of the highly motivated and academically talented student and, while promoting international understanding. Due to its rigorous nature, preparation for the IB program is offered through the IB Middle Years curriculum in the 9th and 10th grades and/or through other accelerated curricula. The IB diploma is recognized internationally and leads to advanced status in universities throughout the United States. All students applying to these programs must meet the following eligibility criteria: 3.0 Academic GPA, Algebra I and Spanish or French for high school credit.

Life in the 21st century places multiple demands on students making transitions through adolescence. They are at a crucial period of personal, social, physical and intellectual development, which is often marked by uncertainty and questioning. The International Baccalaureate (IB) Middle Years Programme is designed to help students find a sense of belonging in the ever-changing and increasingly interrelated world around, which fosters a positive attitude to learning. The IB Middle Years Programme, for students aged 11 through 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, which creates critical and reflective thinkers.

## **IB MIDDLE YEARS PROGRAMME**

The International Baccalaureate Middle Years Programme (IBMYP) provides a framework of academic challenge and life skills appropriate to this state of adolescence. The IBMYP offers a holistic educational approach that emphasizes critical thinking skills, global citizenship and intercultural awareness as well as traditional school subjects. Eight academic subjects are required each year of the IBMYP learner: 1) Language Arts, 2) Mathematics, 3) Science, 4) Social Studies, 5) Fine Arts, 6) Foreign Language, 7) Technology and 8) Physical Education. Moreover, these disciplines are taught through five themes called Areas of Interaction: 1) Approaches to Learning, 2) Community and Service, 3) Health and Social Education, 4) Environment and 5) Human Ingenuity.

Wilson's tradition of excellence extends beyond the classroom. Our scholars balance the challenging academic requirements by choosing from a wide variety of co-curricular activities: sports, art, music, drama and community service. Wilson Scholars benefit from a rigorous curriculum that nurtures creativity and growth, caring teachers and staff, community partnerships, and an emphasis on values and citizenship. Students graduate with the foundation to be successful in college and the ability to positively impact the world in which we live. Wilson's core values include Respect, Responsibility, Rigor and Excellence for all students in every aspect of their development. These principles align well with IB's philosophy of developing inquiring, knowledgeable and caring young people. The partnership between Wilson Commencement and Wilson Foundation is uniquely structured to educate, support, and guide students from middle school through high school graduation, thus building the bridges from grade 6 through 12 which ultimately leads to college success. Students are prepared to meet the entrance requirements in the most prestigious universities, New York State's Learning Standards and graduation requirements and IBO's international standards of excellence.

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY**

Students interested in competing in athletics at the college level must consult each college regarding its athletic affiliation. Those schools participating in the NCAA are separated into two levels, Division I and Division II. Eligibility to participate at the collegiate level is determined by Grade Point Average (GPA) determined by the NCAA based on quality points earned by NCAA pre-approved courses within the RCSD and a sliding scale for ACT and SAT scores.

Student athletes are encouraged to start their NCAA Eligibility in their freshman year. You can find all NCAA registration and prerequisites' at [www.ncaa.org](http://www.ncaa.org). **The RCSD course catalog has noted NCAA approved courses (\*) with this symbol.** Again, please refer to [www.ncaa.org](http://www.ncaa.org) or meet with your school counselor for additional requirements. See below for content areas that meet Division I and Division II Eligibility Requirements.

## NCAA Division I Initial-Eligibility Requirements

Initial full-time collegiate enrollment before August 1, 2016:

Initial full-time collegiate enrollment on or after August 1, 2016:

### DIVISION I

#### Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

### DIVISION I – 2016

#### Qualifier Requirements

*\*Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

### DIVISION I – 2016

#### Academic Redshirt Requirements

*\*Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

## NCAA Division II Initial-Eligibility Requirements

### DIVISION II

#### 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

For a full description of NCAA Eligibility Requirements and NCAA Division I Sliding Scale, please refer to [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).

## Graduation Requirements

<b>NEW YORK STATE DIPLOMA REQUIREMENTS                      APPLICABLE TO GRADE 9 STUDENTS FIRST                      ENTERING HIGH SCHOOL IN 2008-2015</b>			
<b>CREDIT REQUIREMENTS</b>		Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation	
		MINIMUM NUMBER OF CREDITS	
			4
		English Social Studies <i>Distributed as Follows:</i> U.S. History (1) Participation in Government (1/2) Economics (1/2) Other (2)	4
		Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
		Mathematics	3
		Languages Other than English (LOTE)	1 <sup>(1)</sup>
		Visual Art, Music, Dance, and/or Theater	1
		Physical Education (participation each semester)	2
		Health	0.5
	Electives	3.5	
	<b>Total</b>	<b>22</b>	

<sup>(1)</sup>Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

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## Important Notes on Graduation Requirements

1.) Pathway assessments are any of the following:

- Additional math Regents examination in a different course or Department Approved Alternative; or
- Additional science Regents examination in a different course or Department Approved Alternative; or
- Additional social studies Regents examination in a different course or Department Approved Alternative; or
- Additional English assessment in a different course selected from the Department Approved Alternative list; or
- A Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- A Department approved pathway assessment in the Arts; or
- A Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at: <http://www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways-pathways-qa-2015-04-08.pdf> See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

2.) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/ciai/gradreq/RevAppealForm2015.pdf>

3.) Special Endorsements:

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation. Mastery in Math and/or Science: A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations. Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

4.) Transition to the Common Core Regents Assessments:

ELA: Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.

Mathematics: In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113rev.pdf>

5.) Students with disabilities who entered grade 9 prior to September 2011:

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examination may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

6.) Languages other than English (LOTE) exempt students:

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

## Examination Requirements

EXAMINATION REQUIREMENTS		Regents Diploma for all students		Regents Diploma via Appeal for all students		Local Diploma via Appeal for all students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners		
	REGENTS EXAM or passing score on a Department Approved Alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	
	English Language Arts (ELA)	1	65	1	4 exams with a minimum score of 65 and 1 exam with a score of 62-64 for which an appeal has been granted by the district	1	3 exams with a minimum score of 65 and 2 exams with a score of 62-64 for which an appeal has been granted by the district	1	55	1	Either 4 exams with a minimum score of 65 and ELA with a score of 55-61, OR 3 exams with a minimum score of 65, and 1 exam with a score of 62-64 and ELA with a score of 55-61 for which an appeal has been granted by the district	
	Math	1	65	1		1		1	55	1		
	Science	1	65	1		1		1	55	1		
	Social Studies	1	65	1		1		1	55	1		
	Pathway (See note 1 on reverse side)	1	65 if Regents Exam	1	1	1	55 if Regents exam	1		1		
	Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		Non Applicable		
	Regents Diploma with Advanced Designation											
	Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:											
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.											
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE											
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE											
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE											





## Diploma/Credential Requirements

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

Diploma Type	Available to	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives</li> <li>• <b>Assessment:</b> 5 required Regents exams<sup>(1)</sup> with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup></li> </ul> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma">http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma</a></p>
Regents (through appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives</li> <li>• <b>Assessment:</b> 4 required Regents exams<sup>(1)</sup> with a score of <b>65 or better</b> and 1 <b>Regents exam</b> with a score of <b>62-64</b> for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup></li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal Process</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a></p>
Regents with <b>Honors</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives</li> <li>• <b>Assessment:</b> 5 required Regents exams<sup>(1)</sup> with a computed average score of <b>90 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup> (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</li> </ul> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>



<p>Regents with <b>Advanced Designation</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable: <ul style="list-style-type: none"> <li>a. <b>Traditional Combination:</b> ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments</li> <li>b. <b>Pathway<sup>(2)</sup> Combination</b> (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), 1 Pathway (other than science or mathematics) = 8 Assessments</li> <li>c. <b>STEM (Mathematics) Pathway<sup>(2)</sup> Combination:</b> ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</li> <li>d. <b>STEM (Science) Pathway<sup>(2)</sup> Combination:</b> ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</li> </ul> </li> </ul> <p>In addition a student must pass either a locally developed Checkpoint B LOTE examination or complete a 5 unit sequence in the Arts or CTE.</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
<p>Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Math</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics</li> </ul> <p>See 100.5(b)(7)(x)</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
<p>Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science</li> </ul> <p>See 100.5(b)(7)(x)</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>

<p>Regents with <b>Advanced Designation with Honors</b></p> <p>Local<sup>(3)</sup></p>	<p>All Student Populations</p> <p>Students with disabilities with an individualized education program (IEP) or if included on the student's section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> <li>● <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE <b>or</b> a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>● <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of <b>90 or better</b> (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</li> </ul> <p><b>Note:</b> The locally developed Checkpoint B LOTE examination is not included in the computed average..  <a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p> <ul style="list-style-type: none"> <li>● <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives.</li> <li>● <b>Assessment:</b> <ol style="list-style-type: none"> <li>a. <b>Low Pass Safety Net Option:</b> 5 required Regents exams with a score of <b>55 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup>  <a href="http://www.p12.nysed.gov/part100/pages/1005.html#assessment">http://www.p12.nysed.gov/part100/pages/1005.html#assessment</a>; or</li> <li>b. <b>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b> passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination  <a href="http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm">http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm</a>; or</li> <li>c. <b>Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</li> </ol> </li> </ul> <ul style="list-style-type: none"> <li>● <a href="http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html">http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</a></li> </ul>
<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>● <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives.</li> <li>● <b>Assessment:</b> 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, 1 <b>Pathway Assessment</b><sup>(2)</sup></li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a>  <a href="http://www.p12.nysed.gov/ciai/gradreq/RevAppealForm2015.pdf">http://www.p12.nysed.gov/ciai/gradreq/RevAppealForm2015.pdf</a></p>

Local Diploma	English Language Learners Only	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> 4 required Regents exams<sup>(1)</sup> with a score of 65 or better and the ELA Regents exam with a score of 55-61 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); or 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 62-64, and the ELA Regents exam with a score of 55-61. For both the 62-64 and the 55-61 scores, an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <b>1 Pathway Assessment</b><sup>(2)</sup>  <a href="http://www.regents.nysed.gov/meetings/2015Meetings/February/215p12a1.pdf">http://www.regents.nysed.gov/meetings/2015Meetings/February/215p12a1.pdf</a></li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program.</li> <li>• <b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed.  <a href="http://www.p12.nysed.gov/part100/pages/1005.html#carteched">http://www.p12.nysed.gov/part100/pages/1005.html#carteched</a></li> </ul>

### Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm">http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</a>  <a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a></p>
Career Development and Occupational Studies (CDOS) Commencement Credential	Students with disabilities <b>other than those</b> who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>• Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>OR</b></li> <li>• Student meets criteria for a national work readiness credential</li> </ul> <p><b>Note:</b> Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm">http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</a></p>

## Footnotes:

<sup>1</sup> In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

<sup>2</sup>**Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following assessments:

- Additional math Regents exam in a different course or Department Approved Alternative; or
- Additional science Regents exam in a different course or Department Approved Alternative; or
- Additional social studies Regents exam in a different course or Department Approved Alternative ; or
- Additional English assessment in a different course selected from the Department Approved Alternative list; or
- An approved CTE Assessment after successfully completing an approved CTE program
- A Department approved pathway assessment in the Arts<sup>(4)</sup>
- A Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in the Arts and LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

<sup>3</sup>The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There are still students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

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## EXPLANATION OF GRADES

### *I. Letter/Numeric Grade Conversions*

A+	Superior (95 – 100)	C+	Above Average (75 – 79)
A	Excellent (90 – 94)	C	Average (70 – 74)
B+	Very Good (85 – 89)	D	Below Average (65 – 69)
B	Good (80 – 84)	F	Failure (Below 65)

### *II. Grade Point Average*

The information below shares the numeric points used to calculate students' Cumulative Weighted Grade Point Average (GPA) and Cumulative Unweighted GPA.

#### **Weighted Grade Points Earned**

<b><u>Grade Achieved</u></b>	<b><u>Honors Class</u></b>	<b><u>Regents Class</u></b>	<b><u>Non-Regents Class</u></b>
A+	6.5	5.5	4.5
A	6.0	5.0	4.0
B+	5.5	4.5	3.5
B	5.0	4.0	3.0
C+	4.5	3.5	2.5
C	4.0	3.0	2.0
D	3.0	2.0	1.0
F	0	0	0

The Cumulative Weighted GPA is calculated by averaging all of the student's points earned in classes which carry at least one credit toward graduation. Cumulative Weighted GPA takes into consideration the type of course the student takes. The calculation of Cumulative Unweighted GPA is similar to Cumulative Weighted GPA except that it uses the "Non-Regents Class" point scale regardless of the type of class.

## Department-Approved Alternative Examinations

### Acceptable for Meeting Requirements for a Local or Regents Diploma

The test score(s) indicated below are the minimum acceptable score(s) that can be substituted for a Regents Examination score of 65 for all students who have completed the course of study for that subject.

#### ***Approved Alternative Examination Minimum Acceptable Score***

##### ***English***

Advanced International Certificate of Education (AICE)

English Examination E

AP English Language and Composition  
Examination

3

AP English Literature and Composition  
Examination

3

International Baccalaureate English A1 Standard  
Level Examination

4

International Baccalaureate English A1 Higher  
Level Examination

3

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

AP World History Examination 3

##### ***United States History and Government***

AP United States History Examination 3

SAT Subject Test in United States History\* 560

\* In addition to achieving the established score, students must complete a multi-source, in-depth research project that demonstrates the ability to use primary and secondary sources.

##### ***Integrated Algebra***

Advanced International Certificate of Education (AICE)

Mathematics Examination

E

AP Calculus AB Examination 3

AP Calculus BC Examination 3

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***Integrated Algebra Continued***

International Baccalaureate Mathematics Studies  
Standard Level Examination

4

International Baccalaureate Mathematics Methods  
Standard Level Examination

4

International Baccalaureate Mathematics Higher  
Level Examination

3

International General Certificate of Secondary  
Education (IGCSE)

A

SAT Subject Test in Mathematics Level 1

470

SAT Subject Test in Mathematics Level 2

510

***Geometry and Algebra 2/Trigonometry***

AP Calculus AB Examination

3

AP Calculus BC Examination

3

SAT Subject Test in Mathematics Level 2

550

***Sciences\*\****

AP Biology Examination

3

SAT Subject Test in Biology E/M

520

SAT Subject Test in Chemistry

540

SAT Subject Test in Physics

530

\*\* In addition to achieving the established score, students must complete 1,200 minutes of hands-on laboratory work with satisfactory lab reports.

For additional information on the AICE and IGCSE exams, go to

<http://www.cie.org.uk/qualifications/academic/uppersec/aice>.

For additional information on the Advanced Placement or SAT exams, go to

<http://www.collegeboard.org/>.

For additional information on the International Baccalaureate Mathematics Examinations, go to <http://www.ibo.org/>.

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### *III. Special Grades*

Special Grades are non-numeric grades given to students for specific purposes if a student's circumstances or condition dictate that he/she is eligible to earn the Special Grade. How these grades are calculated in the Summary Grade depend on the Special Grade.

<b>Special Grade</b>	<b>Description in Legend</b>	<b>How it Affects Grade Calculations</b>
AB	Unexcused Absence (only used for exams)	Count item as a zero
AUD	Audit	No grade is calculated
EX	Excused (only used for exams)	Item is ignored in grade calculation
INC	Incomplete	Count item as a zero
MED	Medical Exemptions	Item is ignored in grade calculation
NE*	Not Eligible	Item is ignored in grade calculation
P	Passing	No grade is calculated
ILM	Insufficient Lab Minutes (only used for Regents Science exams)	Count item as a zero

\* Students who are enrolled in a class for 10 days or less are eligible to receive "NE" as a marking period grade.

### *IV. Homework as part of the Marking Period Grade*

Homework assignments will be used as a means to reinforce, enhance, and/or build upon academic skills that have been taught/ introduced in the classroom. Homework may take on a variety of forms/strategies to reinforce the needed content and study skills. The assignments may be short-term or long-term in length. Not included as homework assignments are term papers, research papers, laboratory reports, portfolios and long-term projects. It is a student's responsibility to complete homework assignments. It is the teacher's responsibility to clearly articulate the purpose of homework to students and parents, as well as the weighting system, in writing. It is the parents' responsibility to support the student in completing assignments and in seeking clarification when necessary. The lack of completion of homework cannot be the sole basis for student failure.

**FURTHERMORE, HOMEWORK CANNOT COUNT FOR MORE THAN 10% OF THE FINAL AVERAGE FOR EACH MARKING PERIOD.**

Homework is an integral component in the learning process. To ensure that an appropriate amount of homework is assigned at the secondary school levels, there should be collaboration among teachers to ensure that students do not receive excessive homework in one area and not enough in others.

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## ***V. Final Grades***

To determine the Final Grade for the school year, the average of the four numerical marking period grades will be calculated. Teachers can elect to include results from cumulative mid-terms or final exams as they see fit. Please note that the decision on how (or if) the final local exam impacts the final grade cannot not be made on a student by student basis. Instead, it must be made on a class by class basis. Additionally, note that the final local exam cannot be a Regents exam. Regents exam scores cannot be weighed in any marking period grade calculation.

## ***VI. Honor Roll Guidelines Grades 7-12***

Recognition for student achievement is an integral part of the educational program. In addition to ongoing classroom-based acknowledgment of improvement and/or achievement, the District Honor Roll guidelines are as follows:

**High School** - Based on all credit-bearing courses (weighted according to the relative number of meeting times).

### Three levels:

*Honor Roll with Distinction:* The student earns all "A's" (Marking Period GPA of at least 4.0) in ALL courses (core curricula as well as special subject areas).

*High Honor Roll:* The student earns all "A's" and "B's" (Marking Period GPA of at least 3.0) in ALL courses (core curricula as well as special subject areas). No "C's" or below.

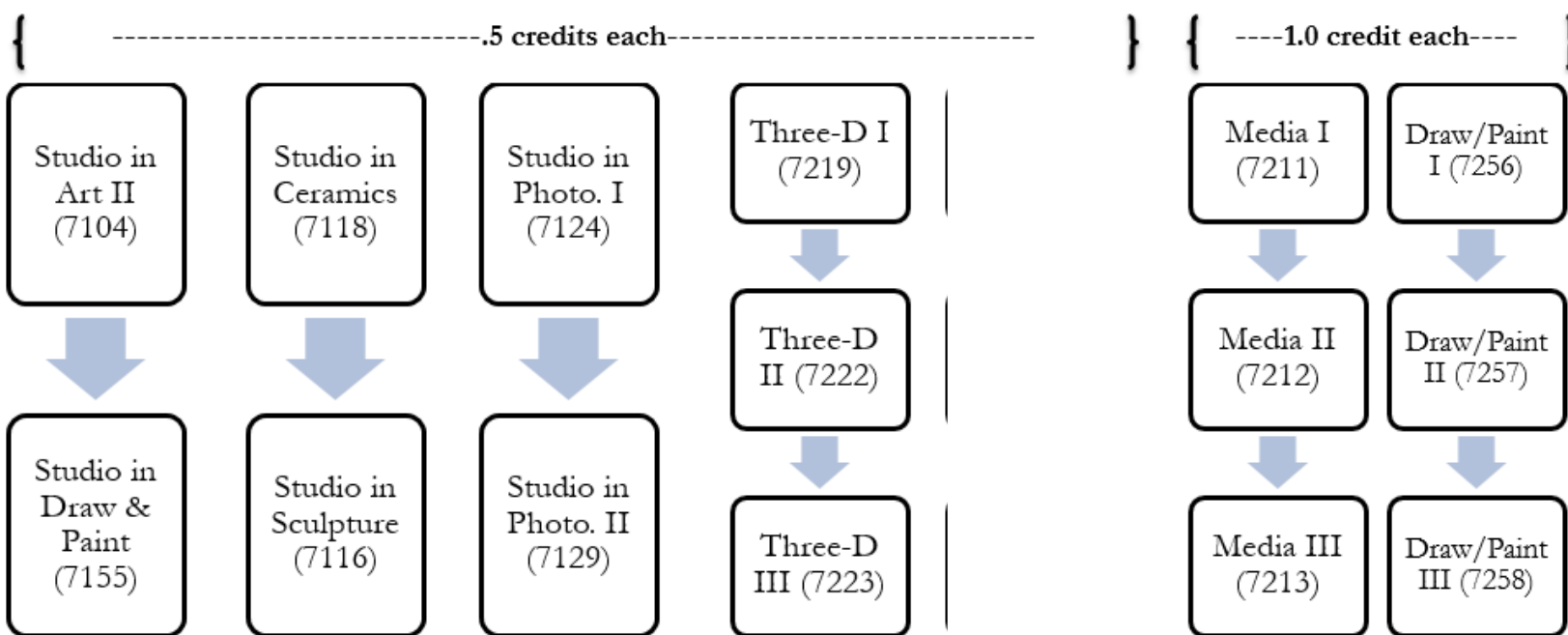
*Honor Roll:* The student earns a "B" average (Marking Period GPA of at least 3.0) in ALL courses (core curricula as well as special subject areas), with no grades of "D" or below.

(Please note that School Without Walls recognizes students as they progress through successively higher levels.)

## Placement Guidelines for Visual Arts 9-12 Course Sequencing Map

**Studio in Art (7103) .5 credit**  
**Pre-requisite for ALL Visual Arts Courses**

Depending upon interest, students may take any second level art courses after completing Studio in Art.  
 All courses below meet the graduation requirement of earning 1.0 credit in the Arts.



**Other Visual Art Electives:**  
 Art History (7187) .5 credit      AP Art History (7189) 1.0 credit  
 Principles of Design (7135) .5 credit      Art Portfolio (7198) 1.0 credit  
 Printmaking (7136) .5 credit

**Please Note:**  
 This sequence does not apply to visual arts courses at Wilson Commencement or School of the Arts.

Revised: 12/16/14

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## Art

### 7415Y – Actors Studio I

0.5 Art Credit

#### Prerequisite

This is a beginning course in the methods of acting with emphasis on development of voice and body as basic acting instruments. Instruction centers on relaxation exercises, sensory awareness, expressiveness, on-stage behavior, and creative interaction with fellow performers. Much in-class activity is improvisational. This course is the first course in the three-level series for Theatre majors.

### 7188Y – Art History

1.0 Art Credit

#### Prerequisite: Global I

Students are introduced to artwork chronologically from pre-history through the late 20th Century. Art from all major periods are examined, with emphasis on major contributing ideas, movements throughout history and an in-depth look at painting, sculpture and architecture. This course will give students a complete view of how history shapes art and at times, how art shapes history. Students will learn through online study and discussion, virtual gallery tours and individual assignments. This is a full-year elective that is open to all students in grades 11 and 12. The prerequisites for this course include a passing grade in Global History, an interest in art and a commitment to success.

### 7189Y – AP Art History

1.0 Art Credit

#### Prerequisite: Studio in Art I

This course provides college-level instruction in art history beginning with pre-history and concluding with 21st century art and architecture. The course challenges students to examine major forms of artistic expression from the past and present within a variety of cultures, examine works of art critically with intelligence and sensitivity, and articulate how it represents the culture it was created within. Students enrolled in AP Art History are required to take the Advanced Placement examination administered by the College Entrance Examination Board in May.



### 7189V – AP Art History (VIRTUAL)

1.0 Art Credit

#### Prerequisite: Studio in Art I

This course provides college-level instruction in art history beginning with pre-history and concluding with 21st century art and architecture. The course challenges students to examine major forms of artistic expression from the past and present within a variety of cultures, examine works of art critically with intelligence and sensitivity, and articulate how it represents the culture it was created within. Students enrolled in AP Art History are required to take the Advanced Placement examination administered by the College Entrance Examination Board in May.

### 7007S, 7007Y – Art 7

#### Prerequisite:

The goal of Art 7 is to provide students the opportunities to examine Visual Art and its many facets. Students will learn through a variety of media the Visual Art concepts of space, structure, movement, color, and light. Students will produce a variety of projects, demonstrate problem-solving and reasoning skills, be able to argue a point of view on particular works of art, and develop critical judgment, self-esteem, and basic Visual Arts skills and techniques.

### 7008S, 7008Y – Art 8

#### Prerequisite:

The goal of Art 8 is to provide students the opportunities to examine Visual Art and its many facets. Students will expand their knowledge of and experience with a variety of art media. Students will have a deeper understanding of the elements of Art and the principles of design. Students will produce a variety of projects, demonstrate

### 7187S – Art History

0.5 Art Credit

#### Prerequisite: Studio in Art I

Students will learn about the historical and cultural foundations of Visual Art. Study begins with pre-history art and concludes with the movements of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will be required to do research and critical writing about the various periods of Visual Art history

## **7198Y – Art Portfolio**

1.0 Art Credit

### **Prerequisite: minimum of 4 courses in Visual Art**

Designed to assist the serious visual art student in developing, organizing, and presenting a professional portfolio. A student's past work will be assessed and an individualized plan will be generated for the student. The resulting portfolio(s) will be used for admission to a post-secondary institution, scholarship applications, and the professional job market. Students will enhance both their artistic abilities and their communication abilities.

## **7256Y – Drawing and Painting I**

1.0 Art Credit

### **Prerequisite: Studio in Art I**

Students will create artwork in 2D format. A wide variety of art materials, styles, techniques and projects will be explored. Students will create a portfolio of works.

## **7257Y – Drawing and Painting II**

1.0 Art Credit

### **Prerequisite Drawing and Painting I**

Students will continue to refine their skills. Contour, gesture, still life, landscape, portrait, figure, and perspective drawing and paintings are some of the techniques to be mastered. Media will include pencil, pastel, charcoal, pen and ink, tempera, acrylic, and watercolor.

## **7258Y – Drawing and Painting III**

1.0 Art Credit

### **Prerequisite: Drawing and Painting I & II**

Students will further develop their personal voice as artists. Students will create a portfolio of individual works. This is the culminating course in the Drawing and Painting sequence.

## **7101S – Fibers**

1.0 Art Credit

### **Prerequisite: Studio in Art I**

In this course students will explore the medium of fibers from a historical, practical and hands-on perspective. Students will learn color theory by dyeing yarn, complete a crochet/knitted community project, explore portraiture with quilting/sewing fabric, experience needle felting and/or weaving, and complete a wearable fashion design as a culminating project.

## **0455S – Film Production**

0.5 Art Credit

### **Prerequisite: Studio in Art I**

This course introduces the student to the fundamentals of film production and builds on previously learned production skills. Students learn how to use a 16mm film camera, the light meter and gain practical experience.

## **7211Y – Media I**

1.0 Art Credit

### **Prerequisite: Studio in Art I**

This course is designed to introduce the basics of Video Production, along with the programs Final Cut Express, Live Type, Sound Track, Adobe Flash, Adobe Photoshop. Most students should have had foundations and digital imaging in their freshman year. This course will be divided into six units of study one for each graphic program. Students will be learning each programs through learning activities, media literacy through lecture, and create a final project incorporating these two concepts at the end of the unit. Throughout this course we will be working on career and financial management as it applies to media communications. This course is designed to prepare the students for Media II.

## **7212Y – Media II**

1.0 Art Credit

### **Prerequisite: Media I**

In this intermediate level media course, students will advance their skills in all aspects of media communications. This advancement is in media literacy and in the areas of pre-production, production and postproduction. Students will gain expertise in broadcast media, advanced editing techniques and audio production as well as developing skills in public speaking, and journalism. Students will be introduced to industry standard procedures to produce professional quality projects as well as community projects.

### **7213Y – Media III**

1.0 Art Credit

#### **Prerequisite: Media I and Media II**

In this advanced level media course, students will refine their skills in all aspects of media communications. This continued skill development is in media literacy and in the areas of pre- production, production and postproduction. Students will expand their expertise in broadcast media, advanced editing techniques and audio production as well as developing skills in public speaking, and journalism. Students will be introduced to industry standard procedures to produce professional quality projects as well as community projects.

### **7135S – Principles of Design**

0.5 Art Credit

#### **Prerequisite: Studio in Art I**

This class is an overview of design principles including but not limited to color theory and composition and give students a foundational understanding of design rules and guidelines. Students will learn the language of design, and become familiar with technical and aesthetic issues.

### **7136S – Printmaking**

0.5 Art Credit

#### **Prerequisite: Studio in Art I**

Students will learn and apply the four main printmaking processes: intaglio, relief, mono-print, and stencil. Students will learn matting techniques and how professional designers and artists have their work reproduced.

### **7103S – Studio in Art**

0.5 Art Credit

#### **Prerequisite:**

Studio in Art is the comprehensive foundation course for further study in the Visual Arts. Students will explore art and learn foundation skills through a variety of media. Students will produce both 2-D and 3-D works of art and become familiar with the historical foundations of art and its impact on cultures. Students will continue to develop their ability to speak and write about art works using art content specific vocabulary.

### **7104S – Studio in Art II**

0.5 Art Credit

#### **Prerequisite: Studio in Art I**

This course is designed as a second half of Studio Art I. The course will further develop the student's abilities in the arts including drawing, painting, printmaking, fibers, ceramics, and sculpture.

### **7118S – Studio in Ceramics**

0.5 Art Credit

#### **Prerequisite: Studio in Art I**

Studio in Ceramics provides an introduction to and an exploration of the history and function of clay in art. Students will produce both functional and non-functional works of 3-D art and explore the aesthetics of traditional and modern sculpture. Students will learn and utilize both hand-building and mechanical techniques.

### **7155S, 7155Y – Studio in Draw & Paint**

0.5 Art Credit

#### **Prerequisite: Studio in Art I**

Students will gain experience in a variety of drawing and painting techniques. Pencil, pen and ink, watercolor, oils, pastels, acrylics and tempera skills will be learned, explored and developed.

### **7124S – Studio in Photography I**

0.5 Art Credit

#### **Prerequisite: Studio in Art I**

Photography I is an introductory course designed for students to explore the basics of black and white photography. Students will learn about the various parts of the camera as well as how to shoot, compose, develop, and print their own photos. Concepts from Studio in Art will be applied to photography as well as the historical foundations and place of the camera in society.

### **7129S – Studio in Photography II**

0.5 Art Credit

#### **Prerequisite: Studio in Photography I**

An extension of Photography I, this course is designed to take the student further into the exploration of photography.

### **7116S – Studio in Sculpture**

0.5 Art Credit

**Prerequisite: Studio in Art I**

Students will learn and explore a variety of processes such as clay molding, additive and direct plasterwork, woodcarving, and assemblage. A variety of media will be utilized during the student's exploration of traditional and modern sculpture: wire, wood, paper, plaster, plastics, papier-mâché, and found object.

### **7219S – Three D I**

0.5 Art Credit

**Prerequisite: Studio in Art I**

Designed for students who desire to further their creative abilities in the realm of 3-D Art. Students will learn and explore a variety of processes such as clay molding, additive and direct plasterwork, woodcarving, and assemblage. A variety of media will be utilized during the student's exploration of traditional and modern sculpture: wire, wood, paper, plaster, plastics, papier-mâché, and found object.

### **7222S, 7222Y – Three D II**

1.0 Art Credit

**Prerequisite: Three D I**

This course is an intermediate level course that will explore different approaches to sculpture. Projects will offer opportunities for student self-expression through the design process. Students will design and create both functional and non-functional works in a variety of media, further developing an understanding of materials, craftsmanship, technique, structure and meaning in their personal artworks. Students will maintain a sketchbook/journal that will broaden and inspire the student's understanding of the artistic process, aesthetics, design concepts, and ideas.

### **7223S, 7223Y – Three D III**

1.0 Art Credit

**Prerequisite: Three D I & II**

This course is an advanced level course that will expand the student's ability in sculpture techniques. Projects will offer additional opportunities for the development of the student's artistic voice through the medium. The development of a portfolio will be expected as the culminating group of work in this course.

**CTE - Career and Technical  
Education**  
**Business**

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**5012Y – Accounting**

1.0 CTE ELECTIVE Credit

**Prerequisite:**

course designed to meet the needs of today's accounting students by bringing the real world of accounting into the classroom. It is a means of assessing the financial health of a company. There would be no way to adequately judge the success of a business without standardized accounting procedures. The accounting equation (assets = liabilities + owners equity) will be used as the foundation for understanding the basics of accounting and business finance.

**5003Y – Adv. Business Computer Application**

1.0 CTE Elective DUAL Credit

**Prerequisite: Intro to IT , Computer Essentials, Business Computer Applications**

This is a capstone class in MS Office that prepares students for college and a career. Students who take this course, will develop the software skills and interactive media skills necessary at the college/career level. This course includes the production of college and job readiness documentation necessary for graduating seniors; such as: College Essay, Resumes, Cover Letters, Personal Statements, Business Documents, and much more. Please note this course is a **Dual Credit Course with MCC (4 Credit)**

**5016Y – Business Law**

1.0 CTE ELECTIVE Credit

**Prerequisite:**

Business Law is designed to familiarize students with the American Legal System and how it pertains to the business world. In addition, it will show students how law pertains to commercial and consumer law, as well as contract law. Students will learn about courts and legal procedures, torts and the civil justice system as well as crimes and the criminal justice system. Students will explore how businesses operate in a world where laws of different governments and judicial systems may conflict. Students also need to understand how and why local, city, state and/or federal law must

sometimes work in conjunction with international law.

**5139Y, 5139S – Career & Financial Management**

1.0 CTE ELECTIVE Credit

**Prerequisite:**

This course provides students the opportunity to determine their personal interests and then research what careers they could potentially pursue based on these interests. Students also learn about financial management both on a personal and business level as well.

**Public  
Safety**

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**9132PS – CPPS Public Safety**

2.0 CTE Required Credit

**Prerequisite:**

This course is an introduction to basic law enforcement, public safety, and fire science with an emphasis in urban emergency situations. In the first year, students explore these professions through a variety of guest lecturers and site visitations. Students select an area of concentration for the second year of the program.

**9133CJ – CPPS Criminal Justice**

2.0 CTE Required Credit

**Prerequisite:**

This course will cover topics such as methods of criminal investigation, national crime rate statistics, criminal law terms, examining policing in multicultural communities, learning the standards required for police recruitment and retention, responsibilities of specialized units in law enforcement, becoming knowledgeable about police discretion and behavior, learning about advancements in technologies in solving crimes (DNA), crime scene investigations, search and seizure procedures, vehicle searches, physical fitness training, role playing in different scenarios, guest speakers from law enforcement agencies on their responsibilities and legal jurisdictions and equipment used by police officers. Students may also be eligible to sit and take the 8-hour Unarmed Security Guard class towards NYS Security Guard certification. Students also receive training on how to successfully prepare for a civil service exam.

### **9134EM – CPPS Emergency Medical Responders**

2.0 CTE Required Credit

#### **Prerequisite:**

This course is designed for pre-hospital workers who respond to medical and trauma emergencies, and transport the sick and injured to medical treatment Centers. Topics covered include those identified by the New York State Department of Health as minimum knowledge and skill objectives to operate in the pre-hospital environment providing emergency medical care and transporting patients. Successful completion of this course leads to eligibility to take New York State EMT-B Certification Exams.

### **9135FF – CPPS Firefighting and Protection**

2.0 CTE Required Credit

#### **Prerequisite:**

A basic survey course of the entire medium of fire protection, fire prevention and fire extinguishment. The application of scientific principles to the studies of fire protection technology and development of career positions in the discipline for the individual are important goals in this course. Students also receive training on how to successfully prepare for a civil service exam.

### **9136EC – CPPS Emergency Communications**

2.0 CTE Required Credit

#### **Prerequisite:**

This program provides students the opportunity to develop knowledge and skills in emergency communication and dispatch. Students participate in APCO training and learn how to respond to emergency communications through 911 simulation. Students also receive training on how to successfully prepare for a civil service exam.

### **5063Y – Computer Hardware & Support Systems**

1.0 CTE ELECTIVE Credit

#### **Prerequisite: Introduction to Information Technology**

This course is set up to provide hands-on instruction in building, troubleshooting, and networking desktop PC's. The class is broken into two parts:  
Construction familiarizes the student with setting

up hardware, installing software, managing system resources, understanding how the parts of a computer system work together, peripherals, connecting to a network, connecting to the Internet and basic PC troubleshooting.

Networking continues on by introducing the student to network topologies, network setups such as peer-to-peer and client/server networking, network components, cables and connectors, troubleshooting common TCP/IP Ethernet networks, OSI model and also touches on WiFi and telecommunications networking.

### **5073Y, 5073S– Computer Applications**

1.0 CTE ELECTIVE Credit

#### **Prerequisite:**

This course is designed to sample several computer applications including word processing, desktop publishing spreadsheets, Internet use/safety and web design. Career exploration and business systems will be key components of the curriculum.

### **5045S – Entrepreneurship**

0.5 CTE ELECTIVE Credit

#### **Prerequisite:**

Entrepreneurship is a specialized business course designed to provide students the skills needed to effectively organize, develop, create, and manage their own business. Emphasis is placed on the functions of marketing: distribution, financing, marketing information management, pricing, product/service management, promotion, and selling. Additional topics to be addressed are assessment of personal skills, the components of the free enterprise system and its place in our global economy, human relations and interpersonal skills, the importance of business ethics, and the role quality and service play in business.



## 9141Y – Internship

1.0 CTE Required Credit

### Prerequisite:

Students will learn real life jobs skills, employer expectations, and gain valuable experience participating in off-campus work experience. Different internships involve different levels of teacher support with the goal of the students eventually achieving as much independence as possible. Students will receive evaluations to assess the student growth in the internship setting.

## 5188Y – Principles of Finance

1.0 CTE ELECTIVE Credit

### Prerequisite:

This is the first course students take in the Academy of Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.

## Computer Science

### 2579Y – AP Computer Science A

1.0 ELECTIVE Credit

#### Prerequisite:

The AP® Computer Science A course is equivalent to the first semester of a college level computer science course. The course involves developing the skills to write programs or part of programs to correctly solve specific problems. AP® Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

## 5063Y – Computer Hardware & Support Systems

1.0 CTE ELECTIVE Credit

### Prerequisite: Introduction to Information Technology

This course is set up to provide hands-on instruction in building, troubleshooting, and networking desktop PC's. The class is broken into two parts: Construction familiarizes the student with setting up hardware, installing software, managing system resources, understanding how the parts of a computer system work together, peripherals, connecting to a network, connecting to the Internet and basic PC troubleshooting.

Networking continues on by introducing the student to network topologies, network setups such as peer-to-peer and client/server networking, network components, cables and connectors, troubleshooting common TCP/IP Ethernet networks, OSI model and also touches on WiFi and telecommunications networking.



### 2508V – AP Computer Science A (Virtual)

1.0 ELECTIVE Credit

#### Prerequisite: SEE EDUCATIONAL PROGRAM

#### REQUIREMENTS/INFORMATION FOUND ON PAGE 6.

The AP® Computer Science A course is equivalent to the first semester of a college level computer science course. The course involves developing the skills to write programs or part of programs to correctly solve specific problems. AP® Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

## 5217Q, 5217S, 5217Y – Computer Appl. 7

### Prerequisite:

This course is designed to introduce students to the Microsoft Word and Microsoft Excel software programs. Students will learn word processing software features as well as standard formatting procedures for items such as reports, letters, envelopes, and newsletters. Students will also learn to utilize spreadsheets to enter, format, and graph data. Additionally, students will review and develop their skills using the alphabetic, numeric, and symbolic components of the keyboard.

## 5218Q, 5218S, 5218Y – Computer Appl. 8

### Prerequisite:

This course is designed to introduce students to the Microsoft PowerPoint and Microsoft Access software programs. Using presentation software, students will learn to create slide show presentations featuring transitions, animations, sounds, motion clips, and hyperlinks. Database features will also be covered and students will learn to open and navigate a database, create a new database, create tables, enter data, sort and filter data, and create and save forms and reports. Additionally, students will review and develop their skills using the alphabetic, numeric, and symbolic components of the keyboard.

## 2675Y – Computer Graphics

1.0 CTE ELECTIVE Credit

### Prerequisite:

Computer Graphics is an introduction to design and computer-generated and computer-manipulated images. The student will have hands-on training using computer hardware and software to draw, scan, alter, and reproduce images using the design principles and elements. Activities include logo design, digital photography, computer animation, and digital drawing. Students will encounter both individual and group work. This course will give you the real life experience that businesses are looking for.

## 2575Y – Computer Programming I

1.0 CTE ELECTIVE Credit

### Prerequisite:

An introduction to computer programming using the

computer language Java. Students will learn the process involved in developing and executing computer programs so as to obtain a solution to a specific problem. This process will include problem analysis, algorithm development, code development, and documentation. In addition, students will be able to read, as well as write, good program code.

## 2625Y – Computer Programming II

1.0 CTE ELECTIVE Credit

### Prerequisite:

This is a continuation of the introduction to computer programming using the computer language Java. Students will continue to develop the process involved in developing and executing computer programs so as to obtain a solution to a specific problem.



## XXXXV – Computer Programming I (Virtual)

1.0 Math/ Science Credit

### Prerequisite:

An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include, but are not limited to:

- control structures
- data types
- error handling
- design cycle
- Math methods
- simple data structures
- basic concepts of software development

Currently, Java is the programming language used in the course.

## 2574Y – Database Design & Modeling

1.0 CTE ELECTIVE Credit

### Prerequisite:

*Database Design* covers all aspects of the database life cycle, from collecting user requirements to delivering a database application. Students get hands-on practice in a true-to-life database project as they move from a statement of requirements to a conceptual model, then to an entity-relationship model. They translate this into a relational database. Finally, they create, test, and document the associated database application. Students also examine career opportunities as database professionals.

## **2691Y – Virtual Media**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course is designed for the individual who is interested in graphics and media creation. Students will use the Adobe Creative Suite (CS3) to work through various forms of animation, original creation, digital manipulation, and production. Students will also be required to write their own scripting sequence as well as know and understand vocabulary specific to the programs.

## **2693Y – Virtual Media II**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

The students will explore the Adobe Creative Suite software in greater depth thus expanding their knowledge and skills. In additional software introduced will be Flash, After Effects and Dreamweaver.

## **2531Y – Web Design/Maintenance**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course is designed to learn the essential concepts of HTML. All students will begin with a basic Webpage and advance to developing a Web site by page designs, tables, and frames. This class will also cover how to create survey forms and embed multimedia. Students will be introduced to the Dreamweaver software application. Creation of an email address will be necessary.

## **Family/Consumer Science**

### **6008S – Child Development and Psychology I/II**

0.5 CTE ELECTIVE Credit

This course will provide students with a broad foundation of the knowledge, skills, and attitudes necessary to promote quality growth and development of children in family, school, community, and workplace settings. Students will also explore the personal characteristics necessary for successful careers in the child development and psychology field. This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Child Development and Psychology course.

## **6013S – Clothing Textile Core**

0.5 CTE ELECTIVE Credit

### **Prerequisite:**

From the earliest history, clothing has been a basic human need. Decisions regarding clothing styles, and the textiles used to create those styles, are basic expressions of each person's unique self. Advances in technology are dramatically expanding apparel and textile choices. Learning how to dress for the workplace is an important skill for students to develop. The fashion industry is an important factor in New York State's economy and students have many textiles and design career pathways to consider. The Clothing and Textiles Core explores clothing history, culture, design principles, equipment, construction, and career pathways as well as current issues of concern to the industry and society in general.

## **6022S – Food Nutrition Core**

0.5 CTE ELECTIVE Credit

### **Prerequisite:**

The study of foods and nutrition has seen dramatic change as research evolves linking the preparation and consumption of foods to overall health and wellness. Advances in technology impact the production, processing, packaging and service of foods. Students are exposed to multiple messages designed to influence their perceptions of the importance of food choices in their lives. Because they will provide for the nutritional needs of themselves and others, students need to make informed decisions about food and nutrition now and in their future roles as family, community and career leaders and citizens.

## **6023S – Food Prep Nutrition**

0.5 CTE ELECTIVE Credit

### **Prerequisite: 6022 – Food Nutrition Core**

The Food Preparation and Nutrition course is divided into six content topics; History of Food Preparation, Food Preparation for Nutritional Needs, Current Food Issues, Facility Design and Management, Skills and Techniques of Food Preparation and Careers in Food Preparation and Nutrition. Upon completion of the course, the student will have a better understanding of the world of food and how the study of food trends can lead to a career in the field of food preparation and/or nutrition.

## **6019S – Parenting**

0.5 CTE ELECTIVE Credit

### **Prerequisite:**

This course will provide students with a broad foundation of the knowledge, skills, and attitudes necessary to promote quality growth and development of children and families in school, community, and workplace settings. Students will develop understanding of the diversity of families and how diversity impacts parenting choices and outcomes. Students will have the opportunity to examine the wide variety of career paths in community and family services, and to identify the knowledge and skills necessary for success within the field. This course invites all students to apply the process skills of communication, leadership, management, and thinking.

## **Health Science**

### **6066Y – Anatomy and Physiology**

1.0 CTE Health Science ELECTIVE Credit

### **Prerequisite:**

This course is a survey of the fundamentals of anatomy and physiology. Topics focus on the interrelationship of human body systems that include laboratory experiences, demonstrations, and dissections. Problem solving and case study analysis are an integral part of this course. The appropriate use of technology is an integral part of this course. Students will be provided an introduction to the structure and function of the nervous, endocrine, integumentary, muscular, and skeletal systems. Laboratory exercises include histological examinations, anatomical dissections, and physiological experiments. Higher level thinking will be acquired through presentation and investigation through the use of case studies.

### **6064Y – Bioethics and Medical Law**

1.0 CTE Health Science ELECTIVE Credit

### **Prerequisite:**

The course will introduce students to the concept of medical ethics. An overview of what ethics means, the principle ethical theories, and their application to specific bioethical issues. The course will familiarize students with ethics and ethical principles, the role of ethics in professional life, what is bioethics and an appreciation of ethical issues and arguments surrounding contemporary bioethical

issues such as death, rationing health care and managed care. Students will be introduced to and develop basic skills for providing integrated patient care through assessment, communication, and continuous care. Examples of typical ethical issues to be examined include euthanasia, abortion, vaccination, genetic testing and stem cell research.

### **6060Y – Biotechnology and Bioinformatics**

1.0 CTE Health Science ELECTIVE Credit

### **Prerequisite:**

This course is a laboratory intensive course that develops basic and advanced skills needed for work in the field of biotechnology and bioinformatics. Topics of study include plant and animal cell culture and nucleic acid technology, and gene sequence analysis. Application of concepts to laboratory procedures will be emphasized. Students will become proficient in the use and care of biomedical laboratory equipment, experimental protocol writing, preparation of solutions, preparation of materials and equipment needed for experimental procedures, data analysis, use of library and research tools, and preparation of formal laboratory reports.

### **6065Y – Genetics and Inheritance**

1.0 CTE Health Science ELECTIVE Credit

### **Prerequisite:**

Students will be provided a foundation for understanding how the future world of genetics will impact humans in terms of health, personality, and behavior. It will also teach genetics as a current event and genetics history including Mendelian genetics. The course will be conducted through activities, labs, lecture, discussions/debates, abstract and article readings, research, and videos. Topics in the molecular genetics part of the curriculum include DNA and RNA structure and function, recombinant DNA to make medicines, gene therapy, genetically modified foods, therapeutic and reproductive cloning, gel electrophoresis, gene mapping, genetic diseases and disorders, ethical genetic issues and epigenetics.

## 6011Y – Global Health

1.0 CTE Health Science ELECTIVE Credit

### Prerequisite:

The course emphasizes the understandings of human health and disease; what is death and why do humans die; environmental determinants of health; social determinants of health; healthcare delivery systems; research and the development of new drugs, devices, and medical treatments; human rights and medical ethics.

## 3563Y – Intro to Medical Fields I

1.0 Health Science CTE ELECTIVE Credit

### Prerequisite:

The focus of this class is for students to begin exploring careers in medicine. Learning experiences will include opportunities for self-reflection, communication skills building, medical procedure skill building and inquiry-based instruction. **This will be a reading intensive course!** One of the course goals is to build a rich medical vocabulary. **Students will earn two-year certifications in Basic First Aid and CPR/AED.** Students will complete learning tasks that promote the National Health Care Skills Standards and NYS ELA learning standards.

## 3564Y – Intro to Medical Fields II

1.0 Health Science CTE ELECTIVE Credit

### Prerequisite:

The purpose of this class is for students to begin exploring specific careers in different medical fields. Learning experiences will include opportunities for self-reflection, communication skills building, medical procedure skill building and inquiry-based instruction. **This will be a reading intensive course!** One of the course goals is to build a rich medical vocabulary. Students will explore aspects of specific medical careers including educational requirements, job outlook, job responsibilities and salaries. **Throughout the course students will focus on the question: Is this career right for me?** Students will complete learning tasks that promote the National Health Care Skills Standards and NYS ELA learning standards.

## 6071Y – Medical Diagnostics and Lab Techniques

1.0 CTE Health Science ELECTIVE Credit

### Prerequisite:

This course covers the introduction to basic concepts and practical applications of modern laboratory diagnostic techniques. Topics include the principles of testing methodology, quality assurance, and the application of molecular methods to the clinical and research laboratory. Test methods to be covered include: non-invasive electrocardiogram procedures(EKG), Holter monitors, treadmill stress test(TMST) . It will help students comprehend a clinical understanding of the anatomy, physiology, pathology, diagnosis and treatment of the major adult and fetal diseases and deformities. Students will gain an introductory understanding of four diagnostic medical imaging modalities: radiography, magnetic resonance imaging, nuclear medicine, and ultrasound.

## 6014Y – Principles of Biomedical Sciences

1.0 CTE Health Science ELECTIVE Credit

### Prerequisite:

This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

## ***Hospitality & Tourism***

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### **5190S, 5190Y – Delivering Great Customer Service**

0.5 CTE ELECTIVE Credit

**Prerequisite:**

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem-solving perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

### **5021Y – Culinary Skills Development I**

1.0 CTE ELECTIVE Credit

**Prerequisite: Principles of Hospitality and Tourism Delivering Great Customer Service**

An introduction to, and application of, fundamental cooking theories and techniques: Topics to be covered include: Tasting, kitchen equipment, knife skills, classical vegetable cuts, stock production, thickening agents, soup preparation, grand sauces, timing, station organization, palate development, and culinary French terms.

### **6021Y – Culinary Skills Development II**

2.0 CTE ELECTIVE Credit

**Prerequisite: Culinary Skills Development I**

An introduction to the fundamental concepts and techniques of basic protein, starch, and vegetable cookery. Higher development of fundamental cooking theories and techniques from Skill Development I will be continued. Emphasis is placed on the study of ingredients and an introduction to small sauces will be given. Expanded concepts of time lines and multitasking, station organization, culinary French terms and food costing will continue.

## ***Mathematics***

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### **5133Y – Math in CTE**

1.0 CTE Mathematics Elective Credit

**Prerequisite: Three mathematics credits and passed at least one mathematics regents exam. CTE and Math Director Approval**

Math in CTE is an interdisciplinary math course aligned to the NYS Common Core Mathematics Standards using applications in Career and Technical Education. This course is designed to help students understand connections between math and CTE concepts. In this course the math that naturally occurs in the CTE curriculum is enhanced.

## ***Occupational Education***

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### **9171Y – TLI Seminar I**

0.5 CTE ELECTIVE Credit

**Prerequisite:**

Students who have enrolled in the program have indicated a career interest in education and leadership. In the 9<sup>th</sup> grade seminar, students focus on the nature of teaching and learning. They study the different learning styles and learn to identify their own strengths and weaknesses in the classroom. They study organizational skills, peer mediation, cultural and interpersonal awareness, and team building. Students visit and observe different elementary school programs in the Rochester City School District. In their observations, TLI students investigate the school's philosophy, special programs, socio-economic background and the ethnicity of the student population. TLI students reflect on what they have seen through participation in activities in the TLI seminar. Each visit is one hour in length; there are four site visits in the 9<sup>th</sup> grade year.

## **9172Y – TLII Seminar II**

1.0 CTE ELECTIVE Credit

### **Prerequisite: TL I Seminar I**

In the 10<sup>th</sup> grade seminar, students study the issues in education and the organization of schools. Students perform an in depth ethnographic study of their own community, identify the greatest needs of children in our neighborhoods, and create the Ideal School to address the needs of our children. The skills of leading in the classroom are further reinforced by the study of lesson plan writing, community building activities and public speaking. Students visit two different elementary schools during the year and observe a specific teacher through a shadowing experience. Students must take notes during their experiences, but they also assist with simple classroom chores and work with children in small groups. By studying the layout of the classroom and the expected duties and roles of the teacher, students gain an awareness of the responsibilities and the daily routine of the classroom teacher. Each visit is one hour in length; there are eight visits in the 10<sup>th</sup> grade year.

## **5065Y – Computers in Education**

0.5 CTE ELECTIVE Credit

### **Prerequisite:**

The course is designed to help TLI students become computer literate and to understand how technology can be used to support teaching and learning. Students become familiar with using Microsoft Word, Excel, Publisher, PowerPoint, Windows Moviemaker, and Smartboard software. The course is offered on alternating days with the TLI Seminar I and acts as an integral part of TLI Seminar I. All projects for TLI Seminar I have a technology component.

## **9173Y – TLIII Seminar III**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

The 11<sup>th</sup> grade seminar has students concentrate on the sociology of education. It's the most theoretical of the seminars, with an emphasis on looking at issues of equity in the current educational system. Students study how race, class, gender, and disability effect education. Through a detailed mock trial and a series of debates, students must show a command of the

county's demographics and politics behind education. Another major component of TLI Seminar III is preparation for college. Students become familiar with the application process, prepare for the SAT exam, and visit local colleges. Students return to elementary school classrooms to observe and shadow a different teacher. They focus on the different elements of teaching by identifying the needs of a diverse mix of students and the variety of teaching styles used to address them. Students develop their own educational techniques as they teach one-on-one and work with small groups. Each visit is one hour in length; there are sixteen visits in the 11<sup>th</sup> grade year.

## ***Technical***

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## **9076Y – Advertising Design I**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course is designed to introduce students to design basics, Adobe software, and hardware such as Macintosh computers, digital cameras (still /video) and digital scanner. This course is divided into three units of study: Adobe Photoshop for digital manipulation, Adobe Illustrator for vector based digital illustration and Adobe InDesign for page layout and typography. Students will work using the design procedures while acquiring skills through learning activities with a culminating final project for each unit. This class will build skills needed in ADII and build a foundation for acquiring the CTE diploma for Advertising Design.

## **9079Y – Advertising Design II**

2.0 CTE ELECTIVE Credit

### **Prerequisite: Advertising Design I**

This course is designed for students who have completed Advertising Design I. Students will advance their knowledge of software and design skills they have learned as well as be introduced to three new programs. Students will be introduced to web design, animation and media production. A concentration of both Design theory and prepress and production through project based problem solving, finding design and production solutions for traditional graphic needs. This class will build skills needed in Senior AD as well as acquiring knowledge and credits required for the CTE diploma for Advertising Design.

### **9086Y – Advertising Design III**

2.0 CTE ELECTIVE Credit

#### **Prerequisite: Advertising Design II**

The final course in the Architecture pathway builds on the skills developed throughout the previous year's education. Students enrolled in this course will further enhance their architectural knowledge through participation in job shadowing, internships, and other field related experiences that will offer students the opportunity to see and work with professionals in the field. Students will exit this course with a job application ready portfolio and a knowledgeable idea as to what the next phase of their life will be; post-secondary education, internships, or some other employment opportunity related to the Architectural profession.

### **9003Y – Aerospace Engineering**

1.0 CTE ELECTIVE Credit

#### **Prerequisite: Intro to Engineering Design, Principles of Engineering**

AE explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. This course is designed for 10th, 11th or 12th grade students.

### **9381Y – Architecture I**

1.0 CTE ELECTIVE Credit

#### **Prerequisite:**

This 2 credit course is designed to equip students to meet the demands of the ever-expanding, interdisciplinary field of architectural design through the introduction of new computer technologies and software, the development of leadership skills, and the explanation of new professional standards, regulations and policies. Students will build skills necessary to understand what is being communicated through drawings and documents and, in turn, convey ideas, duties and tasks to others in a form representing the industry.

### **9382Y – Architecture II**

2.0 CTE ELECTIVE Credit

#### **Prerequisite: Architecture I**

Course Description: This course will build on the fundamental knowledge taught from the previous year and expand the knowledge to include materials and components associated in the architectural profession. In addition, legal concepts and required codes associated in the architectural design will be taught to the students and incorporated into more advanced designs throughout the year.

### **9383Y – Architecture III**

2.0 CTE ELECTIVE Credit

#### **Prerequisite: Architecture II**

Course Description: The final course in the Architecture pathway builds on the skills developed throughout the previous year's education. Students enrolled in this course will further enhance their architectural knowledge through participation in job shadowing, internships, and other field related experiences that will offer students the opportunity to see and work with professionals in the field. Students will exit this course with a job application ready portfolio and a knowledgeable idea as to what the next phase of their life will be; post-secondary education, internships, or some other employment opportunity related to the Architectural profession.

### **5077Y – Computer Networking**

1.0 CTE ELECTIVE Credit

#### **Prerequisite: Principles of Information Technology**

Computer Networking provides a hands-on introduction to networking peer to peer and client/server networks. The course guides students through all phases of implementing and troubleshooting common TCP/IP Ethernet networks using network hardware connected with CAT 5/6 cables. It covers network components, cables, and connectors. The course walks students through the OSI model, protocols, and topologies. It guides students through implementing and troubleshooting a LAN, as well as discussing access issues for WANs. The course also includes a brief history of networks. Finally, students get a chance to discover what types of network related careers exist today.



## **5075Y – Computer Systems**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

Computer Systems provides a hands-on introduction to computer systems, including aspects of servicing, upgrading, and maintaining hardware and software. It's one of the core courses offered by the Academy of Information Technology. Computer Systems walks students through setting up hardware, installing software, connecting to a network, and connecting to the Internet. It guides students through servicing, upgrading, and maintaining process components, memory and storage components, input components and output components.

## **6602Y – CTE Foundations**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course is designed for the freshman student to sample all CTE pathways within the school. The student rotates through each pathway to get an idea of the skills needed to be successful. In their final rotation the student applies for the area of their choice, creating a resume and participating in an interview. The student is also introduced to relevant work force information such as job trends, salary ranges, and educational requirements for employment in the chosen field.

## **6519Y – Design/Drawing Production**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

Design and Drawing for Production is a foundational engineering, Technical drawing class. DDP encourages visual problem-solving using a common graphic language to describe forms (objects) in the human-made environment. Students will be given design problems and students will present solutions through design and drawing problem solving exercises, which will result in the manufacturing of products. Later in the class, students will also learn to use the Autodesk Inventor Professional 2011 software to solve real- world problems.

## **5076Y – Digital Video Production**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

Digital Video Production provides a hands-on introduction to digital video. The course guides students through all phases of digital video production, including pre-production and planning, executing and managing a video shoot, and editing and post production techniques. Students explore methods of sharing and broadcasting digital videos, including multiple platform versions, CD's and DVD's, and web delivery.

## **6506Y – Gateway to Technology**

1.0 CTE ELECTIVE Credit

### **Prerequisite: successful completion of 8<sup>th</sup> grade math and science**

The Project Lead the Way(PLTW) Gateway to Technology(GTT) program features a project based curriculum designed to challenge and engage the natural curiosity and imagination of students. They envision, design and test their ideas with the same advanced modeling software used by computer companies such as Lockheed Martin, Intel, and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning.

## **9077Y – Interior Design I**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This 2 credit course is designed for students to learn how to connect people to the spaces where they live, work, learn and play. They will focus on the elements and principles of design, architectural history, residential and commercial design, hand drawn floor plans, design/concept boards, and an introduction to computer generated drawings. A good interior designer has to manage budgets, people and client relationships, while designing spaces that are attractive, functional, and meet building and safety codes. Professionals in this field require 21<sup>st</sup> century skills such as organizational skills and business savvy.

## **9078Y – Interior Design II**

2.0 CTE ELECTIVE Credit

### **Prerequisite: Interior Design I**

This course is designed for students who have completed the Interior Design 1 course and have a basic understanding of design and concepts of Interior Design. Students will advance their knowledge of programs and design theory through project based problem solving, studying materials and finishes and finding design solutions for clients. Students will continue to build their knowledge of industry standards and terminology used in the Interior Design field. Students will continue to build a portfolio.

## **9087Y – Interior Design III**

2.0 CTE ELECTIVE Credit

### **Prerequisite: Interior Design II**

This is the capstone class for Interior Design career path. Students will combine their Interior Design knowledge, along with the design and production theory obtained in Interior design I and II in order to:

- Develop their portfolios as their senior project.
- Design real world community based projects.
- Participate in a field study internship or shadowing experience.

## **3565Y – Ophthalmic Dispensing**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course covers the role and responsibilities of a dispensing optician, preparing them for further studies or employment in the optical fields and is designed to follow Ophthalmic Fabrication. Students will revisit the principles of vision care, the tools required for vision correction, and will manufacture corrective glasses from a doctor's prescription for students in EHS and the RCSD. Doctors will be invited into the classroom to demonstrate techniques and provide experience to students.

## **3316Y – Ophthalmic Fabrication**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course covers the role and responsibilities of a fabricating optician, preparing them for further studies or employment in the optical fields. Students will be introduced to the reasons and

principles of vision care, the tools required for vision correction, and will, as a culminating assessment, manufacture corrective glasses from a doctor's prescription. This course will involve both lecture and work-time, finishing with a full work- time atmosphere, and will be completed over the course of a single school year. Students will complete a variety of projects to further their knowledge of the optician and the roles they play in the workforce. Local opticians and optometrists will be invited in to discuss their roles in the marketplace and to help motivate and encourage students. Students will be assessed through both formative assessments, where they show they have learned important conceptual information, and summative assessments, where they will demonstrate the skills they have acquired. Students who do not demonstrate successful acquisition and retention of optician skills will not pass the class and are not eligible for Erie Community College credits.

## **9000Y – Principles of Engineering**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

## **5074Y – Principles of Information Technology**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

Principles of Information Technology provides an overview of information technology(IT) today. It serves as the foundation for all the course courses offered by the Academy of Information Technology. The course provides students with an introduction to hardware, looking at both peripherals and inside the box. Then, with hands on activities, students explore the most common types of operating systems, software applications, and programming languages. Students learn about the different types of networks and network topology, and set up an email client/server connection.

## **6621Y – Print Media**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course is designed to introduce the basics of design along with the graphic programs Adobe Photoshop, Illustrator, InDesign. Most students should have had foundations and digital imaging in their freshman year. This course will be divided into six units of study. Students will be learning each program through learning activities, learn design basic through lecture, and create a final project incorporating these two concepts at the end of the unit. Throughout this course, we will be working on career and financial management as it applies to Print Media.

## **6530Y – Robotics**

1.0 CTE Elective Credit

### **Prerequisite:**

Students will study the past, present, and future of robotics and robotics technology. Introduction to Robotics is a course that teaches the students about the fundamentals of design, electronics, pneumatics, programming, and CNC manufacturing. Students will use a wide variety of software packages including Autodesk Inventor and many more. Designing, building, programming and testing a robot is a combination of physics, mechanical engineering, electrical engineering, structural engineering, mathematics and computing. A study in robotics means that students are actively engaged with all of these disciplines in a deep problem-posing/problem-solving environment.

## **6571S, 6571Y – Technology 7**

### **Prerequisite:**

The aim of Technology 7 is to introduce scholars to synthesizing and applying their new technological literacy to the solution of problems through the design, development, operation, and maintenance of systems in each of the aspects of technology: biologically related technology, information/communication technology, and physical technology. In this course, scholars will develop a basic understanding of operating systems as well as editing presentations and publications. Scholars will be challenged to develop critical thinking and problem solving skills that can be

applied through use of the design cycle. Scholars will investigate problems, design possible solutions, plan its implementation, create the solution, evaluate the use of the design cycle, and examine their attitudes toward technology throughout the process.

## **6581S, 6581Y – Technology 8**

### **Prerequisite:**

The aim of Technology 8 is to introduce scholars to synthesizing and applying their new technological literacy to the solution of problems through the design, development, operation, and maintenance of systems in each of the aspects of technology: biologically related technology, information/communication technology, and physical technology. In this course, scholars will develop a basic understanding of computer programming using Alice as well as the fundamental concepts of architectural design using bridge building techniques. Scholars will be challenged to develop critical thinking and problem solving skills that can be applied through use of the design cycle. Scholars will investigate problems, design possible solutions, plan its implementation, create the solution, evaluate the use of the design cycle, and examine their attitudes toward technology throughout the process.

## **6591Y - Technology 9**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course allows students to design advanced objects three dimensionally on computers. These virtual objects are then fabricated into actual physical objects either through the assembly of the structures or through the use of a 3-D rapid prototype machine.



## **2618V – Digital Solutions (Virtual) (IAT, ECP, SWW, 58 only)**

0.5 CTE ELECTIVE Credit

### **Prerequisite: Recommendation by School Principal**

This course is designed to provide students the opportunity to utilize the Computer Science design cycle to identify and provide solutions to digital problems from a student and/or teacher standpoint. Students will collaborate to investigate problems; plan solutions; create the solutions and finally evaluate/debug the solutions. Students will document their findings, adding to a digital users guide created for peers, as a resource that indexes commonly encountered situations and their solutions. Students will be required to complete and maintain several running projects that address problems and or solutions.

## **Trades**

### **9051Y - Auto Technology I**

1.0 CTE ELECTIVE Credit

#### **Prerequisite:**

This is an entry level course that prepares students to diagnose, adjust, repair, or replace the mechanical and electrical parts of an automobile. Because of the increasing sophistication of automobile technology, students are trained to use a variety of computerized shop equipment as well as learn traditional repair techniques.

### **9010Y - Carpentry I**

1.0 CTE ELECTIVE Credit

#### **Prerequisite:**

This 1 credit course is designed to provide students with a hands-on approach to understanding and appreciating the fundamentals of carpentry, specifically as it applies to residential and commercial framing. This course will deliver an emphasis on work site safety and an introduction to the field of construction in terms of employment and further educational possibilities. Students completing this course will attain knowledge and skills development of rough framing tools and machinery through “hands on” applications such as building outdoor sheds and other structures.

### **9012Y - Carpentry II**

2.0 CTE ELECTIVE Credit

#### **Prerequisite:**

Carpentry II is a two-credit, full year course that provides students with a hands-on approach to understanding and appreciating the fundamentals of carpentry, specifically as it applies to residential and commercial framing. This course will deliver an emphasis on work site safety and an introduction to the field of construction in terms of employment and further educational possibilities. Students completing this course will possess attain knowledge and skills development of rough framing tools and machinery through “hands on” applications such as building outdoor shed and other structures.

### **9013Y – Carpentry III**

2.0 CTE ELECTIVE Credit

#### **Prerequisite:**

Carpentry III is a two-credit, full year course that provides students with a hands-on approach to understanding and becoming proficient in fundamental stages of carpentry, specifically as it applies to residential and commercial framing. Students in this course will be involved in community-oriented projects, with opportunities for co-ops such as the Get Ready For Life program.

### **8903Y – Construction Management I**

2.0 CTE ELECTIVE Credit

#### **Prerequisite:**

This 2 credit course is designed to provide students with a hands-on approach to understanding and becoming proficient in fundamental stages of construction management, specifically as it applies to residential and commercial building. As construction managers must be explicitly familiar with all stages of construction, students will engage in construction project-based learning including, but not limited to, carpentry, electrical, masonry, and plumbing. Students in this course will be exposed to business practices in the construction field, customer relations, PR and marketing aspects of the field of construction, and an overview of project management.

## **5071Y – Electrical I**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This 2 credit course that is designed to provide students with a hands-on approach to understanding and appreciating the fundamentals of the electrical industry, specifically as it applies to residential construction. From a general understanding of what electricity is and how it works, the student will develop a skills and knowledge to successfully conduct residential installations. They will also become familiar with the National Electrical Code requirements.

## **9092Y – Electrical II**

2.0 CTE ELECTIVE Credit

### **Prerequisite:**

This is the second course in a sequence courses that prepares individuals to apply technical knowledge and skills to assemble, install, operate, maintain, and repair electrically energized systems, such as residential, commercial, industrial electric-power systems wiring, controls, and electrical distribution panels. Instruction includes training in the use of advanced technology test equipment.

## **9093Y – Electrical III**

2.0 CTE ELECTIVE Credit

### **Prerequisite: Electrical II**

Students have the basic understanding of the electrical industry, so electrical concepts and theory are reviewed. The National Electrical Code (NEC) is reviewed in greater detail along with commercial wiring practices. Installation, print layout, troubleshooting, and maintaining electrical systems and equipment are also key areas to be taught. At the end of this year the student should be ready for direct employment or post-secondary education.

## **8911Y – Food Service/Cafe**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

Our Work Experience Program teaches students appropriate work habits and skills for employment in the food service trade, focusing on food safety and sanitation, equipment safety, cooking skills, food production, inventory management, and ordering. Emphasis on accurate measurement and knowledge of food ingredients, an understanding

of culinary vocabulary, Recognition of mental, social, emotional aspects of good health and the impact of one's diet on it and application of the knowledge of food choices to plan a balanced diet. This course covers instruction in the foundations of culinary arts, including food theory, demonstrations and hands-on cooking. Students will engage in various food preparation techniques and will sample and sell their culinary creations. This particular program is designed to prepare High School students for the world of work in the restaurant/hospitality industry.

## **9201Y – Intro to Criminal Justice**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course will cover topics such as methods of criminal investigation, national crime rate statistics, criminal law terms, examining policing in multicultural communities, learning the standards required for police recruitment and retention, responsibilities of specialized units in law enforcement, becoming knowledgeable about police discretion and behavior, learning about advancements in technologies in solving crimes (DNA), crime scene investigations, search and seizure procedures, vehicle searches, physical fitness training, role playing in different scenarios, guest speakers from law enforcement agencies on their responsibilities and legal jurisdictions and equipment used by police officers.

## **9101Y – Manufacturing Technology I**

1.0 CTE ELECTIVE Credit

### **Prerequisite:**

This is an entry level course that provides students with hands on practical machining skills as well as theory to support these skills. Students will gain knowledge through entertaining lectures, hands on demos, exciting projects, and the latest CAD (Computer Aided Design) software. Through the creation of self-made blue prints, practical hands on learning and machining theory, students will be prepared to apply skills learned to various machining scenarios.

## **9022Y - Masonry II**

2.0 CTE ELECTIVE Credit

### **Prerequisite:**

This course is designed for students who have completed Masonry I and have obtained the essential skills and information to advance their knowledge and abilities from an entry level mason. Projects are used to guide the student through actual masonry construction in a stepped process. An extension of units of study will continue along with a progression of challenging projects.

and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development.

## **9023Y – Masonry III**

2.0 CTE ELECTIVE Credit

### **Prerequisite: Masonry II**

This is the culminating class offered for Masonry. This course teaches essentials of good workmanship, knowledge of bond patterns, concrete work, tile work, arches, steps and fireplace construction. Job safety, blue print reading, principles of building construction, and estimating are covered. Specialized materials and techniques as well as project planning and supervision are stressed. Projects are used to guide the student through actual masonry construction procedures. Students will receive all necessary masonry related instruction to be successful in

- Co-op opportunities
- NYS apprenticeship programs
- Union / Non-Union work force
- Contributing citizens in society
- Skills USA Competition

## **Work Based Learning**

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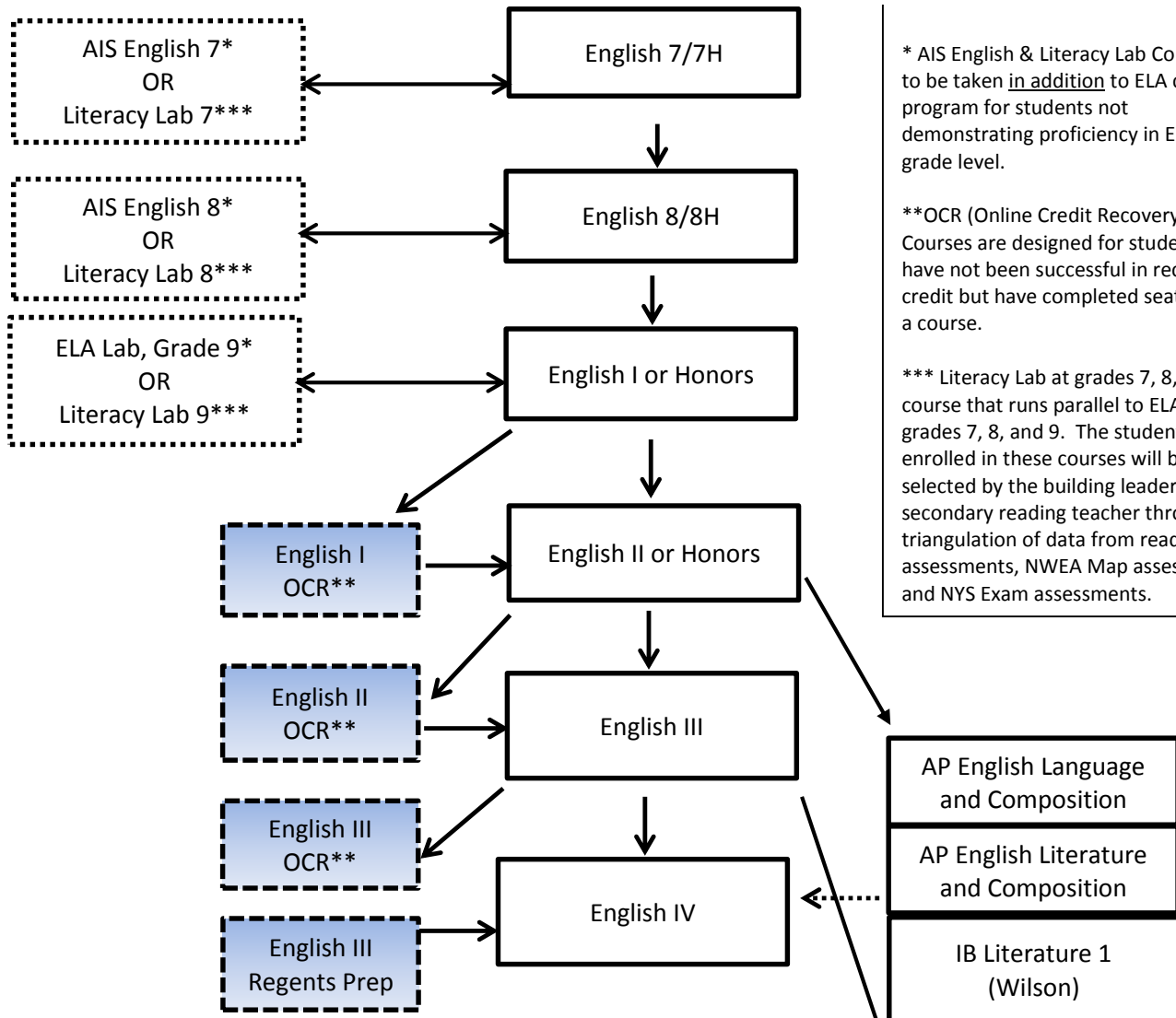
## **9151Y – Diversified Co-op**

2.0 CTE ELECTIVE Credit

### **Prerequisite:**

Diversified Co-op is a work-based learning program for students age 16 and above, consisting of 150 to 600 hours of paid, school-supervised work experience, supported by related in-school instruction. Students may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence. This program must be registered with the New York State Education Department,

## Placement Guidelines for English Language Arts



\* AIS English & Literacy Lab Courses are to be taken in addition to ELA core program for students not demonstrating proficiency in ELA at the grade level.

\*\*OCR (Online Credit Recovery) Courses are designed for students who have not been successful in receiving credit but have completed seat time in a course.

\*\*\* Literacy Lab at grades 7, 8, 9 is a course that runs parallel to ELA Lab at grades 7, 8, and 9. The students enrolled in these courses will be selected by the building leaders and secondary reading teacher through a triangulation of data from reading assessments, NWEA Map assessments, and NYS Exam assessments.

\*\*\* English **electives** should be made available to students who are on track for graduation (typically for students in 12<sup>th</sup> grade who have already passed the English III Regents Exam). These electives will count as one English credit towards graduation.

- African American Literature
- College Composition
- College Reading
- Journalism I
- Latin American Literature
- Public Speaking
- Women’s Literature
- Research Methods I, II, and III (Wilson)
- Research Skills (SWW)
- Urban Poetry

## ***English***

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### **0075Y - English 7**

**Prerequisite:**

In this course students develop literacy skills to support development in areas of reading, writing, speaking, and listening. Students will develop reading strategies that they will be required to apply during independent and classroom reading. The course content expects students to read and analyze texts that represent diverse world cultures in the grades 6-8 text complexity band. Students will also develop writing skills in the three modes of writing suggested in the Common Core Learning Standards- informative, argumentative, and narrative. Students will be exposed to a variety of texts, including excerpts, novels, fiction and informational texts, in an effort to balance text complexity and text type. Students will also be expected to demonstrate their knowledge of basic research skills when writing a short research paper.

### **0077Y - English 7 H**

**Prerequisite:**

In this course students develop literacy skills to support development in areas of reading, writing, speaking, and listening. Students will develop reading strategies that they will be required to apply during independent and classroom reading. The course content expects students to read and analyze texts that represent diverse world cultures in the grades 6-8 text complexity band. Students will also develop writing skills in the three modes of writing suggested in the Common Core Learning Standards- informative, argumentative, and narrative. While still adhering to NYS ELA Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course. Students will be exposed to a variety of texts, including excerpts, novels, fiction and informational texts, in an effort to balance text complexity and text type. Students will also be expected to demonstrate their knowledge of basic research skills when writing a short research paper.

### **01009 AIS English 7**

**Prerequisite: score level 1 or 2 on NYS ELA 6 Assessment**

The AIS English 7 course will meet every other day opposite of students' Math Lab. This course is a complementary course that provides students with personalized and/or small group instruction designed to support success in completing language arts course work aligned with the New York State modules. The goal of the course is to prepare students to successfully complete English 7 by offering students additional time to build foundational literacy skills by providing frequent opportunities to (1) learn and apply essential skills in reading and writing in order to read and write effectively and proficiently; (2) read widely to build a better understanding of various types of texts, genres, and national and international cultures; (3) build fluency in academic writing styles.

### **0501 Literacy Lab 7 (specific to buildings with a secondary reading teacher)**

The students enrolled in these courses will be selected by the building leaders and secondary reading teacher through a triangulation of data from reading assessments, NWEA Map assessments, and NYS State Exam assessments. This course is designed to provide students with targeted literacy instruction in a small group setting. The class is designed to accommodate up to six students. The facilitator is a secondary reading teacher. The curriculum for this course is based on student need, but will include one of the following components: Phonics Boost and Blitz Reading Intervention Programs and/or Reading and Writing according to the Project CRISS framework.

### **0085Y - English 8**

**Prerequisite: English 7**

In this course students develop literacy skills to support development in areas of reading, writing, speaking, and listening. Students will develop reading strategies that they will be required to apply during independent and classroom reading. The course content expects students to read and analyze texts that represent diverse world cultures in the grades 6-8 text complexity band. Students will also develop writing skills in the three modes of writing suggested in the Common Core Learning Standards- informative,



argumentative, and narrative. Students will be exposed to a variety of texts, including excerpts, novels, fiction and informational texts, in an effort to balance text complexity and text type. Students will also be expected to demonstrate their knowledge of basic research skills when writing a research paper.

### **0087Y - English 8 H**

#### **Prerequisite: English 7/7H**

In this course students develop literacy skills to support development in areas of reading, writing, speaking, and listening. Students will develop reading strategies that they will be required to apply during independent and classroom reading. The course content expects students to read and analyze texts that represent diverse world cultures in the grades 6-8 text complexity band. Students will also develop writing skills in the three modes of writing suggested in the Common Core Learning Standards- informative, argumentative, and narrative. While still adhering to NYS ELA Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course. Students will be exposed to a variety of texts, including excerpts, novels, fiction and informational texts, in an effort to balance text complexity and text type. Students will also be expected to demonstrate their knowledge of basic research skills when writing a research paper.

### **9898Y AIS English 8**

#### **Prerequisite: score level 1 or 2 on NYS ELA 7 Assessment**

The AIS English 8 course will meet every other day opposite of students' Math Lab. This course is a complementary course that provides students with personalized and/or small group instruction designed to support success in completing language arts course work aligned with the New York State modules. The goal of the course is to prepare students to successfully complete English 8 by offering students additional time to build foundational literacy skills by providing frequent opportunities to (1) learn and apply essential skills in reading and writing in order to read and write effectively and proficiently; (2) read widely to build a

better understanding of various types of texts, genres, and national and international cultures; (3) build fluency in academic writing styles.

### **0502 Literacy Lab 8** (specific to buildings with a secondary reading teacher)

The students enrolled in these courses will be selected by the building leaders and secondary reading teacher through a triangulation of data from reading assessments, NWEA Map assessments, and NYS State Exam assessments. This course is designed to provide students with targeted literacy instruction in a small group setting. The class is designed to accommodate up to six students. The facilitator is a secondary reading teacher. The curriculum for this course is based on student need, but will include one of the following components: Phonics Boost and Blitz Reading Intervention Programs and/or Reading and Writing according to the Project CRISS framework.



### **0105OCR, 0105Y - English I\***

1.0 English Credit

#### **Prerequisite: English 8**

In this course, students will develop analytical reading, academic writing, critical thinking, and presentation skills. Course content includes poetry, short story, drama, literary nonfiction, informative texts, and novels. Analytical reading instruction will extend understanding of language and literary elements. Writing instruction will extend their growth in the approaches of writing as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. Students will be challenged by varying degrees of text complexity.

## 1020Y – ELA Lab, Grade 9

0.5 ELECTIVE Credit

**Prerequisite:** score level 1 or 2 on NYS ELA 7

### Assessment

The ELA Lab will meet every other day opposite of students' Math Lab. English Language Arts Lab is a complementary course that provides students with personalized and/or small group instruction designed to support success in completing language arts course work aligned with the New York State modules. The goal of the course is to prepare students to successfully complete English I by offering students additional time to build foundational literacy skills by providing frequent opportunities to (1) learn and apply essential skills in reading and writing in order to read and write effectively and proficiently; (2) read widely to build a better understanding of various types of texts, genres, and national and international cultures; (3) build fluency in academic writing styles.

## 0503Y 9<sup>th</sup> Grade Literacy Lab (specific to buildings with a secondary reading teacher)

0.5 ELECTIVE Credit

**Prerequisite:** score level 1 or 2 on NYS ELA 8 Assessment

The students enrolled in these courses will be selected by the building leaders and secondary reading teacher through a triangulation of data from reading assessments, NWEA Map assessments, and NYS State Exam assessments. This course is designed to provide students with targeted literacy instruction in a small group setting. The class is designed to accommodate up to six students. The facilitator is a secondary reading teacher. The curriculum for this course is based on student need, but will include one of the following components: Phonics Boost and Blitz Reading Intervention Programs and/or Reading and Writing according to the Project CRISS framework.

## 0107Y - English I Honors\*

1.0 English Credit

**Prerequisite:** English 8 or 8H and score a level 3 or 4 on NYS ELA 8 Assessment

In this course students make accelerated growth in reading, vocabulary, and writing through an intensive program that provides a learning structure through the use of rituals and routines. The

extended workshop models reading comprehension strategies of complex texts and facilitates independent and self-directed learning. The program follows a workshop model of systematic routines that include: independent reading, whole group instruction, academic classroom conversations, independent work-time and various scaffolds that support learning. While still adhering to CC Learning Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course.

## 0961Y – English I – ELL

1.0 English Credit

**Prerequisite:**

The objective of this course is to deliver English I, Common Core instruction in ways that make level I ELA content accessible to English learners by tailoring instruction to bolster continuous academic language and skills development. To the greatest extent possible, and in line with Common Core State Standards, this course will mirror the content of level I CC ELA class. This is a yearlong course that further explores the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students are exposed to the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres. Students will also read and discuss related informational texts and write in evidence-based ways in order to explore content and develop and refine literacy and academic skills. Again, instruction will be scaffolded according to the English proficiency levels of the English learners in the classroom in order to meet their linguistic and content needs. Successful completion of this course is contingent upon passing the local ENG I exam.



## 0205OCR, 0205Y - English II\*

1.0 English Credit

**Prerequisite:** English I

In this course, students will further develop analytical reading, academic writing, critical thinking, and presentation skills. Students will extend their knowledge of the writing process and use it to develop increasingly sophisticated essays and written

responses. Students will further extend and apply their knowledge of literary elements and language to course content which includes short story, poetry, novels, drama, and literary non-fiction. Writing instruction will extend their growth in the approaches of writing as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. Students will be challenged by varying degrees of text complexity.

### **0207Y - English II Honors\***

1.0 English Credit

#### **Prerequisite: English I Honors**

In this course, students will further develop analytical reading, academic writing, critical thinking, and presentation skills. Students will extend their knowledge of the writing process and use it to develop increasingly sophisticated essays and written responses. Students will further extend and apply their knowledge of literary elements and language to course content which includes short story, poetry, novels, drama, informational texts, and literary non-fiction. Writing instruction will extend their growth in the approaches of writing as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. While still adhering to NYS ELA Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course.

### **0962Y – English II - ELL**

1.0 English Credit

#### **Prerequisite: English I - ELL**

The objective of this course is to deliver English II, Common Core instruction in ways that make level II ELA content accessible to English learners by tailoring instruction to bolster continuous academic language and skills development. To the greatest extent possible, and in line with Common Core State Standards, this course will mirror the content of

level II CC ELA class. This is a yearlong course that further explores the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will develop analytical reading, academic writing, critical thinking, and presentation skills. Course content includes poetry, short story, drama, literary nonfiction, informative texts, excerpts and novels. Analytical reading instruction will extend understanding of language and literary elements. Writing instruction will extend their growth in the approaches of writing as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. Students will be challenged by varying degrees of text complexity. Again, instruction will be scaffolded according to the English proficiency levels of the English learners in the classroom in order to meet their linguistic and content needs. Successful completion of this course is contingent upon passing the local ENG II exam.



### **0305OCR, 0305Y - English III\***

1.0 English Credit

#### **Prerequisite: English II**

In this course students explore American Literature and become familiar with traditions and techniques from different historical periods through reading and analyzing poetry, essays, novels, speeches, and other writings from America's diverse foremost writers. Writing emphasizes student's analysis and is developed in modes as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. The course culminates with the 2005 NYS Regents Comprehensive English Examination and the June 2014 Common Core Regents Examination.

## 0963Y – English III - ELL

1.0 English Credit

### **Prerequisite: English II – ELL**

To the greatest extent possible, and in line with Common Core State Standards, this course will thematically mirror the content of English III Regents to include texts representing different historical periods in American Literature. Through reading and analyzing poetry, essays, novels, speeches, and other non-fiction writings from America's diverse foremost writers, students will continue to develop skills in critical thinking, effective discussion and listening methods as well as effective reading and writing strategies. The ongoing development of academic vocabulary will also be a focus. Writing emphasizes student's analysis and is developed in modes as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Instruction will be scaffolded according to the English proficiency levels of the English learners in the classroom. The course will typically culminate with the NYS Regents Comprehensive English Examination.



## 0405OCR, 0405Y - English IV\*

1.0 English Credit

### **Prerequisite: English III or AP English**

In this course, the target of college and career readiness is developed with a standards-based approach and a focus on reading, writing, speaking and listening. The course introduces the use of multiple literary theories as filters through which to interpret texts. Throughout the year, students learn about and apply Reader Response Criticism, Cultural Criticism, Archetypal Criticism, Marxist Criticism, and



Historical Criticism. Analyzing texts through these lenses is intended to develop student awareness of writer's perspectives and the skills required to evaluate text for potential biases. Students are exposed to texts that represent diverse world view and have literary and artistic merit. Writing emphasizes student's analysis and as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards.

## 0964Y – English IV - ELL

1.0 English Credit

### **Prerequisite: English III - ELL**

The objective of this course is to deliver English IV, Common Core instruction in ways that make level IV ELA content accessible to English learners by tailoring instruction to bolster continuous academic language and skills development. To the greatest extent possible, and in line with Common Core State Standards, this course will mirror the content of level IV CC ELA class. As they continue to develop English language listening, speaking, reading, writing skills and academic vocabulary, students will be asked to practice these skills through looking at texts with from different perspectives and for different purposes. Analyzing texts through different critical lenses is intended to develop student awareness of writer's perspectives and the skills required to evaluate text for potential biases. Students are exposed to texts that represent diverse world view and have literary and artistic merit. Writing emphasizes student's analysis and as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Students will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. Again, instruction will be scaffolded according to the English proficiency levels of the English learners in the classroom.

## 0509Y – AP English Language and Composition\*

1.0 English Credit

### **Prerequisite: 85% or higher in English II or English II H**

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing.

### **0509V – AP English Language and Composition (Virtual)**

1.0 English Credit

**Prerequisite:** : 85% or higher in English II or English II Honors

An AP course in English Language and Composition students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The college composition course for which the AP English Language and Composition course substitutes is one of the most varied in the curriculum.

### **0519Y – AP English Literature and Composition\***

1.0 English Credit

**Prerequisite:** 85% or higher in English II or English II Honors

For a year, students will participate in a course that will expose them to college-level readings, writings, and expectations. Students will engage in reading, analyzing, writing, rewriting, and discussing creations by renowned authors. With intensive concentration on composition skills and on authors' narrative techniques, this literary experience equips students with strategies for success in college, in a career, and the AP exam.

### **0519V – AP English Literature and Composition (Virtual)**



1.0 English Credit

**Prerequisite:** SEE EDUCATIONAL PROGRAM REQUIREMENTS/INFORMATION.

For a year, students will participate in an online course that will expose them to college-level readings, writings, and expectations. Students will engage in reading, analyzing, writing, rewriting, and discussing creations by renowned authors. With intensive concentration on composition skills and on authors' narrative techniques, this literary experience equips students with strategies for success in college, in a career, and the AP exam.

### **7432Y – Advance Music Theatre Literature**

1.0 English ELECTIVE Credit

**Prerequisite:** English III or AP English

Within a historical perspective, students will develop a greater understanding and appreciation of the world of musical theatre through the works and careers of its most significant composers, lyricists and librettists. Discussion will include the key theatre personnel - directors, actors, set-designers, choreographers and costumers associated with these works and careers.

### **0434Y – African American Literature**

1.0 English ELECTIVE Credit

**Prerequisite:** English III or AP English

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors.

### **0415Y – College Composition**

1.0 English ELECTIVE Credit

**Prerequisite:** English III or AP English

College Composition is a writing centered course intended to prepare students to make the transition from high school to college. Students will learn the standards for academic writing they will encounter throughout their educational and professional careers. In particular, students will gain experience in writing academic arguments and expository prose that demonstrates understanding, analysis, and application of ideas from a variety of progressively sophisticated texts. The CCLS standards for writing in the 11-12 grade band will be heavily emphasized.

### **0211Y – College Reading**

1.0 English ELECTIVE Credit

**Prerequisite:** English III or AP English

This course is intended to equip students with the necessary reading proficiencies required for the rigors of AP Language and AP Literature. Moreover, students will become more literate readers in all subject areas and be confident/prepared for the future demands of college coursework.

## 9880Y - College Strategies (SOTA)

1.0 ELECTIVE Credit

### Prerequisite:

In the college strategies seminar, students learn and utilize study and organizational skills, work on critical thinking and asking probing questions, receive academic help from peers and teachers, and participate in enrichment and motivational activities that make college attainable. A great deal of class time is devoted to mastering the many concepts and processes related to attending college, included but not limited to: the college selection process, the application process, the financial aid process, college terminology, college majors, career paths, and college entrance exams. Students participate in a variety of reading and writing activities, discussions, debates, research projects, presentations, and group activities designed to develop critical thinking skills and collaboration skills necessary to be successful in high school and college.

## 0416Y – Journalism I

1.0 English ELECTIVE Credit

### Prerequisite: English III or AP English

Journalism I is an introduction to Journalism where students develop their writing skills by writing news, sports, features, entertainment, and viewpoint articles. They develop the ability to determine what format, style, and voice is appropriate for each type of writing.



## Literature to Film

1.0 English ELECTIVE Credit

### Prerequisite: Passed English III and all accompanying exams

This course examines complex written and visual texts, while applying several critical theories and lenses to both literature and film versions of narratives.

## 0430Y – Latin American Literature

1.0 English ELECTIVE Credit

### Prerequisite: English III or AP English

This course is an introduction to the study of contemporary Latin American literature and its interactions with mass media, popular culture, and politics in the region. These interactions offer various perspectives on what Latin America means

today.

## 0425Y – Public Speaking

1.0 English ELECTIVE Credit

### Prerequisite: English III or AP English

This semester course is an ELECTIVE designed for junior and senior students interested in the development of their public speaking skills. This course will be highly participatory in nature. Students will learn and develop skills in writing effective speeches and delivering them for various audiences. Students will gain practice in the different types of speeches (formal, informal, persuasion, informative, etc.) Students will learn the components, styles, and techniques involved in public speaking. There will be student and teacher evaluations in the pursuit that students will learn and gain confidence in the area of public speaking.

## 0135Y - Research Methods I (Wilson Commencement)

1.0 English ELECTIVE Credit

This course introduces the student to the logic inherent in these annotative systems in academic essay development: Modern Language Association and American Psychological Association. Students will learn how to paraphrase, quote, cite, and contextualize research. Students will understand how to navigate proprietary academic databases for essay augmentation. Through peer and teacher conferences, students will be able to analyze the utility of varying bibliographic sources as it relates to thesis development.

## 0145Y - Research Methods II (Wilson Commencement)

1.0 English ELECTIVE Credit

This course continues and advances the study from Research Methods I. The student develops understanding in how scholarship, both primary and secondary, functions to establish evidence-based claims. They are introduced to different methods of enquiry for multiple disciplines of study: this includes an appreciation of epistemological approaches in the humanities (Theory, Literary History, Interpretation, and Criticism) and the natural sciences (Experimental, Correlation, Surveys, Naturalistic Observation (empiricism) and Case Study Method).

**0155Y - Research Methods III (Wilson Commencement)**

1.0 English ELECTIVE Credit

Working with an assigned supervisor, students in the course are expected to create a 4,000 word research essay. Through the process of an annotative bibliography, sentence outline, and final draft, the student must produce an essay that reflects a college equivalent of a research project. This assumes that the student submits these components: a title page, table of contents, research question, abstract, conclusion, authenticity check, and final interview (viva voce) with her project supervisor.

**068SWW – Research Skills (SWW):**

1.0 ELECTIVE Credit

This course represents a credit that is awarded to students for completing senior projects, and in particular, for the completion of the research paper that accompanies the senior project.

**7455Y – Urban Poetry**

1.0 English ELECTIVE Credit

**Prerequisite: English I**

This course will engage students in analyzing poetry, studying the history and evolution of slam poetry, writing poetry, and performing poetry. The final product would be a poetry slam. The course will include the following Unit topics: Unit 1: Shakespeare (this unit will explore sonnets, monologues and performance into slam poetry); Unit 2: The History of Spoken Word (this unit will explore folklore, storytelling, Blues, Jazz and how they evolved into spoken word as we know it today); Unit 3: Harlem Renaissance Poets (this unit will explore such topics as how poetry is used as a tool to fight oppression and how it is an art form of rebellion; this unit will also offer connections to poets who write about current social issues); Unit 4: Slam Poetry (this unit will explore the finest slam poets past and present, from Saul Williams and Patricia Smith to the huge teen competition, Brave New Voices).

**0437Y – Women’s Literature**

1.0 English ELECTIVE Credit

**Prerequisite: English III or AP English**

This course introduces students to female authors of fiction, poetry, and critical theory from around the world. The course is aimed at providing students with a historical approach to understanding literature by female authors.

## Placement of English Language Learners Grades 9-12

**Identify the current level of the student** (Entering, Emerging, Transitioning, Expanding or Commanding)

**Best Practice: Input course requests for the current level of proficiency and then adjust as needed.**

**Stand Alone:** taught solely by an ESOL teacher; only ELL students

**Integrated:** gen ed content area class taught by a dual-certified teacher or co-taught by content and ESOL teachers; blend of ELL and native Englishspeaking students; could also be a "sheltered instruction" class of Entering/Beginner ELLs taught by a dully-certified teacher or co-taught by content and ESOL teachers

<b>Entering (formerly Beginner)</b>		
<b>1 Stand Alone</b>	<b>1 Integrated</b>	<b>1 Either*</b>
ESOL 9/10 Entering 3 <sup>rd</sup> Class (0942Y) or ESOL 11/12 Entering 3 <sup>rd</sup> Class (0950Y)	English I (0105Y) and English I – ESOL (0947Y)** or English II (0205Y) and English II –ESOL (0948Y)** or English III (0305Y) and English III – ESOL (0936Y)** or English IV (0405Y) and English IV – ESOL (09??Y)**	ESOL 9/10 Entering/Emerging (0941Y) or ESOL 11/12 Entering/Emerging (0949Y) or Global I (1115Y) and Global I – ESOL (0945Y)** or Global II (1215Y) and Global II – ESOL (0937Y) ** or US His (1315Y) and US His – ESOL (No # yet)**

*\*For Entering students this unit of ESOL will be a building-based decision. Options are to have a stand-alone or a co-taught Social Studies course.*

*\*\* These courses are not credit bearing, they are to track ESOL units.*

<b>Emerging (formerly Intermediate)</b>	
<b>.5 Stand Alone / .5 Stand Alone or Integrated</b>	<b>1 Integrated</b>
ESOL 9/10 Entering/Emerging (0941Y) or ESOL 11/12 Entering/Emerging (0949Y)	English I (0105Y) and English I – ESOL (0947Y)** or English II (0205Y) and English II –ESOL (0948Y)** or English III (0305Y) and English III – ESOL (0936Y)** or English IV (0405Y) and English IV – ESOL (09??Y)**

*\*\* These courses are not credit bearing, they are to track ESOL units.*

<b>Transitioning (formerly Advanced)</b>	<b>Expanding (formerly Advanced)</b>	<b>Commanding*** (formerly Proficient)</b>
<b>.5 Intergrated/.5 Stand Alone or Integrated</b>	<b>1 Integrated</b>	<b>.5 Intergrated/.5 Stand Alone or Integrated</b>
English I (0105Y) and English I – ESOL (0947Y)** or English II (0205Y) and English II –ESOL (0948Y)** or English III (0305Y) and English III – ESOL (0936Y)** or English IV (0405Y) and English IV – ESOL (09??Y)**	English I (0105Y) and English I – ESOL (0947Y)** or English II (0205Y) and English II –ESOL (0948Y)** or English III (0305Y) and English III – ESOL (0936Y)** or English IV (0405Y) and English IV – ESOL (09??Y)**	English I (0105Y) and English I – ESOL (0947Y)** or English II (0205Y) and English II –ESOL (0948Y)** or English III (0305Y) and English III – ESOL (0936Y)** or English IV (0405Y) and English IV – ESOL (09??Y)**

*\*\* These courses are not credit bearing, they are to track ESOL units.*

*\*\*\*Commanding /Proficient students are required to have two years of this level of service.*



## Placement of English Language Learners Grades 7-8

<b>Entering</b> <i>(formerly Beginner)</i>	
1 Stand Alone	1 Integrated
ESOL 7/8 – Entering/Emerging (09040Y)	English 7 (0075Y) and English 7 – ESOL (0938Y) or English 8 (0085Y) and English 8 – ESOL (0944Y)

<b>Emerging</b> <i>(formerly Intermediate)</i>	
.5 Stand Alone/.5 Stand Alone or Intergrated	1 Integrated
ESOL 7/8 – Entering/Emerging (09040Y)	English 7 (0075Y) and English 7 – ESOL (0938Y) or English 8 (0085Y) and English 8 – ESOL (0944Y)

<b>Transitioning</b> <i>(formerly Advanced)</i>	<b>Expanding</b> <i>(formerly Advanced)</i>	<b>Commanding***</b> <i>(formerly Proficient)</i>
.5 Intergrated/.5 Stand Alone or Integrated	1 Integrated	.5 Intergrated/.5 Stand Alone or Integrated
English 7 (0075Y) and English 7 – ESOL (0938Y) or English 8 (0085Y) and English 8 – ESOL (0944Y)	English 7 (0075Y) and English 7 – ESOL (0938Y) or English 8 (0085Y) and English 8 – ESOL (0944Y)	English 7 (0075Y) and English 7 – ESOL (0938Y) or English 8 (0085Y) and English 8 – ESOL (0944Y)

*\*\*\*Commanding /Proficient students are required to have two years of this level of service.*

ESOL Guidance Charts subject to change due to new regulations.

## LOTE Sequence beginning in 7th grade:

### 7<sup>th</sup> Grade:

Spanish or French 1B (prerequisite for Spanish and French 1C)

### 8<sup>th</sup> Grade:\*

Spanish and French 1C (Follow –up course to Spanish and French 1B)

**OR**

Spanish and French 1P - A 1 year accelerated course culminating in the Check point A Exam (Formerly called the NYS Proficiency Exam)

### 9th grade

Level II

### 10<sup>th</sup> Grade\*\*

Level III – culminates in Checkpoint B exam (Formerly called NYS LOTE Regents Exam)

### 11<sup>th</sup> Grade:

Level IV or IB yr 1

### 12<sup>th</sup> grade:

Level V or IB yr 2 or AP Language

**In order to receive 1 High School LOTE credit prior to 9th Grade students must:**

Pass Spanish 1B AND Spanish 1 C AND the Checkpoint A Exam (Formerly “Proficiency Exam”), for example

OR

\*Students must pass the accelerated 1 year LOTE course, Spanish 1P, AND the Checkpoint A Exam, for example

**High School:**

- In HS a LOTE credit may be earned by passing a class not the class and the exam
- Students with no LOTE classes prior to HS begin at Level I and progress through the levels sequentially.
- Please note that in most instances students must enter HS at level II in order to be on track to take upper level IB or AP courses
- **\*Student must earn one unit of LOTE credit in order to earn a Regents Diploma**
- **\*\*Checkpoint B Exam (Formerly “Regents Exam”) Administered in 10th or 11h Grade - requirement for a NYS Regents Diploma with Advanced Designation**

## **LOTE Sequence beginning in 9th grade:**

**9th grade:\***

**Level I : culminating in the Check point A exam (Formerly called the NYS Proficiency Exam**

**10th Grade:**

**Level II**

**11th Grade:\*\***

**Level III – culminates in Checkpoint B exam (Formerly NYS LOTE Regents Exam)**

**12th grade:**

**Level IV**

**\*Checkpoint A Exam (Formerly “Proficiency Exam”) Administered in 8th or 9th Grade: requirement for a NYS Regents Diploma**

**\*\*Checkpoint B Exam (Formerly “Regents Exam”) Administered in 10th or 11h Grade: requirement for a NYS Regents Diploma with Advanced Designation**

## **LOTE**

### **4004Y – American Sign Language IB**

**Prerequisite:**

Includes fingerspelling and basic sign vocabulary, allowing for immediate conversation at the simple sentence level. Vocabulary is built on signs from home, school, family, weather, occupations, feelings, and descriptors. Aspects of Deaf culture will be explored, including characteristics, famous role model, and its history.

### **4006Y – American Sign Language IC**

1.0 Foreign Language Credit

**Prerequisite: ASL 1B.**

**Students in 8<sup>th</sup> grade or below Must pass course AND Proficiency Examination in order to receive one (1) HS LOTE credit.**

This course builds on the previous skills from ASL, 1B and provides further development of ASL skills Including fingerspelling and sign vocabulary. Students will be able to conduct conversation at the simple sentence level. Vocabulary is built on signs from home, school, family, weather, occupations, feelings, and descriptors. Aspects of Deaf culture will be explored, including characteristics, famous role model, and its history.

### **4008Y – American Sign Language IP**

1.0 Foreign Language Credit

**Prerequisite: None**

**Middle schools student must pass course AND Proficiency Examination in order to receive one (1) HS LOTE credit.**

This course is a middle school honors course designed to complete two years of instruction in one year (ASL 1B and ASL 1C). At the end of the course, Students will be able to conduct conversation at the simple sentence level using fingerspelling and sign vocabulary. Vocabulary is built on signs from home, school, family, weather, occupations, feelings, and descriptors. Aspects of Deaf culture will be explored, including characteristics, famous role model, and its history.

### **4105Y – American Sign Language I\***

1.0 Foreign Language Credit

**Prerequisite:**

Includes fingerspelling and basic sign vocabulary, allowing for immediate conversation at the simple sentence level. Vocabulary is built on signs from home, school, food, family, weather, jobs, feelings and descriptors. Aspects of Deaf Culture will be explored, including characteristics, famous role models and its history.



### **4105V – American Sign Language I (Virtual)**

1.0 Foreign Language Credit

**Prerequisite: SEE EDUCATIONAL PROGRAM REQUIREMENTS/INFORMATION FOUND ON PAGE 6.**

Includes fingerspelling and basic sign vocabulary, allowing for immediate conversation at the simple sentence level. Vocabulary is built on signs from home, school, food, family, weather, jobs, feelings and descriptors. Aspects of Deaf Culture will be explored, including characteristics, famous role models and its history.

### **4205Y – American Sign Language II\***

1.0 Foreign Language Credit

**Prerequisite:**

Students will be able to comprehend messages and short conversations when they contain frequently used grammatical features and word order patterns. Understand main ideas and information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public. Express themselves clearly, using proper ASL grammar on familiar topics. Lastly, understand and continues to use the rules of Deaf Culture

### **4305Y – American Sign Language III\***

1.0 Foreign Language Credit

#### **Prerequisite:**

Students will be able to comprehend messages and extended conversations when they contain frequently used grammatical features and word order patterns. Understand main ideas and information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public. Express themselves clearly, using proper ASL grammar on familiar and unfamiliar topics. Lastly, understand and continues to use the rules of Deaf Culture

### **4405Y – American Sign Language IV**

1.0 Foreign Language Credit

#### **Prerequisite:**

Continuation of American Sign Language: Expanded study of sign language with emphasis on conversation skills and storytelling; continued expansion of knowledge of Deaf culture and Deaf community.

### **4014Y – French IB**

Students continue to build an active vocabulary and develop proficiency in listening, speaking and writing through discussion, written exercises, compositions and the reading of poems and short stories. Emphasis is placed on proper written and oral expression through daily practice of everyday vocabulary and basic grammar in meaningful situations. Students will continue to study several different aspects of the francophone culture.

### **4018Y – French IP**

1.0 Foreign Language Credit

#### **Prerequisite:**

Presentation of fundamental structures of French, and practice in vocabulary, culture, and derivation. French culture is illustrated and imbedded in curriculum.

### **4115Y – French I\***

1.0 Foreign Language Credit

The French 1 curriculum includes:

- Introduction to basic reading, listening, speaking and writing skills;

- Introduction to basic grammatical concepts in the French language;
- Emphasis on the communicative approach, stressing common daily vocabulary which satisfies checkpoint A of the communicative objective;
- Introduction to French culture, its peoples and customs.

Any student who did not pass the French Checkpoint A exam must take French 1. A school examination completes this course.

### **4215Y – French II\***

1.0 Foreign Language Credit

#### **Prerequisite: French I**

The French 2 curriculum includes:

- Further development of listening, writing, reading and speaking skills which will satisfy checkpoint B of the communicative objective of the New York State Syllabus;
- Greater emphasis on reading comprehension skills;
- Introduction and practice of fundamental grammatical concepts;
- Strong emphasis on vocabulary build-up through vocabulary, word explanations and word groupings;
- Continuing study of the French culture

### **4315Y – French III\***

1.0 Foreign Language

Credit **Prerequisite: Successful completion of French 2 and passing of the proficiency exam.**

The French 3 curriculum includes:

- Development of stronger, more refined reading and comprehension skills;
- Further development of speaking and communicative skills;
- Review of major grammatical concepts;
- Continuation of strong vocabulary build-up through topics;
- French and French-speaking culture;
- Development of refined writing skills through directed writing assignments;
- Preparation for the French Checkpoint B exam

#### **4415Y – French IV**

1.0 Foreign Language Credit

**Prerequisite: Students must have completed French 3 with at least an 80 average and have received the recommendation of the Level 3 teacher.**

This course will provide students with a thorough review of French grammar, language and culture at the Beginning Intermediate Level. The students will expand their linguistic and cultural knowledge through communicative activities, various selected readings, guided grammatical exercises, prerecorded listening activities, films and guided Internet activities. Student will intensify the study of the form of the French language as it relates to function. Students also have the opportunity to 3 units of SUNY college credit as an option in this course.

#### **4517Y – French V**

1.0 Foreign Language Credit

**Prerequisite: French IV**

This course is an advanced level course which will provide students with a thorough review of French grammar, language and culture. The course provides frequent opportunities for students to integrate the listening, speaking, reading and writing through the use of authentic materials representing a variety of types of discourse, topics and registers. The students will expand their linguistic and cultural knowledge through communicative activities, various selected readings, guided grammatical exercises, prerecorded listening activities, films, literature and non-fiction cultural texts and guided Internet activities. Student will intensify the study of the form of the French language as it relates to function. Teachers and students use French almost exclusively.

#### **4519Y – AP French Language**

1.0 Foreign Language Credit

**Prerequisite:**

AP French Language is an advanced curriculum which provides students with a learning experience equivalent to that of a third-year college course in French. The course provides frequent opportunities for students to integrate the listening, speaking, reading and writing

through the use of authentic materials representing a variety of types of discourse, topics and registers. Extensive training in the organization and writing of compositions is an integral component. Teachers and students use French almost exclusively.

#### **4145Y – Latin I**

1.0 Foreign Language Credit

**Prerequisite:**

This course introduces students to Latin and focuses on the development of skills in reading and writing, with an emphasis on reading comprehension, the development of both oral and written skills and vocabulary derivatives. Studies of the ancient Roman world, daily life, mythology and history are included.

#### **4245Y – Latin II**

1.0 Foreign Language Credit

**Prerequisite:**

The second course in Latin is a continuation of Latin I. Students continue to gain an appreciation of the Latin language through stories that reflect the art, history, and culture of the ancient Romans. Further emphasis on English grammar and derivative vocabulary study is included in the intensified course.

#### **4345Y – Latin III**

1.0 Foreign Language Credit

**Prerequisite: Latin II**

Continues Latin I and II in the development of increased functional proficiency in reading, translating and writing Latin, as well as listening and speaking Latin. This course provides the students with an opportunity to examine, compare and contrast language systems and understand the culture and values of the classical world.

### 4195Y – Mandarin Chinese I

1.0 Foreign Language Credit

This exciting introduction course is open to all who wish to communicate with speakers of the world's most commonly spoken language! You will practice the four skills of listening, speaking, reading and writing and explore the culture of one of the world's oldest continuous civilizations. The Mandarin Checkpoint A Exam completes this course.



### 4195V – Mandarin Chinese I (Virtual)

1.0 Foreign Language Credit

**Prerequisite: SEE EDUCATIONAL PROGRAM REQUIREMENTS/INFORMATION FOUND ON PAGE 6.**

This exciting introduction course is open to all who wish to communicate with speakers of the world's most commonly spoken language! You will practice the four skills of listening, speaking, reading and writing and explore the culture of one of the world's oldest continuous civilizations. A school exam completes this course.

### 4295Y – Mandarin Chinese II

1.0 Foreign Language Credit

**Prerequisite: Mandarin Chinese I**

You will learn more about Chinese food, clothing, art and history as magnified through language. More emphasis will be placed on written forms of Mandarin. A school exam completes this course.

### 4395Y – Mandarin Chinese III

1.0 Foreign Language Credit

**Prerequisite: Mandarin Chinese II**

This course continues the emphasis on communicative competence in Mandarin while at the same time expanding your repertoire of simplified characters. You will also learn more about the Chinese speaking world through contacts with members of the target community. Meeting proficiency on The Mandarin Checkpoint B Exam completes this course. In doing so, you will not only complete your required graduation sequence, but also earn credit toward an advanced Regents diploma.

### 4054Y – Spanish IB

Spanish 1B curriculum Includes introduction to basic listening, speaking skills and grammatical structures. Culture is imbedded in curriculum and students will be expected to learn basic greetings. Themes covered include: Me. Family, Home, Parts of the Body. **This course is NON CREDIT bearing and should be offered in 7<sup>th</sup> grade.**

### 4056Y – Spanish IC

1.0 Foreign Language Credit

**Prerequisite: Spanish 1B. Students Must pass course AND Proficiency Examination in order to receive one(1) LOTE credit.**

Further development of vocabulary, literacy skills, reading, writing speaking and listening. Themes covered include: School, Foods, Travel. **This course should be offered in 8<sup>th</sup> grade.**

### 4058Y – Spanish IP

1.0 Foreign Language Credit

**Prerequisite:**

Presentation of fundamental structures of Spanish, and practice in vocabulary, culture, and derivation. Spanish derivation in English is covered. Spanish culture is illustrated and imbedded in curriculum. **This course is intended for middle school accelerated/Honors students who wish to earn the LOTE HS credit in one year.**



### 4155OCR, 4155Y – Spanish I\*

1.0 Foreign Language Credit

**Prerequisite:**

The Spanish 1 curriculum includes:

- Introduction to basic reading, listening, speaking and writing skills;
- Introduction to basic grammatical concepts in the Spanish language;
- Emphasis on the communicative approach, stressing common daily vocabulary which will satisfy check point A of the communicative objective;
- Introduction to Spanish culture, its peoples and customs.

Any student who did not pass the Spanish Checkpoint A exam must take Spanish 1. A school examination completes this course.



### **4255Y – Spanish II\***

1.0 Foreign Language Credit

#### **Prerequisite: Spanish I**

The Spanish 2 curriculum includes:

- Further development of listening, writing, reading and speaking skills which will satisfy check point B of the communicative objective of the New York State Syllabus;
- Greater emphasis on reading comprehension skills;
- Introduction and practice of fundamental grammatical concepts;
- Strong emphasis on vocabulary build-up through vocabulary, word explanations and word groupings;
- Continuation of the study of Spanish culture.

### **44355Y – Spanish III**

1.0 Foreign Language Credit

#### **Prerequisite: Spanish II and passing the Checkpoint A exam**

The Spanish 3 curriculum includes:

- Development of stronger, refined reading and comprehension skills;
- Further development of speaking and communicative skills;
- Mastery of fundamental grammatical concepts;
- Continuation of strong vocabulary build-up;
- Complete overview of Spanish and Spanish-speaking culture;
- Development of refined writing skills through composition;
- Preparation for Checkpoint B exam.

### **4455Y – Spanish IV**

1.0 Foreign Language Credit

#### **Prerequisite: Student must have successfully completed Spanish III with at least an 80 average and received the recommendation of the Spanish III teacher**

This course will provide students with a thorough review of Spanish grammar, language, and culture at the Beginning Intermediate Level. The students will expand their linguistic and cultural knowledge through communicative activities, various selected readings, guided grammatical exercises, pre-recorded listening

activities, films and guided Internet activities. Students will intensify the study of the form of the Spanish language as it relates to function. Students also have the opportunity to earn 3 units of SUNY college credit as an option in this course.

### **4457Y – Spanish IV Honors**

1.0 Foreign Language Credit

#### **Prerequisite: Spanish III Honors**

These courses are designed to follow the level III (Honors) courses. Listening and speaking skills are stressed daily as part of the classroom activity in order to improve facility in these areas. Proficiency in the reading of literary work (novels, plays, poems, essays) and civilization materials is also emphasized. Writing is in the form of controlled composition and reports based on material covered in class. The acquisition and manipulation of each of the skills occurs at an accelerated pace.

### **4557Y – Spanish V**

1.0 Foreign Language Credit

#### **Prerequisite: Spanish IV.**

This advanced level course focuses on increasing communicative skills of listening comprehension, speaking, reading, and writing. The students will be exposed to advanced vocabulary, grammar through the study of literature, civilization, and culture in order to promote understanding and appreciation of Hispanic cultures. This course is recommended for improving comprehension and oral fluency especially for students transferring to a four-year college program. Teachers and students use Spanish almost exclusively.

### **4559Y – AP Spanish Languages**

1.0 Foreign Language Credit

**Prerequisite:** Spanish 3H or Spanish 4. **Completion of A.P.**

#### **Student Interest Form**

This course is for an advanced group in communications skills. The students will be exposed to advanced vocabulary, grammar through the study of literature, civilization and culture. The students may take the AP exam which carries college credit dependent on the score obtained. Students in this course may also take advantage of the University in High School Program at a fee of approximately \$130. Successful completion of this program will result in three hours of SUNY credit which can be transferred to most other colleges.

### **4639Y – AP Spanish Literature**

1.0 Foreign Language

**Credit Prerequisite:** Completion of Spanish Language AP Exam

This course explores the world via literature. Students will read, discuss and analyze Spanish and Latin American works. Genres include poetry, short stories, essays and novels. Major authors include: Garcia Lorca, Unamuno, Neruda, Matute, Marquez, Sobato and Borges. Students in this course will take the Spanish Literature AP Exam in May. This course is offered as an Independent Study only.

### **4156Y – Spanish I Heritage Learners**

1.0 Foreign Language Credit

#### **Prerequisite:**

This course will provide students with a thorough review of Spanish grammar, language, and culture at the Beginning Intermediate Level. The students will expand their linguistic and cultural knowledge through communicative activities, various selected readings, guided grammatical exercises, pre-recorded listening activities, films and guided Internet activities. Students will intensify the study of the form of the Spanish language as it relates to function

### **4258Y – Spanish II Heritage Learners**

1.0 Foreign Language Credit

#### **Prerequisite:**

This is a yearlong course that introduces the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes:

- The self
- Our role in the community
- The immigrant experience
- Adapting to a new culture

Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition.

### **4617Y – Spanish Language Arts VII**

#### **Prerequisite:**

This is a yearlong course that introduces the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes:

- The self
- Our role in the community

Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition.

## 4618Y – Spanish Language Arts VIII

### Prerequisite: SLA VII

This is a yearlong course that continues to focus on the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes:

- The immigrant experience
- Adapting to a new culture

Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition. **Students who complete SLA 7 and SLA 8 may advance to SLA II.**

## 4621Y – Spanish Language Arts I

1.0 Foreign Language Credit

### Prerequisite:

This is a yearlong course that introduces the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes:

- The self
- Our role in the community
- The immigrant experience
- Adapting to a new culture

Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition. **All students in the first year NLA program must take the Spanish Regents in January in order to qualify for advancement in the program.**

## 4622Y – Spanish Language Arts II

1.0 Foreign Language Credit

### Prerequisite: SLA I

This is a yearlong course that further explores the elements and structure of literature (plot, setting,

character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts.

Students will explore the following themes:

- Family relations
- Heritage
- Family values

Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition.

## 4623Y – Spanish Language Arts III

1.0 Foreign Language Credit

### Prerequisite: SLA II

This is a yearlong course that continues to focus on the elements and structure of literature (plot, setting, character, theme, etc.) through the study of literary genres - short story, memoir, novel, play, and essay. Related informational texts will also be read and discussed. Students will be led to consider their own attitudes as they look at literature as a tool for social criticism and analysis as they explore the themes of:

- Memory
- Imagination and fantasy
- The role of women
- Social justice

Skills to be developed will include sentence structure, correct usage, verb tenses, accent use, and essay writing.

## **4624Y – Spanish Language Arts IV**

1.0 Foreign Language Credit

### **Prerequisite:**

Course content continues to be based on the New

York State Standards for Native Language Arts. Students will build their vocabulary skills and skills - paraphrasing, summarizing, and parenthetical and end documentation styles. Essay writing will continue to be a focus in this class, and teaching strategies will include a wide variety of activities to support balanced literacy, including guided, shared, and independent reading and writing, and read-alouds, which will reflect and address the diverse learning styles and needs of the students.

**SLA students wishing to advance to Advanced Placement Spanish Literature or Advanced Placement Spanish Language must complete this course.**

## **4124Y – World Languages Exploratory 7-8**

### **Prerequisite:**

Foreign Language Exploratory is a class designed for 7th and 8<sup>th</sup> grade students. Students will be exposed to foreign language classes that are offered at the senior high level. The teacher will expose students to basic words, themes, and concepts of each foreign language. At the end of the year, students should be prepared to choose the foreign language that they would like to study at the senior high level.

## ***Health***

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### **8504S – Death and Dying**

1.0 Health Elective Credit

**Prerequisite:**

This will be a study of the dying process, death, ceremonies and rituals in many cultures. It will deal with the issues of loss experiences, the fear of death, understanding reactions to death, near-death experiences, euthanasia, suicide, and current practices and trends in the care and treatment of the terminally ill. This course does not replace the mandated health education course required for graduation. If approved by Monroe Community College (MCC) Dual Enrollment Program and successfully completed, students will receive 3 college credits.

\* Course must be taught by certified health teacher.

\* Semester course will require block scheduling

### **8502S – Foundations of Personal Health and Wellness**

1.0 Health Elective Credit

**Prerequisite:**

This course will focus on students taking personal responsibility for their health, including lifestyle factors and their relationship to their overall well-being and disease. Personal behaviors and attitudes, environmental influences and access to health support networks are addressed. Topics include nutrition, personal and community health, and communication skills for productive relationships. Students will also examine the process of accessing health care during their college years and clarifying their own personal beliefs regarding advocacy issues. Students learn positive means to counteract negative influences and reflect on possible adaptations to personal health behaviors. They may be required to participate in a Community Service project in the health/community field. This course does not replace the mandated health education course required for graduation. If approved by Monroe Community College (MCC) Dual Enrollment Program and successfully

completed, students will receive 3 college credits.

\* Course must be taught by certified health teacher.

\* Semester course will require block scheduling

### **5942S, 5942Y – Health 7**

.5 Health Credit Elective Credit

**Prerequisite:**

Students in the RCSD are taught health education in a holistic approach, which requires the collaboration of home, school and community. Health Education provides knowledge and skills to enable individuals to make responsible and informed decisions and adopt and maintain healthy behaviors that they need to be safe, healthy and successful productive citizens. Health Education is taught K-12 in the RCSD. Elementary Health is taught by the classroom teachers and at the secondary level, health is taught by certified health education teachers. The objectives of this course is to enable students to acquire the knowledge and skills to promote a healthy lifestyle starting now and into adulthood. Also to prepare students to become health literate individuals with the ability to obtain, interpret, and understand basic health information and services and the competence to use information and services in ways that are health enhancing. Students will receive Skills based instruction in health education per New York State Education Department.

\* Course must be taught by certified health teacher.

\* Semester course will require block scheduling



### **5953OCR, 5953S, 5953Y – Health 10 - 12**

0.5 Health Credit

**Prerequisite:**

Students in the RCSD are taught health education in a holistic approach, which requires the collaboration of home, school and community. Health Education provides knowledge and skills to enable individuals to make responsible and informed decisions and adopt and maintain healthy behaviors that they need to be safe, healthy and successful productive citizens. Health Education is taught K-12 in the RCSD. Elementary Health is taught by the classroom teachers and at the secondary level, health is taught by certified health education teachers. The objectives of this course is to enable students to acquire the knowledge and skills to promote a healthy lifestyle starting now and into adulthood. Also to prepare students to become health literate individuals with the ability to obtain, interpret, and understand basic health information and services and the competence to use information and services in ways that are health enhancing. Students will receive Skills based instruction in health education per New York State Education Department.

### **6660S, 6660Y–Global Health**

1.0 Health ELECTIVE Credit

**Prerequisite:**

This course examines major global health challenges, programs and policies. Students will be introduced to the world's vast diversity

of determinants of health and disease.

Students will examine emerging global health priorities, including infectious diseases, poverty, conflicts and emergencies, health inequity, and major global initiatives for disease prevention and health promotion.

\* Course must be taught by certified health teacher.

\* Semester course will require block scheduling

### **HED 205-RA – Responding to Emergencies**

3 Credit hours (GCC)

**Prerequisite:**

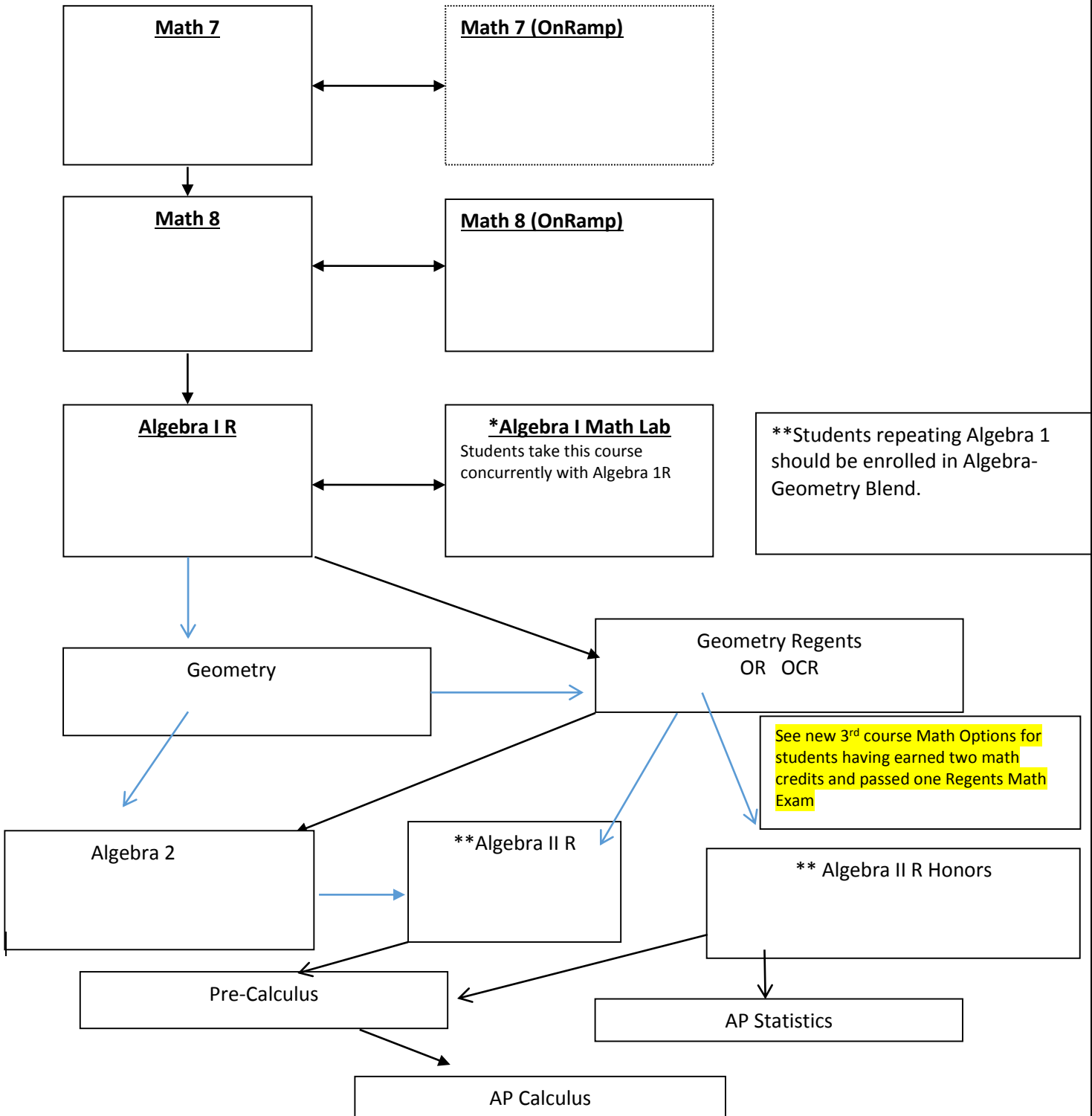
This course is designed to teach the students basic first aid and emergency management procedures and skills for a variety of injuries and sudden illnesses. The course contains both a lecture and practical component. Certification in first aid and CPR will be awarded upon the satisfactory completion of the written and practical requirements.

Successful completion of this course may include earning 3 college credit hours at Genesee Community College, as well as the American Red Cross Responding to Emergencies Adult and Pediatric and CPR/AED certifications.

\* Course must be taught by certified health/phys ed teacher holding instructor cert.

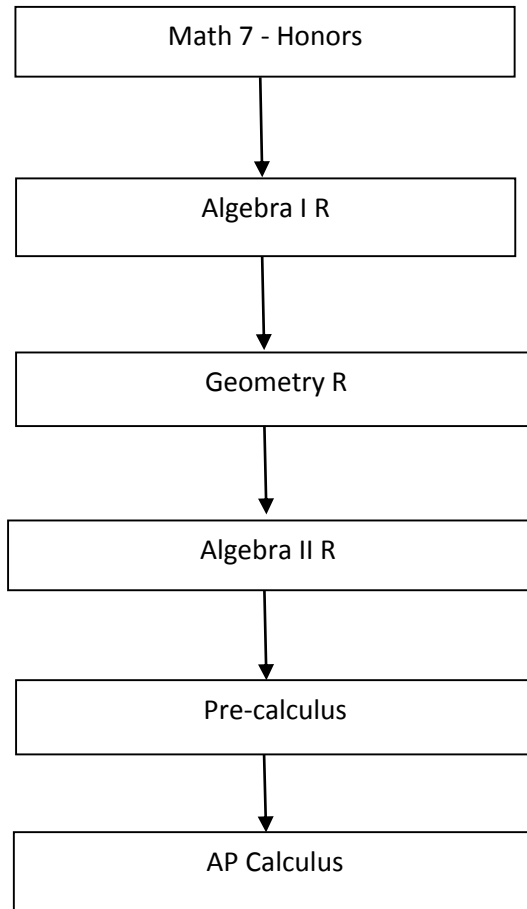
\* Semester courses will require scheduling every day

**SEQUENCE OF COURSES**  
**COURSE PLACEMENT FLOWCHART- MATH**



## Math Acceleration

**Math acceleration begins in Grade 7 with compressing three years of math content (Math 7, Math 8, and Algebra 1) into two years. This will put students into a pathway making AP Calculus accessible.**





## **MATH**

### **2075Y - Math 7**

**Prerequisite: Math 6**

Topics include number sense and operations, ratio and proportions, percents, measurement, volume, surface area, probability, statistics, equations, inequalities, and graphing.

### **2078Y - Math 7 OnRamp**

OnRamp to Algebra is designed to ensure that at-risk students are successful in Algebra I. OnRamp to Algebra is an intensive intervention program designed to build and solidify foundational skills necessary to be successful in Algebra. The instructional design for OnRamp is deliberately structured to lead students to become independent thinkers in the mathematical world by doing, talking, reading, and writing about mathematics. The instructional units are as follows:

Unit 1: Foundations of Algebra

Unit 2: Operations with Fractions

Unit 3: Positive and Negative Numbers

### **2077Y - Math 7 Honors**

**Prerequisite: Math 6 and score a level 3 or 4 on NYS Math 6 Assessment**

Topics include percents, variables and expressions, factoring polynomials, solving equations and inequalities, graphing, functions, geometric constructions, angles, and transformations.

### **2085Y - Math 8**

**Prerequisite: Math 7**

Topics include variables and expressions, integer exponents and scientific notation, solving equations and inequalities, graphing, functions, angles, and transformations.

### **2086Y - Math 8 Ramp-up**

OnRamp to Algebra is designed to ensure that at-risk students are successful in Algebra I. OnRamp to Algebra is an intensive intervention program designed to build and solidify foundational skills necessary to be successful in Algebra. The instructional design for OnRamp is deliberately structured to lead students to become independent thinkers in the mathematical world by doing, talking,

reading, and writing about mathematics. The instructional units are as follows:

Unit 1: Ratio and Proportionality

Unit 2: Expressions, Equations, and Exponents

Unit 3: Showing Relationships with Graphs



### **2223OCR, 2223Y - Algebra I-R\***

1.0 Mathematics Credit

**Prerequisite: Math 8**

This course will cover the material necessary for students to take the Algebra 1 Common Core Regents exam. The Regents exam will address the Common Core State Standards for Mathematics. The exam will address the students' conceptual understanding, procedural fluency, and problem solving skills. Graphing Calculators will be required for use by the student. Topics include linear, exponential, and quadratic functions, solving equations and inequalities, polynomials, rational expressions, and statistics. **Approved by NCAA.**

### **2224– Algebra I Math Lab**

0.5 Mathematics Credit

**Prerequisite: score level 1 or 2 on NYS Math 8 Assessment**

This course meets every other day and students would earn  $\frac{1}{2}$  general elective credit. Students will be required to solve in-depth problems aligned to current standards in Algebra 1. Students will be expected to understand and use the Mathematical Modeling Framework found in CCSS to analyze and solve rigorous, real life problems.



### **2225OCR, 2225Y - Geometry R**

1.0 Mathematics Credit

**Prerequisite: Algebra 1R,**

This is the second Regents course in the mathematics series for high school students. The course will cover the Common Core State Standards in Mathematics. The exam will address the students' conceptual understanding, procedural fluency, and problem solving skills. Graphing Calculators will be required for use by the student. Topics include congruence and similarity of triangles, transformations, properties of triangles, quadrilaterals, circles, regular pyramids, cylinders, cones, spheres, constructions, reasoning and proofs. The course will conclude with the Geometry Common Core Regents exam.

**Approved by NCAA.**

### **0130YH– Algebra II R Honors**

1.0 Mathematics Credit

#### **Prerequisite: Geometry R**

This course is the final course of the three units of credit required for a Regents Diploma with Advanced Designation. This course is a continuation and extension of the Algebra 1-R and Geometry - R courses that preceded it. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Graphing Calculators will be required for use by the student. The course will conclude with the Algebra 2 Common Core Regents exam. **Approved by NCAA**



### **2235OCR, 2235Y – Algebra II R**

1.0 Mathematics Credit

#### **Prerequisite: Geometry R**

This course is the final course of the three units of credit required for a Regents Diploma with Advanced Designation. This course is a continuation and extension of the Algebra 1-R and Geometry - R courses that preceded it. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Work in statistical analysis is included. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students

experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Graphing Calculators will be required for use by the student. The course will conclude with the Algebra 2 Common Core Regents exam. **Approved by NCAA.**

### **2155Y – Pre-Calculus\***

1.0 Mathematics Credit

#### **Prerequisite: Algebra 2 and Trigonometry**

This course is designed for students who have mastered the material from Algebra 2 and Trigonometry –R . The course will cover a wide range of topics including polynomial functions, inequalities, logarithmic functions, limits, and an introduction to Calculus. The course is designed to provide a foundation for the future study of Calculus by introducing limits and derivatives. Graphing Calculators will be required for use by the student.

**Approved by NCAA.**

### **2259Y – AP Math Calculus AB\***

1.0 Mathematics Credit

#### **Prerequisite: Pre-calculus, Algebra 2 and Trigonometry (with teacher recommendation)**

Advanced Placement Calculus AB consists of a full high school academic year of work and is comparable to Calculus in college. Calculus AB emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The four major areas of study are limits, derivatives, indefinite integrals, and definite integrals. Graphing Calculators will be required for use by the student. Students will take the Advanced Placement exam in Calculus in May.

**Approved by NCAA.**

## **2155- Financial Algebra- NEW**

Prerequisite: Students must have earned two math credits and passed one Regents Exam in Mathematics

Financial Algebra is a mathematical modeling course that is algebra-based and applications-oriented. The course addresses college preparatory mathematics topics from Algebra, Statistics, Probability, under six financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, and Independent Living. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts.

## **2279Y – AP Statistics\***

1.0 Mathematics Credit

### **Prerequisite: Algebra 2 and Trigonometry**

Advanced Placement Statistics is designed to meet the needs of students planning to enter a wide range of careers, including business, science, engineering, medicine or health science, psychology, and sociology. AP Statistics is a college-level course introducing students to four major concepts: how to explore data, plan a study, anticipate patterns, and draw conclusions based on sample data. Emphasis will be placed on finding solutions to practical problems. Students must take the AP examination in Statistics in May. A graphing calculator is required. **Approved by NCAA.**

## **2226-Geometry**

1.0 Mathematics Credit

### **Prerequisite: Algebra 1R**

The course will include Common Core State Standards in Mathematics in Geometry. Graphing Calculators will be required for use by the student. Students will spend considerable time Semester 1 improving their algebraic skills to prepare for topics in Geometry. Topics in Geometry include congruence and similarity of triangles with a more modest emphasis on proof, transformations, and

properties of triangles and quadrilaterals. Algebraic concepts will be infused with geometry concepts such as angle relation relationships, properties of triangles, and quadrilaterals, and volume and surface area of regular pyramids, cylinders, cones, spheres with real life applications featured.

## **2222-Algebra 2**

1.0 Mathematics Credit

### **Prerequisite: Geometry R**

This course based on Common Core Learning Standards is designed to prepare students for an entry level college mathematics course. Students will represent and analyze algebraically a variety of problems. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, exponential, and logarithmic functions. Problems resulting in systems of equations will be solved graphically and algebraically. Data analysis will be extended to include the analysis of regression that model functions studied throughout this course. Graphing Calculators will be required for use by the student.

### **Approved by NCAA.**

## **2201-Algebra-Geometry Blend**

1 Mathematics Credit plus the ability to recover Algebra 1 Credit

This course is for students who have failed Algebra 1 –R and have not passed a Regents exam in Mathematics. Students will be concurrently enrolled in a virtual Algebra 1 platform to address each student's needs. This blended approach will combine the expertise and guidance under a certified math teacher with the ability to work at an individualized differentiated pace. Students will take the Algebra 1 Common Core Regents Exam in January. During Semester 2, students will be concurrently enrolled in an online introductory Geometry course while still receiving direct instruction from their mathematics teacher. This blended approach will combine the expertise and guidance under a certified math teacher with the ability to work at an individualized differentiated pace. Content will focus on basics of Geometry including terms and definitions. Students will explore congruence, similarity, algebra with angle

relationships in parallel lines, triangles, and quadrilaterals.

**\*New Options for Students Needing 3<sup>rd</sup> Math Credit**

**2201-Statistics**

**Prerequisite: Students must have earned two math credits and passed one Regents Exam in Mathematics**

An introduction to descriptive and inferential statistics intended to give an understanding of statistical techniques and applications in a wide variety of disciplines. Topics include measures of central tendency; dispersion and position; and correlation and regression.

**The Following OCR classes are available based on student need, and pending director approval:**

**2213OCR-** Introduction to Integrated Algebra

**2215OCR-** Integrated Algebra R

**2220OCR-** Essentials of Geometry (old local course- enroll if student took and failed prior to September 2014)

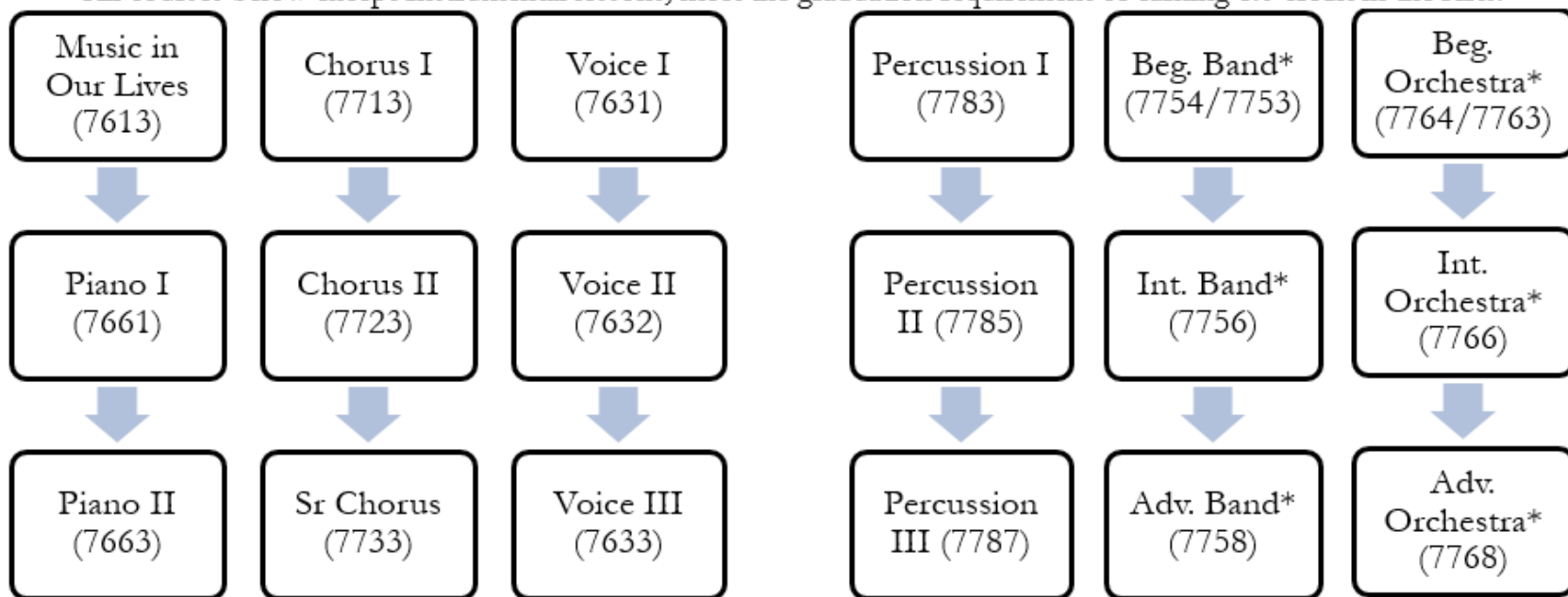
**2228OCR-** Geometry R (old Regents course- enroll if student took and failed prior to September 2014)

**2226OCR-** Geometry (new local course (common core) - enroll if student took and failed after September 2014)

## Placement Guidelines for Music 9-12

### Course Sequencing Map

All courses below except Instrumental lessons, meet the graduation requirement of earning 1.0 credit in the Arts.



#### Other Music Electives:

History of Music (7675) .5 credit

Music Theory (7685) .5 credit

Jazz Band\* (7759) .5 credit

AP Music Theory (7689) 1.0 credit

#### Please Note:

This sequence does not apply to music courses at Wilson Commencement or School of the Arts.

\*Students in Band and Orchestra **MUST** also be scheduled for Instrumental Lessons (7749)

**Instrumental Lessons (7749)** – a student should be scheduled for Instrumental Lessons when unable to be scheduled for Band or Orchestra.

Please note: It is ok for a student in Instrumental Lessons to have a scheduled load of 8.2 or 9.2 depending on the number of periods in their building.

Revised: 12/16/14

## ***Music***

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### **7607S, 7607Y – Music 7**

**Prerequisite:**

This course will expose students to a variety of music and musical forms, composers, musical instruments and music history from around the world. It will provide a basic understanding of music reading and writing skills, composition and improvisation, in class performances of singing and playing instruments, and an introduction to music software where available. Class instruction includes listening, reading and writing of musical notation, traditional research, and active music making.

### **7608S, 7608Y – Music 8**

**Prerequisite: Music 7**

This course will deepen students understanding of musical elements and further develop music skills. Class instruction includes listening, music history, composition and improvisation reading and writing of standard musical notation, traditional research, and active music making.

### **7613S, 7613Y – Music in Our Lives**

0.5 Music Credit

**Prerequisite:**

This course follows the New York State MUSIC IN OUR LIVES syllabus. Students will be involved in using music skills through listening, performing, and composition. Many forms of music will be included for study such as: popular, rock, jazz, rhythm and blues, country western, folk, traditional, classical styles, and world music.

Active music making is a component of this course.

### **7631S, 7631Y – Voice I**

0.5 Music Credit

**Prerequisite:**

Students learn the fundamentals of proper vocal technique and develop music literacy skills through music reading, ear training, musical analysis and sight singing. Students will study a variety of art songs, folk songs, popular songs, and small ensemble works. This class will develop poise and self – confidence in the solo performer. Singing in small groups, large groups and as soloists will be

performed during class.

### **7632S, 7632Y – Voice II**

0.5 Music Credit

**Prerequisite: Voice I**

This class builds on the primary techniques learned in Voice class I. Class and individual songs will be performed as solos, in studio recitals, and in the final voice recital. Students will learn proper stage presentation and increase their knowledge of musical notation and terms, sight singing, and art songs. English, German, and French song literature will be studied.

### **7633S, 7633Y – Voice III**

0.5 Music Credit

**Prerequisite: Voice I & II**

### **7634Y – Adv. Voice**

1.0 Music Credit

**Prerequisite:**

Class instruction for the improvement of the individual student's voice. Offers opportunities for advanced and talented vocalists through individual performance and small ensemble experience in school and the greater Rochester community. Vocal literature in French, German, Italian, and Spanish will be studied and performed.

### **7661S, 7661Y – Piano I**

0.5 Music Credit

**Prerequisite:**

This is an introductory course in piano. Students will learn the keyboard, as well as how to read standard notation including note values, key signatures, time signatures and melodic direction.

### **7663S, 7663Y – Piano II**

0.5 Music Credit

**Prerequisite: Piano I**

This class is the more advanced piano class. Students will learn more advanced piano literature. Students will learn to sign read more complex literature.

## **7675S, 7675Y – Music History**

0.5 Music Credit

### **Prerequisite:**

This course will expose students to a comprehensive survey of music history spanning from the early 5<sup>th</sup> Century to the present. Students will gain a general understanding of the different musical periods, practices, and composers through listening and written examples. Students will learn about the historical, social, political, and religious influences on the music of the period.

## **7685S – Music Theory**

0.5 Music Credit

### **Prerequisite:**

This class is designed for students with very little or no music theory background. Students will develop listening skills and train the student in the basic rudiments including: all major and minor scales, intervals, chords and triads, melodic and rhythmic structure, simple melodic and harmonic writing, and basic harmony/ non-harmonic tones.

## **7689Y – AP Music Theory**

1.0 Music Credit

### **Prerequisite:**

AP Music theory integrates the musical elements with music history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the AP Music theory course. Students must be able to read and write musical notation. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument.

## **7707S, 7707Y – Choir 7**

### **Prerequisite:**

This music course emphasizes performance, voice building, and music reading in the context of a performing ensemble. Students prepare choral music for performance. Students will be expected to develop their vocal skills and demonstrate sight reading skills in group and solo settings. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school

## **7708S, 7708Y – Choir 8**

### **Prerequisite:**

This class is for the young singer who wishes to study music seriously. Students will learn music theory, note reading skills, performance skills, solo singing skills, and compositional skills. All students will study different genres of music and the history of music throughout the ages. Students will recognize and review various music terms. They will demonstrate proper singing technique. Students will be expected to further develop their vocal skills and demonstrate sight reading skills in group and solo settings. Students are expected to perform in formal and informal concert settings and may be required to attend rehearsals and performances before and after school

## **7713S, 7713Y – Chorus I**

0.5 Music Credit

### **Prerequisite:**

This course provides students with an introduction to choral experiences. Materials are used to enhance student knowledge and appreciation for the varied styles of choral music through singing, reading musical notation, musical interpretation, balance, diction, blend, style and music theory. Students will be able to sing in two and three part harmony. Participation in public performances is mandatory.

## **7723S, 7723Y – Chorus II**

0.5 Music Credit

### **Prerequisite:**

In this beginning level vocal class, students will perform in a large ensemble. Choral literature of many periods will be explored. Students will develop the elements of vocal performance including but not limited to tone, and pitch.

## **7733S, 7733Y – Senior Chorus**

0.5 Music Credit

### **Prerequisite:**

This course provides students with a continuation of choral experiences. Materials are used to deepen student knowledge and appreciation for the varied styles of choral music. Participation in public performances is mandatory.

### **7751S, 7751Y – Beginning Band (grades 7 – 8)**

**Prerequisite:**

This class is for 7<sup>th</sup> and 8<sup>th</sup> grade students who are beginning an instrument or who have been playing only a short time. Band time will include use and care of instruments, proper playing techniques, basics of rhythm and melody reading, beginning improvisation and composition, instrumental group instruction, supervised practice and easy band pieces in varied styles.

### **7752S, 7752Y – Intermediate Band (grades 7 – 8)**

**Prerequisite: Beginning Band (grades 7 – 8)**

This course is a continuation level after beginning band and is a logical continuation of developing skills. Band time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging band pieces. This is a performing ensemble with *mandatory* public performance requirements.

### **7754Y – Beginning Band (grades 9 – 12)**

1.0 Music Credit

**Prerequisite:**

This class is for 9<sup>th</sup> – 12<sup>th</sup> grade students who are beginning an instrument or who have been playing only a short time. Band time will include use and care of instruments, proper playing techniques, basics of rhythm and melody reading, beginning improvisation and composition, instrumental group instruction, supervised practice and easy band pieces in varied styles.

### **7755Y – Intermediate Band (grades 9 – 12)**

0.5 Music Credit

**Prerequisite: Beginning Band (grades 9 – 12)**

This course is a continuation level after beginning band and is a logical continuation of developing skills. Band time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging band pieces. This is a performing ensemble with *mandatory* public performance requirements.

### **7756Y – Intermediate Band (grades 9 – 12)**

1.0 Music Credit

**Prerequisite: Beginning Band (grades 9 – 12)**

This course is a continuation level after beginning band and is a logical continuation of developing skills. Band time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging band pieces. This is a performing ensemble with *mandatory* public performance requirements.

### **7758Y – Advanced Band (grades 9 – 12)**

1.0 Music Credit

**Prerequisite: Intermediate Band (grades 9 – 12)**

This is an ensemble for students who read music well and are advanced players on their instruments. Students must have a good understanding of music theory and music vocabulary. Band time will be spent playing moderate to difficult pieces as an ensemble. This is a performing ensemble with *mandatory* public performance requirements.

### **7759Y – Jazz Band**

1.0 Music Credit

**Prerequisite:**

This is a course for students who are enrolled in concert band or orchestra. Students will learn about playing different styles of jazz, jazz and blues scales, and improvisation. Students must commit to rehearsals and *mandatory* concert performances

### **7760Y – Interm. Jazz Band**

1.0 Music Credit

**Prerequisite: Beginning Jazz Band**

This performing ensemble is open to students with prior experience in beginning jazz band. Students will expand their knowledge and performing ability in improvisation, jazz styles and techniques.



### **7761S, 7761Y – Beginning Orchestra (grades 7 and 8)**

**Prerequisite:**

This class is for 7<sup>th</sup> and 8<sup>th</sup> grade students who are beginning an instruments or who have been playing only a short time. Orchestra time will include use and care of instruments, proper playing techniques, basics of rhythm and melody reading, beginning improvisation and composition, instrumental group instruction, supervised practice and easy pieces in various styles.

### **7762S, 7762Y – Intermediate Orchestra (grades 7 and 8)**

**Prerequisite: Beginning Orchestra (grades 7 and 8)** This is the next level after beginning orchestra for 7<sup>th</sup> and 8<sup>th</sup> grade students and is a logical continuation of developing skills. Orchestra time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging orchestral pieces. This is a performing ensemble with *mandatory* public performance requirements

### **7764Y – Beginning Orchestra (grades 9 – 12)**

1.0 Music Credit

**Prerequisite:**

This class is for 9<sup>th</sup> – 12<sup>th</sup> grade students who are beginning an instruments or who have been playing only a short time. Orchestra time will include use and care of instruments, proper playing techniques, basics of rhythm and melody reading, beginning improvisation and composition, instrumental group instruction, supervised practice and easy pieces in various styles.

### **7766Y – Intermediate Orchestra (grades 9 – 12)**

1.0 Music Credit

**Prerequisite: Beginning Orchestra (grades 9 – 12)**

This is the next level after beginning orchestra for students in grades 9 - 12 and is a logical continuation of developing skills. Orchestra time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging orchestral pieces. This is a performing

ensemble with *mandatory* public performance requirements.

### **7768Y – Advanced Orchestra (grades 9 – 12)**

1.0 Music Credit

**Prerequisite: Intermediate Orchestra (grades 9 – 12)**

This is an ensemble for students who read music well and are advanced players on their instruments. Students must have a good understanding of music theory and music vocabulary. Orchestra time will be spent playing moderate to difficult pieces as an ensemble. This is a performing ensemble with *mandatory* public performance requirements.

### **7783S, 7783YHC, 7783Y – Percussion I**

0.5 Music Credit

**Prerequisite:**

This course is designed to cover the fundamentals of playing percussion instruments and the application of musicianship skills. Students will learn to read standard percussion literature. Students will receive training in marching band skills and small percussion ensembles. Students will learn the concepts of rhythm, texture, balance, blend, and rudiments as they develop their role as ensemble members.

### **7785S – Percussion II**

0.5 Music Credit

**Prerequisite: Percussion I**

This course expands on the technique of playing percussion instruments and the application of musicianship skills. It is designed to improve the playing skills and knowledge in the areas of mallets, drum set, intermediate rhythmic reading, percussion ensemble, and sight-reading. Students will continue to develop their ability to read more advanced music literature.

### **7787S – Percussion III**

0.5 Music Credit

**Prerequisite: Percussion I & II**

This course is designed for students possessing high musical and technical competence in percussion. Grades will be determined by student participation, music achievement, technical skill exhibited, attendance and performances.

### **7701S – Guitar I**

0.5 Music Credit

**Prerequisite:**

In this course students will explore the basic techniques of playing acoustic guitar and develop music literacy skills through music reading and ear training. Students will learn to play using chord notation and standard notation in addition to improvisation. Active music making is a component of this course and participating in performances is required.

### **7702S – Guitar II**

0.5 Music Credit

**Prerequisite: Successful completion of Guitar I**

In this course students will continue their development of guitar playing skills. Emphasis will be placed on expanding the repertoire, chords, and performance styles. Active music making is a component of this course and participating in performances is required.

## **Physical Education**

### **5901Y - Physical Education 7 - 8**

0.5 Physical Education Credit

**Prerequisite:**

Physical Education in the RCSD is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life in a global environment. Physical Education is fundamental to the development and education of each individual. Physical Education provides a unique opportunity to develop concepts, skills and attitudes that reinforce personal wellness and the ability to manage one's life.

### **5909Y – Physical Education 9**

0.5 Physical Education Credit

**Prerequisite:**

Physical Education in the RCSD is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life in a global environment. Physical Education is fundamental to the development and education of each individual. Physical Education provides a unique opportunity to develop concepts, skills and attitudes that reinforce personal wellness and the ability to manage one's life. \* Must be taught by certified p.e. teacher.

### **5931Y - Adaptive Physical Education 9 – 10**

0.5 Physical Education Credit

**Prerequisite:**

This course will provide activities adapted to meet the needs of students who are temporarily or permanently unable to participate in the regular program of physical education. Adaptive physical education programs are taught by a certified physical education teacher.



## **5911Y, 5913SC, 5913Y, 5911OCR – Physical Education 9 - 12**

0.5 Physical Education Credit

### **Prerequisite:**

Physical Education in the RCSD is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life in a global environment. Physical Education is fundamental to the development and education of each individual. Physical Education provides a unique opportunity to develop concepts, skills and attitudes that reinforce personal wellness and the ability to manage one's life. \* Course must be taught by certified phys ed teacher.

## **5957Y, 5957S – Advanced Weight Training**

0.5 Physical Education ELECTIVE Credit

### **Prerequisite:**

The student must be up to date with their Physical Education credit at the end of their 10<sup>th</sup> grade year. This course will not replace their regular Physical Education class. This course should only be used as an ELECTIVE course if the students are on track in physical education and currently fulfilling their .5 Physical Education requirement each and every year. This class by no means necessary will take the place of Physical Education class during a student's 11<sup>th</sup> or 12<sup>th</sup> grade year. This course is designed to give the students the knowledge and understanding of the principles of kinesiology and weight training. Topics to be covered are muscle structure and function, warm-up, flexibility, stretching, safe and effective weight training, nutrition, rest, drugs, weight training exercises, planning a personal weight training program and weight training for life.

\* Course must be taught by certified health/P.E. teacher.

\* Semester course will require scheduling every day

## **5959S, 5959Y – Sports in our Lives**

0.5 Physical Education ELECTIVE Credit

### **Prerequisite:**

Sports In Our Lives is a physical education ELECTIVE; it does not replace the required physical education course in a high school course curriculum. Students will examine and understand careers in sport, current events in the world of sport, lifetime fitness and overall wellness, the

history of sport in Rochester, speed stacking, and sport movies based on true stories. Discussions, projects, and re-enactments will facilitate a comprehension of all these topics.

\* Course must be taught by certified health/P.E. teacher.

\* Semester course will require scheduling every day

## **5957Y, 5957S – Lifeguarding**

0.5 P.E. ELECTIVE Credit

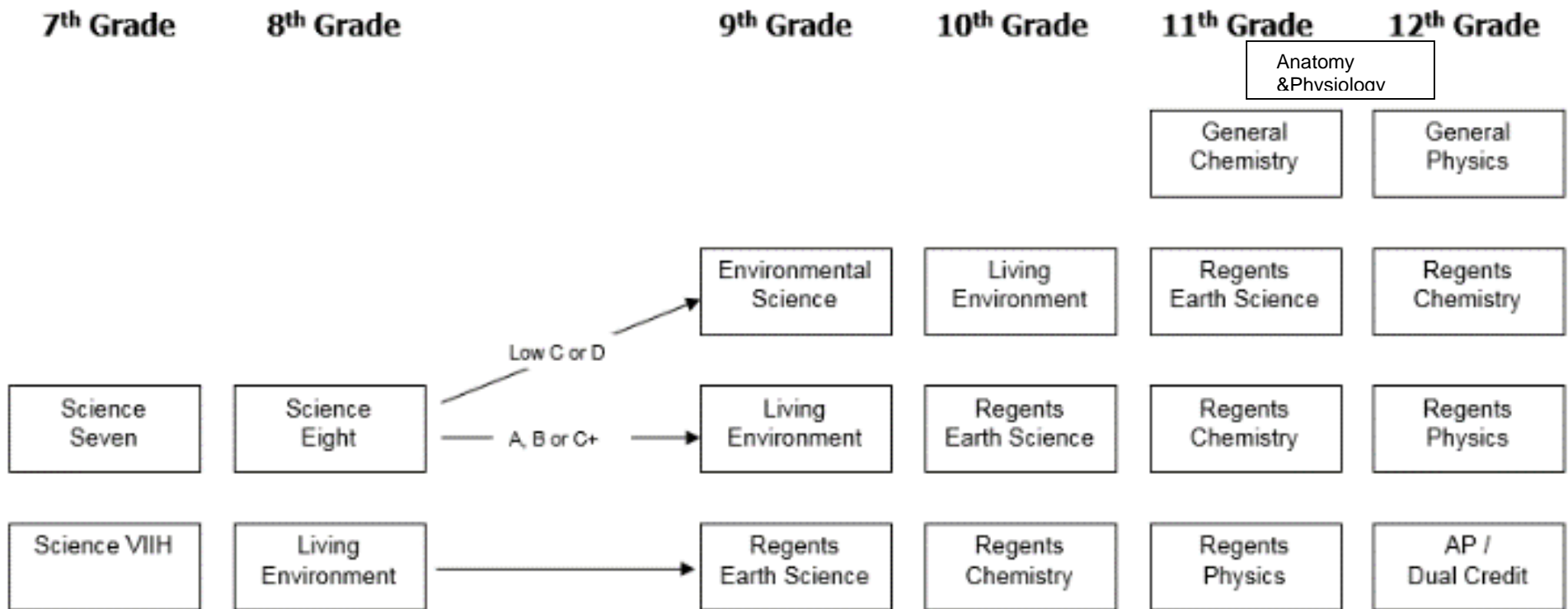
### **Prerequisite:** Deep end swimmer

The Lifeguarding course is designed to examine both cognitive and physical skills related to being a professional lifeguard. This includes, but is not limited to aquatic safety teams, pool safety plans, preventative lifeguarding, CPR skills, First Aid skills, emergency skills, and team concepts. In addition to earning college credit, students will have the opportunity to earn American Red Cross certification (ARC) in CPR for the Professional Rescuer and Lifeguarding and First Aid. ARC requirements will be outlined in detail during the course. Students would enter the course able to swim freestyle with rotary breathing, swim the breaststroke with a whip kick, and perform a sidestroke. Students should also be comfortable treading water in the deep end, and be able to retrieve a 10 lb. brick from the deep end.

\* Course must be taught by certified health/P.E. teacher.

\* Semester course will require scheduling every day

**Rochester City School District  
Science Department  
Course Sequence  
2015- 2016**



## **Science**

### **3075Y – Science 7**

#### **Prerequisite: Science 6**

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Animal Diversity, Human Body Systems, Homeostasis and Equilibrium, Rocks, Weathering / Erosion, Volcanoes / Earthquakes, Sources and Forms of Energy, Simple Machines Heating and Cooling, and Conservation of Energy. The course is designed to be a rigorous, hands-on, science course that will prepare students for Regent level courses. The course culminates with a Local exam. There is no laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the course grade.

### **3077Y – Science 7 Honors**

#### **Prerequisite: Science 6**

Science VII Honors course is designed for the accelerated student that will be enrolled in Regents Living Environment as 8<sup>th</sup> graders. The course covers the Physical Science sections of the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum. The Living Environment sections of the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum will be covered in the Regents Living Environment course. This will prepare students ILST exam.

### **3085Y – Science 8**

#### **Prerequisite: Science 7**

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Cells and Cell Processes, Genetics & Heredity, Evolution and Extinction, Ecology and the Environment, The Atmosphere, The Water Cycle, Physical/Chemical Properties of Matter, Density, Physical/Chemical Changes of Matter, Law of Conservation of Mass, and Atoms & the Periodic Table. The course is designed to be a rigorous, hands-on, science course

that will prepare students for Regent level courses. The course culminates with a Local exam. There is no laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the course grade.

### **3211Y – Intro to Emerging Science**

1.0 Science ELECTIVE Credit

#### **Prerequisite: ONLY OFFERED AT EAST**

This course is an opportunity for students to explore the basic concepts of Information Technology, as well as the impact of IT on the world, people, and industry. This course also allows students the opportunity to explore a career area that up until the last 5 to 10 years, has gotten little or no play in the schools or at home. Many IT jobs are “behind the scenes” types of careers, so exposure is very important.

### **3315Y – Precision Optical Fabrication, Testing and Design**

1.0 Science ELECTIVE Credit

#### **Prerequisite: ONLY OFFERED AT EAST**

Students will learn precision machining skills and processes. This hands-on course will have a conceptual component that stresses critical math and science understandings. Optics is the chief content area that provides the theoretical framework for the course. Students will manufacture and create optical elements. These elements will be used and characterized by students in optics experiments. East High school is equipped with a \$250,000 precision optics manufacturing facility. The local workforce demand for optical technicians exceeds the supply. This course will make students job ready and serve as a spring board to higher education opportunities (MCC has a 2 year optical technician certification, RIT has imaging science degrees, and the U of R has one of the top graduate and undergraduate optics programs in the U.S.).

## 3569Y – Biotechnology

1.0 Science ELECTIVE

**Prerequisite: Living Environment, Regents Chemistry and Director Approval**

An introduction to biotechnology including: history and application of DNA technology, molecular biology, cloning, DNA finger-printing, bioethics, career exploration and laboratory safe practices. The course is supplemented with laboratory exercises, demonstrations, and fieldtrips.

## 3961Y – ESF Global Environment

1.0 Science ELECTIVE **DUAL** Credit

**Prerequisite: Students that have completed three regents science before taking the course and Director Approval**

The *Global Environment* will help you to gain the knowledge and tools to make informed decisions regarding the environment and the earth's future and to be able to understand the connections between such varied topics as pollution, deforestation, climate change, acid rain, soil depletion, economics, evolution, history and social justice. The course stresses a science based systems approach in evaluating problems and potential solutions as well as the critical role of energy in many of the environmental challenges facing the world.

## Life Science



## 3205OCR, 3205Y – Living Environment\*

1.0 Life Science Credit

**Prerequisite: Science VII Honors, Science VIII, or Environmental Science.**

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Characteristics of Living Systems, Human Structure and Function, Genetics and Mechanism of Inheritance, Genetic Engineering, Variation Adaptation Evolution, Reproduction and Development, Energy Pathways, Disease and Homeostasis, Interdependence, Biotic and Abiotic Interactions, and Technology and the Environment. The course culminates with a Regents exam. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. A

satisfactory laboratory write-up is the criteria for successful completion of the lab exercise. (**LAB REQUIRED**)



## 3363Y, 3363OCR – Environmental Science

1.0 Life Science Credit

**Prerequisite:**

The General Environmental Science course is based on the Living Environment and the Physical Setting / Earth Science Core Curriculums. There is heavy emphasis on Standards 1, 2, 6, and 7 (Scientific Explanations; Information Systems; Interconnectedness: Common Themes Optimization; Interdisciplinary: Problem Solving Connections) as well as content material from Standard 4.

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Ecology and Ecosystems; Populations; Environmental Changes and Evolution; Air, Land and Water; Pollution; Biodiversity and Food; Energy Resources; and Technology. The course is designed to be a rigorous, hands-on, science course that will prepare students for Regent level courses.

The course culminates with a Local exam. There is no NYS laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the course grade. A passing grade in the course earns in 1 credit toward the RCSD and State graduation requirements.

### **311SWW– Environmental Science (SWW)**

1.0 Life Science Credit

This science course is intended to be a contribution to your understanding of how the natural world works and what is happening to it as its human population continues to expand.

The goal of the course is to provide students with the principles, concepts, and methodologies necessary to understand the interrelationships of organisms, natural systems, and the environment along with the problems associated with these relationships. The curriculum emphasizes the ecological studies of Rochester and the surrounding community. It also involves collaboration with community members. Independent and cooperative research is required for success.

Instruction during the units consists of lectures, in-class assignments, outlines, essays, group projects, and hands-on assignments, including laboratory work in the classroom and field work outside the classroom. Lab and field work require written reports. Several field trips are a required component of the course. These include 3 visits to the Genesee River for water quality studies, one visit to Mt. Hope cemetery for survivorship studies, and one visit to Van Lear Wastewater Treatment Plant, and one visit to the Galisano Institute for Sustainability at RIT.

### **6074Y – Anatomy and Physiology**

1.0 Life Science Credit

**Prerequisite: Three Science credits for graduation**

This course focuses on the anatomy and physiology of the human body systems. Topics covered in this course will include: animal cell, tissues, molecular genetics; circulatory, respiratory, digestive, muscular, reproductive, endocrine, skeletal, integumentary, lymphatic, immune, urinary, and nervous systems and how they coordinate to keep humans alive. Assessments will involve laboratory exercises, quizzes, homework, and unit exams. A research paper may be a required part of this course.

### **312SWW – Biology (SWW)**

1.0 Life Science Credit

**Prerequisite:**

The Life Sciences / Living Environment Core Curriculum is based on Standard 4 of the commencement level *New York State Learning Standards for Mathematics, Science, and Technology*; building on the concepts covered in the elementary and intermediate level. It incorporates the scientific inquiry from standard 1 the use of information systems in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7.

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: life processes, human body systems, homeostasis, reproduction and growth, ecology, cellular structure and processes, human impact on the environment, ecosystems and other topics in biology.

The course culminates with a Performance Based Assessment Task (PBAT). Students must successfully complete a significant number of labs, consisting of hands-on laboratory investigations and write-ups.

Toward the end of the year, a grade level PBAT investigating specific variables in the context of specific topics in the life sciences will be administered. Students will generate a research question, a hypothesis, collect and interpret data and draw detailed conclusions from their data. In addition to a formal lab write-up, all research is presented to the class using presentation software or a poster.

### **3509 – AP Biology\***

1.0 Life Science Credit

**Prerequisite:**

The AP Biology course is equivalent in content, depth, and complexity to an introductory biology course at the college level. This course is designed to prepare the student to excel on the AP exam offered in May, and follows the AP curriculum closely. AP Biology is an in-depth, content-intensive study of biological principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include cell

biology, genetics, DNA technology, enzyme catalysis, photosynthesis, ecology, evolution, and physiology. Students are required to take the Advanced Placement exam in May. **(LAB REQUIRED)**



### **3549V – AP Environmental Science (Virtual)**

1.0 Life Science Credit

#### **Prerequisite:**

This course is the equivalent of a college level environmental science class. Students will take the AP Exam in May and have the opportunity to earn college credit, as well as becoming better prepared to take college courses. This course emphasizes the ‘science’ in environmental science, but also integrates portions of many different sciences. Throughout the course, students are taught multidisciplinary methods for collecting, analyzing, and interpreting data to monitor and abate problems within the environment in which we live. Students then use this information and data to identify and analyze environmental problems, both natural and human-made, to evaluate the risks associated with these problems, and to critically examine alternative solutions for resolving and/or preventing them. Course Topics: (Total Course Time 32-36 weeks): Module 1: Environmental Problems Module 2: Living World Module 3: Physical World Module 4: Population Module 5: Energy Module 6: Atmosphere and Climate Change. We will incorporate social sciences such as economics, politics, ethics, and law to understand real-world perspectives on environmental problems. After completing the course, students will be able to assess their role within the environment and make personal decisions that will lead to an environmentally sustainable future for their community, state, country, and all human beings.



### **3509V– AP Biology (Virtual)**

1.0 Life Science Credit

#### **Prerequisite:** Living Environment and Chemistry

This course is the equivalent of a college level biology class. Students will develop higher-level critical thinking skills, and learn how to research and distill information. Students will take the AP Exam in May and have the opportunity to earn college credit,

as well as becoming better prepared for college courses through taking this class. An AP Biology course is designed to offer students a solid foundation in introductory college-level biology. Course topics include: Introduction, Evolution, Cells and Homeostasis, Capturing and Using Energy, Biological Responses, Genetics, Transmission, Systems and Populations, and Change and Biodiversity. AP Biology is an in-depth study of biological principles, including scientific experimentation and science as a way of knowing. The course is designed to build enduring understandings of science principles and practices and to assist students in developing an appreciation for the study of life and help them identify and understand unifying scientific principles.

### **3962Y – ESF Biology**

1.0 Life Science Credit

#### **Prerequisite:**

This course will focus on Organismal Biology & Ecology. Students will be provided with hands-on learning opportunities as they come to a deeper understanding of the following conceptual learning objectives.

- Learn the different levels of the biological hierarchy and how organisms interact with the environment (ecology).
- Introduce the nomenclature, classification and scientific literature of plants and animals so that students can be conversant at a more advanced level.
- Introduce the diverse array of living organisms and the evolutionary relationships of various organismal groups (phylogeny).
- Introduce body forms (anatomy & morphology) of plants and animals and how they function internally (physiology) and how they respond to internal and external stimuli.

Having a deeper understanding of these concepts will allow for more advanced study in biology and other sciences in college, including health-related fields.



### **3549Y – AP Environmental Science\***

1.0 Life Science Credit

#### **Prerequisite:**

The purpose of AP Environmental Science is to offer high school students the opportunity to gain college credit for an introductory course in Environmental Science. Students will learn the curriculum designated by the College Board in order for students to successfully pass the AP Environmental Science test, thus, possibly gaining college credit depending on the university or college attended by the student. Of equal importance, students will learn the multidisciplinary approaches used to assess, monitor, and abate problems within the environment we live. After completing the course, students will be able to assess their role within the environment and make personal decisions that will lead to an environmentally sustainable future for their community, state, country, and all human beings. Because we are studying the environment, great emphasis will be placed on conducting real science within the sun Prairie community. Obviously, this requires us to be outdoors a good deal of time in all-weather condition, sampling and collecting data within our immediate environment. A natural result of this type of science requires more advanced analysis and write-ups than do simple “fill in the answer” labs. **(LAB REQUIRED)**

Due to the complexity of society, it would be inappropriate to study environmental science in the vacuum of pure science. Instead, we will seek to incorporate social sciences such as economics, politics, ethics, and law to understand real-world perspectives on environmental problems.

### **3995Y – IB Environmental Systems and Society**

1.0 Life Science Credit

#### **Prerequisite:**

This course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informal personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students’ attention can constantly be drawn to their own relationship with the environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the

interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. Students will evaluate the scientific, ethical and socio-political aspects of these issues.

## **Physical Science**



### **3115OCR, 3115Y – Earth Science\***

1.0 Physical Science Credit

#### **Prerequisite:**

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Deep Space and the Solar System, Earth’s Coordinates, Motions, and Seasons, Weather Variables, Systems and Forecasting, Weather Hazards and Forecasting, Insolation, Energy Transfer, Climate Factors and Water Cycle, Earth Materials, Leveling Forces, Landscapes/Topography Maps, Uplifting Forces, and Earth’s History. In addition the material on the Earth Science Reference Tables is considered part of the core curriculum and is testable. The course culminates with a Regents exam. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. A satisfactory laboratory write-up is the criteria for successful completion of the lab exercise. **(LAB REQUIRED)**

### **313SWW – Earth Science (SWW)**

1.0 Physical Science Credit

#### **Prerequisite:**

The Physical Setting / Earth Science Core Curriculum is based on Standard 4 of the commencement level *New York State Learning Standards for Mathematics, Science, and Technology*; building on the concepts covered in the elementary and intermediate level. It incorporates the scientific inquiry from standard 1 the use of information systems in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7.

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Density, Earth Materials, Interpreting Earth’s History, Earth’s Dynamic Crust and Interior, Measuring Earth and Mapping Skills, and

Weathering, Erosion, and Deposition. The material on the Earth Science Reference Tables which correlates with this material is considered part of the core curriculum and is testable.

The course culminates with a Performance Based Assessment Task (PBAT). Students must successfully complete a significant number of lab minutes, consisting of hands-on laboratory investigations and write-ups. Toward the end of the year, a grade level PBAT investigating a variable that affects stream velocity using a stream table model is completed. Students will generate a research question, a hypothesis, collect and interpret data and draw detailed conclusions from their data. In addition to a formal lab write-up, all research is presented to the class using presentation software or a poster. Successful completion of course requirements and the PBAT earns in 1 credit toward the RCSD and State graduation requirements.

### **3303Y – Chemistry-Gen**

1.0 Life Science Credit

#### **Prerequisite:**

The General Chemistry course is based on the NYSED Physical Setting / Chemistry Core Curriculum.

The course emphasizes understanding of major concepts rather than memorization of science facts. Key topics covered include: States of Matter, Mixtures and Pure Substances; Atomic Concepts; Periodic Table; Chemical Formulas & Equations; Chemical Bonding; Solutions & Energy; Kinetics/Equilibrium; Organic Chemistry; Oxidation – Reduction; Acids & Bases; and Nuclear Chemistry. The general chemistry course concentrates on an understanding of broad concepts with less emphasis on the mathematics addressed in the Regents Chemistry course. Process and laboratory skills from Standard 4, Key Idea 3 are included in the curriculum. In addition the material on the General Chemistry Reference Tables is considered part of the curriculum and is testable.

The course culminates with a Local exam. There is no NYS laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the course grade. A laboratory period is associated with this course. A passing grade

in the course earns in 1 credit toward the RCSD and State graduation requirements.

### **3305Y – Chemistry R\***

1.0 Physical Science Credit

#### **Prerequisite:**

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Atomic Concepts, Periodic Table, Moles/Stoichiometry, Bonding, Physical Behavior of Matter, Kinetics/Equilibrium, Organic Chemistry, Oxidation-Reduction, Acids, Bases and Salts, and Nuclear Chemistry. Historical content, the scientific method, uncertainty in measurement, significant figures and SI units are included in the introduction of the core. In addition the material on the Chemistry Reference Tables is considered part of the core curriculum and is testable. The course culminates with a Regents exam. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. A satisfactory laboratory write-up is the criteria for successful completion of the lab exercise.

**(LAB REQUIRED)**

### **315SWW – Chemistry I (SWW)**

1.0 Physical Science Credit

#### **Prerequisite:**

The Chemistry Core Curriculum is based on Standard 4 of the commencement level *New York State Learning Standards for Mathematics, Science, and Technology*; building on the concepts covered in the elementary and intermediate level. It incorporates the scientific inquiry from standard 1 the use of information systems in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7.

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Scientific Method, The Atom, The Periodic Table, Compounds, Chemical Equations/Reactions, and Acid/Base Chemistry. The reference packet containing the various tables that correlate to the topics listed is also considered part of the core curriculum and is testable.

The course culminates with a Performance Based Assessment Task (PBAT). Students must successfully complete a significant number of lab minutes, consisting of hands-on laboratory investigations and write-ups. Toward the end of the year, a grade level PBAT investigating one of three topics of their choosing. The topics the students can investigate are; Metal Activity Series, Acid/Base Neutralization or Synthesis/Decomposition Reactions. Students will generate a research question, a hypothesis, collect and interpret data and draw detailed conclusions from their data. In addition to a formal lab write-up, all research is presented to a committee using presentation software. Successful completion of course requirements and the PBAT earns in 1 credit toward the RCSD and State graduation requirements.

### **8343Y – Physics Gen**

1.0 Physical Science Credit

**Prerequisite:**

The General Physics course is based on the Physical Setting / Physics Core Curriculum.

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Mechanics; Energy, Electricity and Magnetism; Waves; and Modern Physics. The general physics course concentrates on an understanding of broad concepts with less emphasis on the mathematics addressed in the Regents Physics course. Process and laboratory skills from Standard 4, Key Idea 3 are included in the curriculum. In addition the material on the General Physics Reference Tables is considered part of the curriculum and is testable.

The course culminates with a Local exam. There is no NYS laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the course grade. A passing grade in the course earns in 1 credit toward the RCSD and State graduation requirements.

### **3405Y – Physics R\***

1.0 Physical Science Credit

**Prerequisite:**

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key Ideas covered include: Mechanics, Energy, Electricity and Magnetism, Waves, and Modern Physics. Historical content, uncertainty in measurement, significant figures and SI units are included in the introduction of the core. In addition the material on the Physics Reference Tables is considered part of the core curriculum and is testable. The course culminates with a Regents exam. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. A satisfactory laboratory write-up is the criteria for successful completion of the lab exercise.

**(LAB REQUIRED)**

### **3519Y – AP Chemistry\***

1.0 Physical Science Credit

**Prerequisite:**

The AP Chemistry course is equivalent in content, depth, and complexity to an introductory chemistry course at the college level. This course is designed to prepare the student to excel on the AP exam offered in May, and follows the AP curriculum closely. AP Chemistry is an in-depth, content-intensive study of chemical principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include chemical reactions, modern atomic theory, molecular bonding, hybridization, organic chemistry, stoichiometry, thermodynamics, kinetics, aqueous equilibrium, acids, bases, precipitation, reduction, oxidation, electrochemistry, and nuclear chemistry. Students are required to take the Advanced Placement exam in May. **(LAB REQUIRED)**

### **3529Y – AP Physics\***

1.0 Physical Science Credit

**Prerequisite:**

The AP Physics course is equivalent in content, depth, and complexity to an introductory physics course at the college level. This course is designed to prepare the student to excel on both of the AP Physics C exams offered in May: one in mechanics, one in electricity & magnetism. The course follows the AP curriculum closely. AP Physics is an in-depth, content-intensive study of physical principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include kinematics, Newton's laws, conservation laws, harmonic motion, rotational motion, electrostatics, electricity, magnetism, Maxwell's equations, and circuit analysis. Use of calculus in problem solving is expected to increase as the course progresses. Students are required to take the Advanced Placement exam in May.

**(LAB REQUIRED)**

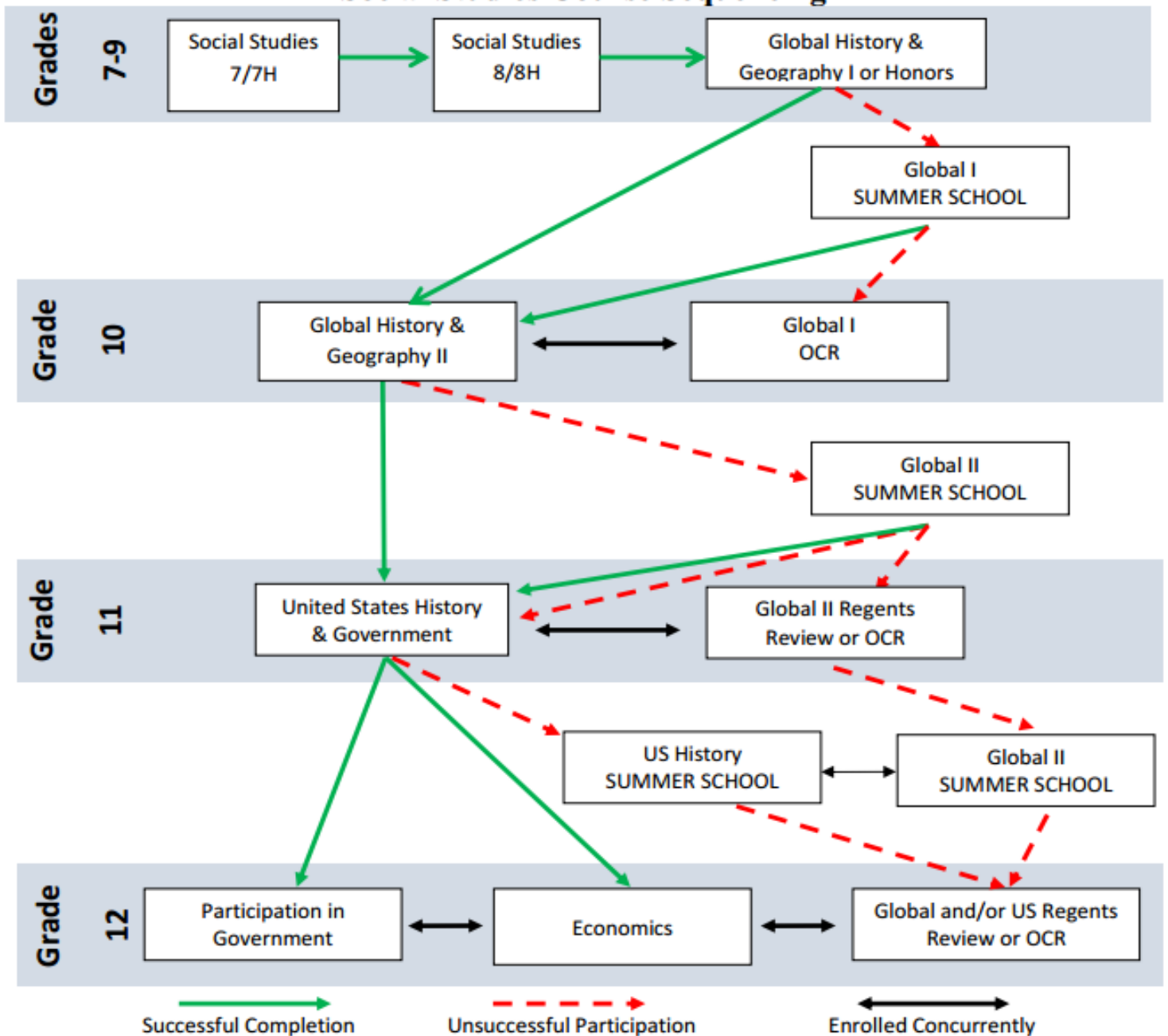
### **3566Y – Introduction to Optics**

1.0 Physical Science Credit, East Only

**Prerequisite: Director Approval**

Dual credit science course (partnership with MCC) introduces students to and prepares them for opportunities in optics at colleges and industries in Monroe County.

## Social Studies Course Sequencing



Social Studies *electives* should be made available to students who are on track for graduation (typically for students in 11<sup>th</sup> grade who have already passed the Global History Regents Exam).

- African and African American History
- Latino Studies
- Women's Studies
- Rochester History
- AP European History
- Psychology or AP Psychology
- AP Human Geography

Advanced Placement (AP) courses may serve as substitutes for required social studies courses as follows:

- AP World for Global History & Geography II
- AP US History for US History
- AP US Government & Politics for PIG
- AP Microeconomics or Macroeconomics for Economics

## ***Social Studies***

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### **1075Y – Social Studies 7**

Students in 7<sup>th</sup> grade study the history and geography of the United States from Native Americans through the Civil War. Students will analyze documents and primary sources, research and write analytical papers, document based questions, and demonstrate preparation toward the United States History and Government Regents Examination. The course is aligned with New York State and the National Social Studies Standards.

### **1077Y – Social Studies 7 H**

Students in 7<sup>th</sup> grade study the history and geography of the United States from Native Americans through the Civil War. Students will analyze documents and primary sources, research and write analytical papers, document based questions, and demonstrate preparation toward the United States History and Government Regents Examination. The course is aligned with New York State and the National Social Studies Standards. While still adhering to NYS Social Studies Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course.

### **1085Y – Social Studies 8**

United States History from Reconstruction through the present focuses the 8<sup>th</sup> grade social studies course. Students examine the history of the United States and the actions of the American people domestically and internationally. Students may prepare for the United States History and Government Regents examination or take a local examination at the conclusion of this course. An emphasis is placed on honing social studies skills with respect to the analysis of primary source documents and writing expository essays.

### **1087Y – Social Studies 8 H**

United States History from Reconstruction through the present focuses the 8<sup>th</sup> grade social studies course. Students examine the history of the United States and the actions of the American people domestically and internationally. Students may prepare for the United States History and Government Regents examination or take a local examination at the conclusion of this course. An emphasis is placed on honing social studies skills with respect to the analysis of primary source documents and writing expository essays. While still adhering to NYS Social Studies Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course.



### **115OCR, 115Y – Global History and Geography I\***

1.0 Social Studies Credit

#### **Prerequisite:**

Global History and Geography I requires students to explore themes in human history, including: Cultural diffusion, migration, belief systems, geography, interdependence, trade, conflict, power, and scarcity. Students explore human history from early humans through the 1700's. Global I comprises the first half of a two-part course that culminates in the New York State Regents Examination in Global History and Geography.

## **1117Y – Global History and Geography I H\***

1.0 Social Studies Credit

### **Prerequisite:**

Global History and Geography I requires students to explore themes in human history, including: Cultural diffusion, migration, belief systems, geography, interdependence, trade, conflict, power, and scarcity. Students explore human history from early humans through the 1700's. Global I comprises the first half of a two-part course that culminates in the New York State Regents Examination in Global History and Geography. While still adhering to NYS Social Studies Standards and curriculum, the honors option offers students additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course.



## **1215OCR, 1215Y – Global History and Geography II\***

1.0 Social Studies Credit

### **Prerequisite:**

Global History and Geography II explores human history from the 1700s and Age of Global Absolutism to the present day. The course is organized around the themes of cultural and intellectual life, change over time, turning points in history, human rights, political systems, nationalism, nation states, and the scientific and technological changes impacting history. This course culminates in the New York State Regents Examination in Global History and Geography.



## **1315OCR, 1315Y, 1317Y – US History & Government\***

1.0 Social Studies Credit

### **Prerequisite:**

A thematic approach to the history of the United States, students explore in-depth social, political, and economic trends in United States history in a cross-topical study that focuses on active citizenship. The themes of study include:

- The Continuing Struggle for Civil Rights
  - Wealth, Class, and Conflict in America
  - Technology and Social Change
  - America's Role in the World
  - The American Land and the American People
- The course is designed to prepare students for

the New York State Regents Exam in U.S. History and Government.

## **1419Y – AP European History\***

1.0 Social Studies ELECTIVE Credit

### **Prerequisite:**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

## **1523Y – IB Psychology**

1.0 Social Studies ELECTIVE Credit

### **Prerequisite**

Psychology is the systematic study of behavior and mental processes. It has its roots in both the natural and the social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied, enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

### **1439Y – AP Psychology\***

1.0 Social Studies ELECTIVE

**Credit Prerequisite:** 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents

AP Psychology is a college level course providing students an overview of the development of human behaviors and thoughts. Along with preparation for the AP Psychology exam, the goals of this course are to immerse students in modern psychological investigation techniques, to accentuate the ethics and morality of human and animal research, and to emphasize scientific critical thinking skills in application to the social sciences. Psychology is a diverse social and biological science with multiple perspectives and interpretations.



### **1439V – AP Psychology (Virtual)\***

1.0 Social Studies ELECTIVE Credit

**Prerequisite:** SEE EDUCATIONAL PROGRAM REQUIREMENTS/INFORMATION FOUND ON PAGE 6.

AP Psychology is a college level course providing students an overview of the development of human behaviors and thoughts. Along with preparation for the AP Psychology exam, the goals of this course are to immerse students in modern psychological investigation techniques, to accentuate the ethics and morality of human and animal research, and to emphasize scientific critical thinking skills in application to the social sciences. Psychology is a diverse social and biological science with multiple perspectives and interpretations.

### **1429Y – AP Economics\***

1.0 Economics Credit

**Prerequisite:**

The purpose of an AP course in Economics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. There is no single approach that an AP Economics course is expected to follow. Whatever the approach,

however, AP teachers are advised to take into account certain topics generally covered in college courses. The following is a brief discussion of these topics and some aspects of them that a teacher may choose to explore.

### **1413Y – AP Macroeconomics\***

1.0 Economics Credit

**Prerequisite:**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

### **1414Y – AP Microeconomics\***

1.0 Economics Credit

**Prerequisite:**

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

### **1449Y – AP Government & Politics\***

1.0 Participation in Gov't Credit

**Prerequisite:**

The AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations of the political systems of the United States.



## 1220Y – AP Human Geography\*

1.0 Social Studies ELECTIVE Credit

**Prerequisite:** 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents

This course addresses the relationship between human societies and the global environment. Students will explore the modern world and the social and cultural factors that shape humanity. It is an excellent foundation for all students who will be taking social science courses at the collegiate level.

## 1319Y – AP US History\*

1.0 Social Studies Credit

**Prerequisite:**

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

## 1219Y – AP World History\*

1.0 Social Studies Credit

**Prerequisite:**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of

historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.



## 1412OCR, 1412S, 1412Y – Economics\*

0.5 Economics Credit

**Prerequisite:**

Economics provides students with an overview of macro and micro economic concepts. Units of study include the Global and United States Economy, Globalization, the Enterprise system, labor and business relations, fiscal and monetary policy, as well as personal finance. This course satisfies the New York State ½ Economics credit requirement toward graduation.



## 1219V - AP World History (Virtual)

1.0 Social Studies credit

**Prerequisite:**

This course spans the Neolithic age to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation.



### **1449V - AP Government & Politics (Virtual)**

1.0 Social Studies credit

**Prerequisite:**

Advanced Placement United States Government and Politics offers a combination of assessment and instruction in an online environment. The course is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and an examination of the various institutions, groups, beliefs, and ideas that make up American politics. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. The course is taught with college-level texts. Preparation for the A.P. test will be an integral part of the course.



### **1415OCR, 1418S– Participation & Government\***

0.5 Participation in Gov't Credit

**Prerequisite:**

The Participation in Government course is a culminating course of study that focuses Civics, Citizenship, and Government. Students will explore their rights and responsibilities as citizens by engaging in the analysis of public policies and issues that are relevant to students' lives. Historic and contemporary public policy issues are explored through application of research-skills and completion of a substantive public policy paper. In this capstone course, students apply their learning in the field as they complete a minimum of 20 hours of community service as a requirement for successful course completion.

### **1415Y – Participation in Government and Economics (COMBO)\***

1.0 Participation in Gov't & Economics Credit

**Prerequisite:**

The Participation in Government course is a culminating course of study that integrates the study of Civics, Citizenship, and Government with the study of Economics. Students will explore their rights and responsibilities as citizens by engaging in the analysis of public policies and economics principles and issues that are relevant to students' lives. Units of study include the Global and United States Economy, Globalization, the Enterprise

system, labor and business relations, fiscal and monetary policy, as well as personal finance. Historic and contemporary public policy issues are explored through application of research-skills and completion of a substantive public policy paper. In this capstone course, students apply their learning in the field as they complete a minimum of 20 hours of community service as a requirement for successful course completion. This course satisfies the New York State ½ Economics and ½ Participation in Government credits required for graduation.



### **1438V – Abnormal Psychology through Film (Virtual)**

0.5 Social Studies ELECTIVE Credit

**Prerequisite:**

This elective will explore abnormal human behavior through film. The films/topics covered will include, but are not limited to, *The Lord of the Flies (Nature v Nurture)*, *The Matrix (How the Mind and Body Interact)*, *A Beautiful Mind (Schizophrenia)*, and *I Am Sam (Intellectual Disability)*. The course will focus on basic foundations of the Psychology discipline and specific abnormal behaviors that are classified by the APA as disorders. Students will view films that address these topics and then respond through analytical writing and group discussions.

### **1240Y – Pan-African Studies**

1.0 Social Studies ELECTIVE Credit

**Prerequisite:** 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents Interactive course in African and African American history that gives a historical and narrative account of African existence via articles, lessons, field experiences, book excerpts, media and online resources. The curriculum is broken down into thirteen *Thematic Units*, each with an Essential Question, Content, Resources, Activities and Lessons to accompany. The content is rich with literature and activities that inspire cooperative, independent learning and challenge current understandings of African & African American History. The course is also writing intensive. This course is designed as a one year elective course worth 1.0 high school credit. The Prentice Hall, African American History text and the Holt, African American Literature are both required text.

## **1585Y – Civil Law**

1.0 Social Studies ELECTIVE Credit

### **Prerequisite: Director Approval**

Civil Law provides students with an understanding of the effect law has on their day to day lives.

Topics studied include: contracts, relations between family members, wills, landlords and tenants, buying and selling houses, injuries and accidents, and civil rights. Students will continue to examine careers in law, law enforcement and public service.

## **1590Y – Criminal Law**

1.0 Social Studies ELECTIVE Credit

### **Prerequisite: Director Approval**

Criminal Law provides a general understanding of the criminal justice system, including the causes of crime, crime detection, arrest of suspects, criminal court procedures, and prisons. Students will investigate careers in law enforcement by taking field trips and talking with professionals in various law enforcement agencies.

## **1580Y – Intro to Law**

1.0 Social Studies ELECTIVE Credit

### **Prerequisite: Director Approval**

Intro to law presents an overview of the legal system in the United States including the structure of government and individual rights and responsibilities. The emphasis is on the way laws and rules are written and changed and on the rights and responsibilities of juveniles in school and the courts. Career opportunities in law, law enforcement, and government will be explored.

## **1101S – Latino Studies**

0.5 Social Studies ELECTIVE Credit

### **Prerequisite: 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents**

Latinos and Latinas have become the largest minority group in the United States and are reshaping the future of our community, our country, our hemisphere, and our world. Students will explore the diverse challenges and contributions of Latinos and their communities through the study of Latino history, literature, and culture, both national

and local. The course will also include an in-depth examination of contemporary issues of identity, migration, and education, culminating in a research project.

## **1435S – Psychology**

0.5 Social Studies ELECTIVE Credit

### **Prerequisite: 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents**

Students are introduced to the theories, milestones, and discoveries in the field of psychology through an integrated hands-on approach. The brain, its functions, and what scientists know and understand about how this impacts human behavior are explored. This ELECTIVE is recommended for students considering careers in education, health care, human services, and law.

## **1550S – Rochester History**

0.5 Social Studies ELECTIVE Credit

### **Prerequisite: 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents**

Our city has a rich and fascinating history. From the “Flour City” to the Fast Ferry, students enrolled in this course will investigate the diverse history and heritage of our community while building an understanding of how world and national events have played out on our local stage. This course will ask students to conduct an independent or group research project about a particular aspect of Rochester’s history that is suitable for submission to the annual National History Day competition.

## **1201S – Women’s Studies**

0.5 Social Studies ELECTIVE Credit

### **Prerequisite: 11<sup>th</sup> grade students who are on track to graduate and have passed the Global History Regents**

This course explores the core concepts underlying the interdisciplinary field of Women's Studies, introducing the ways in which the study of women and gender as social categories transforms our understanding of culture, history and society. Topics include feminism and the feminist theory, history of the women’s movement as well as various sub-topics which will be analyzed from a historical perspective and with respect to the combined effects of gender, race and class on the status of women in contemporary society.

