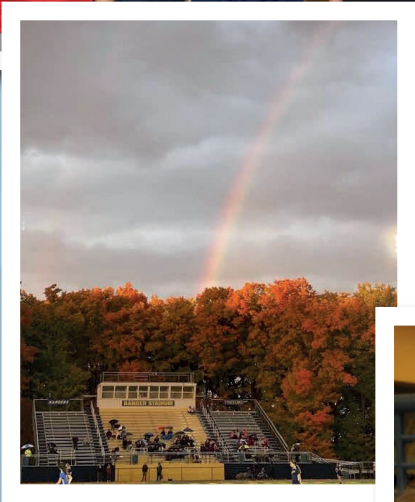


Spencerport

HIGH SCHOOL



Course Selection Guide

2024-2025

PRINCIPAL'S MESSAGE

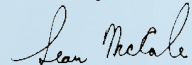
This document serves as a guide for our students and their parents/guardians during the course selection process. Spencerport High School has high expectations for our students and we want them to take courses that they find thought provoking, challenging, and interesting. The wide variety of courses that are available to students allows our entire student population to demonstrate their love of learning through the passionate pursuit of personal interests. We encourage our students to enroll in rigorous courses that will prepare them for life beyond high school. The courses that students select now can have an impact on future opportunities for them after high school and we look forward to helping them throughout this process. We are fortunate to have established strong relationships with local post-secondary institutions. These various colleges and universities have asked us to relay some important information to our student body concerning the courses that they choose to take at Spencerport High School. We encourage both students and parents/guardians to please keep the following in mind:

- College preparatory courses weigh heavily on colleges' and universities' decisions on accepting students and they strongly encourage four years of mathematics and science.
- Courses that have the potential for college credit should be given strong consideration by students during their time in high school. We offer courses such as Advanced Placement, SUPA (Syracuse University Project Advance), Dual Credit, New Visions, 3-1-3, and Project Lead the Way that allow students to earn college credit.

The courses that students request begin a series of events that drive our staffing needs that ultimately shape next year's master schedule. Dropping a course next September will not be allowed due to the time, effort, energy and resources that have been expended to honor our students' requests. In addition, we do our very best to create a schedule that allows students to be able to take each of the courses that they request. This, however, is not always possible due to various scheduling constraints that can occur based on a student's individual requests. If a student is unable to take a course they have requested due to scheduling constraints, their counselor will work with them to find another course that meets their needs and interests. The students at Spencerport High School are truly an incredible collection of tomorrow's leaders and we look forward to continuing to support their academic and personal growth. It is our goal that through the scheduling process, students will have the opportunity to select courses that interest them and will prepare them for the next chapter in their life.

We look forward to assisting our students and their parents/guardians throughout the course selection process and are excited for the learning opportunities that lie ahead. Please do not hesitate to call me, or your child's counselor, with any questions or concerns regarding this process.

Sincerely,



Sean McCabe
Principal

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NEW YORK STATE GRADUATION REQUIREMENTS

Local Diploma	Regents Diploma	Regents Diploma with Advanced Designation
Required Courses	Required Courses	Required Courses
English 4.0	English 4.0	English 4.0
Social Studies 4.0	Social Studies 4.0	Social Studies 4.0
Math (2) 3.0	Math (2) 3.0	Math (2) 3.0
Science (2) (3) 3.0	Science (2) (3) 3.0	Science (2) (3) 3.0
World Languages (1) 1.0	World Languages (1) 1.0	World Languages (1) 3.0
Art/Music 1.0	Art/Music 1.0	Art/Music 1.0
Physical Education 2.0	Physical Education 2.0	Physical Education 2.0
Health 0.5	Health 0.5	Health 0.5
Electives 4.5	Electives 4.5	Electives 2.5
Personal/Financial Literacy ***	Personal/Financial Literacy ***	Personal/Financial Literacy ***
Senior Project Pass/Fail	Senior Project Pass/Fail	Senior Project Pass/Fail
Total 23.0	Total 23.0	Total 23.0
Required Regents Exams	Required Regents Exams*	Required Regents Exams*
English Language Arts	English Language Arts	English Language Arts
One Social Studies Exam	One Social Studies Exam	One Social Studies Exam
One Mathematics Exam (Algebra 1, Geometry, <i>or</i> Algebra 2)	One Mathematics Exam (Algebra 1, Geometry, <i>or</i> Algebra 2)	Three Mathematics Exams** (Algebra 1, Geometry, <i>and</i> Algebra 2)
One Science Exam	One Science Exam	Two Science Exams** (1 in life science & 1 in physical science)
One Pathway Exam	One Pathway Exam	One World Languages Exam One Pathway Exam

***With Honors Designation:** A student receiving a Regents Diploma **with Honors** or Regents Diploma with Advanced Designation **with Honors** must complete the required exams and attain an overall average of 90% or higher on their combined exams.

Students scoring 85 or higher on all 3 required math and/or science exams will earn **Mastery in Math and/or Science, respectively.

***The Board of Education has approved this graduation requirement to begin with the Class of 2020. The requirement can be satisfied by successfully completing the Personal Financial Literacy course offered by the business department or the Personal Financial Literacy Online course.

Notes:

- (1) Students are required to have completed two years of study in World Language by the end of their 8th grade year and earn 1 credit by passing the Proficiency Exam in Grade 8 or achieve one unit of credit by passing a high school World Language course. A student identified as having a disability which adversely affects the ability to learn a language may be exempted from the World Language requirements if the student's Individualized Education Program states that such requirements are not appropriate.
- (2) An integrated course in mathematics/science/technology (POE or STEM) may be used as the third required unit of credit in either mathematics or science.
- (3) Three units of science must be comprised of commencement level science courses. One course must be from the physical setting and one course must be from the living environment. The third course may be from either life sciences or physical sciences.

Local Diploma Notes

- Available for students with disabilities with an Individualized Education Plan (IEP) or if included on a student's Section 504 Accommodation Plan.
- Students with disabilities may utilize the **Low Pass Safety Net Option**: 5 required Regents exams with a score of 55 or better as follows – 1 math, 1 science, 1 social studies, English Language Arts and 1 Pathway Assessment. (See Pathway Assessment options listed below), *or*
- The **Compensatory Safety Net Option**: 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.
- Superintendent Determination of Graduation with a Local Diploma – a student with an IEP who has achieved passing scores on the ELA and 1 mathematics exam, but has otherwise, because of his/her disability, not been successful in demonstrating proficiency on the remaining exams, the superintendent has the responsibility to determine if the student has otherwise met the requirements for graduation and may grant a local diploma.
- Any students (special education, general education & 504) who successfully appeal two Regents examination scores within 5 points of the 65 passing score and meet the other requirements of the appeals process may earn a local diploma.

Regents Diploma Notes

- Students may meet the assessment requirements in order to earn a Regents Diploma by passing any one of the following combinations of Regents examinations and/or department approved alternatives if applicable:
 - a. **Humanities (Traditional) Combination**: English Language Arts, Global History and Geography, US History and Government, 1 mathematics, 1 science = 5 Assessments
 - b. **STEM (Mathematics) Pathway Combination**: English Language Arts, 1 social studies, 2 mathematics, 1 science = 5 Assessments
 - c. **STEM (Science) Pathway Combination**: English Language Arts, 1 social studies, 1 mathematics, 2 sciences (1 must be from life science and 1 must be from physical science) = 5 Assessments
 - d. **Pathway Combination** (other than STEM): English Language Arts, 1 social studies, 1 mathematics, 1 science, 1 Pathway (other than science or mathematics, i.e. CTE approved assessment or CDOS approved program) = 5 Assessments
- Any students (special education, general education & 504) who successfully appeal one Regents examination score within 5 points of the 65 passing score and meet the other requirements of the appeals process may earn a Regents diploma.

Regents Diploma with Advanced Designation Notes

- Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or department approved alternatives if applicable:
 - e. **Humanities (Traditional) Combination**: English Language Arts, Global History and Geography, US History and Government, 3 mathematics, 2 sciences (1 must be from life science and 1 must be from physical science) = 8 Assessments
 - f. **STEM (Mathematics) Pathway Combination**: English Language Arts, 1 social studies, 4 mathematics, 2 sciences (1 must be from life science and 1 must be from physical science) = 8 Assessments
 - g. **STEM (Science) Pathway Combination**: English Language Arts, 1 social studies, 3 mathematics, 3 sciences (1 must be from life science and 1 must be from physical science) = 8 Assessments
 - h. **Pathway Combination** (other than STEM): English Language Arts, 1 social studies, 3 mathematics, 2 sciences (1 must be from life science and 1 must be from physical science), 1 Pathway (other than science or mathematics) = 8 Assessments
- A student must pass either a locally developed Checkpoint B World Languages examination or complete a 5-unit sequence in Art, Music, Business, Technology or Occupational Education.
- Students with disabilities who are exempt from the World Languages requirements as indicated on the IEP may earn the Advanced Designation diploma as long as the required number of credits is met.

CALCULATING GRADE POINT AVERAGES

- Spencerport High School uses three different calculations of student progress each for specific purposes. These calculations are referred to as the Numerical Average, the Grade Point Average (GPA) and the Weighted Grade Point Average (WGPA).
- A Numerical or regular average is used each quarter to determine placement on Honor Roll, High Honor Roll, and to determine eligibility for an Honor Pass. The unweighted cumulative GPA, the total GPA for a student’s career at Spencerport, is used to determine eligibility for the National Honor Society. (A weighted grade point average (WGPA) is used to determine Cum Laude status and decile rank).
- A summary sheet illustrating sample calculations for each of the three types of GPAs is available in the counseling office. For this school year, Advanced Placement courses are weighted on a 5.5 scale and Honors/SUPA/PLTW class are weighted on a 5.0 scale, and all other classes are weighted on the traditional 4.5 scale.
- **NOTE:** The World Languages credit earned as a result of passing the eighth grade Proficiency Exam is not included in the calculating of any GPA.

COSGROVE SCHEDULING TIMETABLE

Date	Event
November 2023	High School Course Overview presented to all students. Each student will receive a Course Selection Handbook
November 2023	Scheduling Information Video Shared
November 13 - December 1, 2023	Course selection for current 8 th graders
Late January/ Early February 2024	Course requests are available in Infinite Campus for parents to view. Course Requests will be viewable in IC (NOT in the Backpack) with real time viewing capabilities so parents will see updates as they are made.
June 7, 2024	Last day to contact your Cosgrove counselor to request a change to course requests

HS SCHEDULING TIMETABLE

Date	Event
November 2023	Course selection book distributed
November 2023	Scheduling Information Video Shared
November 13 – December 1, 2023	Teachers meet with students and complete Course Recommendations
December 4 – 15, 2023	Counselors meet with 9 th and 10 th graders in PE classes to review course recommendations and prioritize classes. 11 th Graders complete electronic form to communicate priorities and will meet with counselors to discuss in January.
Late January/ Early February 2024	Course requests are available in Infinite Campus for parents to view. Course Requests will be viewable in IC (NOT in the Backpack) with real time viewing capabilities so parents will see updates as they are made.
April/May 2024	Students & parents/guardians have the option to meet with counselors regarding concerns with selected courses
June 7, 2024	Final Day to contact your counselor for Course Request Changes

SCHEDULE CHANGE POLICY

Deadline for all add/drops is: JUNE 7, 2024

Designing your schedule is a serious decision. Making adjustments to a student’s schedule once the school year has begun disrupts the learning process. The high school budget is prepared, staff is hired, and the master schedule is developed based on student course requests. Therefore, we encourage students and their families to work collaboratively to ensure appropriate courses are selected. Students who have devoted time in the course selection process should have a well-planned schedule that does not require changes.

In order to maintain the integrity of our academic programs, requests for schedule changes will only be considered under extenuating circumstances, such as:

- An error or omission
- Change in course recommendation
- Successful completion of summer school course(s)

In the event of an extenuating circumstance, students should make an appointment to meet with their counselor to pick up the appropriate paperwork for a schedule change. It is the student’s responsibility to facilitate this request. Late requests or incomplete forms will not be considered. **There will be NO CHANGES to a student’s schedule after September 13, 2024.**

COURSE CREDIT BY EXAM CHALLENGE

It is possible to earn credit for a Regents course by passing the Regents exam in the course and completing other requirements without enrolling in the class. The maximum number of credits that can be earned this way is 6.5 credits. A student who applies for course credit by exam challenge must:

- Receive the principal’s permission by demonstrating an academic record that warrants this opportunity *and* be judged likely to benefit academically by challenging a course.
- Earn a score of 85% or higher on a state developed or approved exam.
- Pass an oral exam or complete a project to demonstrate proficiency in the subject. (This project or exam must be approved by the principal).
- Attend school or receive substantially equivalent instruction elsewhere.

If this opportunity interests you, see your counselor. You must declare your intention by **the end of February** of the year preceding the year you want to challenge a course.

STUDENT LOAD REQUIREMENTS AND COURSE OFFERINGS

It is required that students in grades 9 – 11 be scheduled for a minimum of 6 ½ credits per academic year – six (6) credits **plus** physical education each semester. Seniors must maintain a minimum of 5 credits.

Guidelines for grade level are based on the following:

0 Credits	9 th grade standing
5 Credits	10 th grade standing
11 Credits	11 th grade standing
16 Credits	12 th grade standing

AT A GLANCE: ELECTIVE OPTIONS FOR NINTH GRADERS

Eighth graders will need to make a selection regarding Art/Music and the elective they want to take next year. More details for each of the following can be found under each department of the course selection book.

***Band:** Year-long course which explores the world of different musical styles through collaborative instrumental performances, student involvement in overnight trips, activities, festivals, and other social opportunities. Meets the Art/Music requirement for graduation.

***Mixed Chorus:** Year-long course which explores the world of different musical styles through collaborative vocal performances, student involvement in overnight trips, activities, festivals, and other social opportunities. Meets the Art/Music requirement for graduation.

***Clothing & Fashion Design (.50):** This course includes clothing design, redesign, selection and evaluation of ready-made garments. The cultural and historical aspects of clothing and textiles are explored. Information is given through hands-on experience in choosing colors, lines and designs suited to you when choosing clothing. One sewing project is required. Meets .50 unit of the Art requirement for graduation.

***Housing & Interior Design (.50):** Learn how to design and draw floor plans and design and decorate all the major rooms in a house of your choice. Meets .50 unit of the Art requirement for graduation.

Teen Living: Ninth grade course. Emphasis is on Human Development Core and Food and Nutrition Core.

***Foundations in DDP:** Problem solving through the sketching and design of new products. Meets the Art/Music requirement for graduation.

***Introduction to Engineering & Design (PLTW):** First course for **Project Lead the Way** (RIT credit), Pre-Engineering sequence. Students should be strong in Math & Science. Meets the Art/Music requirement for graduation.

***Intro to Computers (.50) & Advanced Computers (.50):** Offered through the Technology Department. Learn the fundamentals of program writing. Students receive instruction on building web sites. Students will write programs that implement the web site. Students should be strong in Math & Science. Meets the Art/Music requirement for graduation.

***Studio in Art:** Full year course required for advanced level courses in Art. Meets the Art/Music requirement for graduation.

Career Connections (.50): Content includes time management, the job search & acquisition process including applications, resumes, employment-related correspondence, and interviewing skills.

Personal Financial Literacy (.50): Content includes budgeting, banking, investing, taxes, credit, insurance, and financial planning. This course is often scheduled to run opposite semesters from Career Connections. *This is a graduation requirement with a choice of: traditional class or online class. The online class can only be taken during the summer after freshman year.

Health (.50): Content includes safe and healthy practices to enable students to enhance personal, family, and community health and safety.

**Denotes courses that meet the art/music requirement*

SPENCERPORT HIGH SCHOOL SENIOR PROJECT

A Capstone Project for All Seniors

(Successful completion of this project is required for graduation)

SENIOR PROJECT– A Graduation Requirement (Grade 12)

This project represents the culmination of a student’s formal education at Spencerport High School. It is designed to reflect the district’s Strategic Plan by affording students the opportunity to “passionately pursue a personal interest.”

In completing the project, a student demonstrates that he/she/they can take all of the knowledge, skills and abilities acquired over 13 years of formal education and apply them independently to a research-worthy topic in which he/she/they have a “passionate and personal interest.”

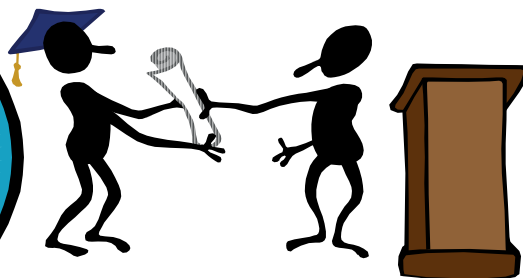
The three required components of the project are (1) a written research component, (2) an original “product” related to the research, and (3) a 10-minute presentation.

The use of a “mentor” – an adult with specialized knowledge/expertise in the chosen research field – is optional, but **STRONGLY** recommended.

Students have several options to select from that will allow them to fit the Senior Project into their individual schedules. They are: Early Decision, Seal of Bi-Literacy, Seal of Civic Readiness, and 30 weeks, spanning the first 3 quarters of the school year. Outside of these options, advisors will work individually with students to fit their needs.

Documents for the Senior Project are available by visiting the graduating class Schoology page.

Research Paper



Product



Presentation

SPECIALIZED COURSES AND SERVICES

ADVANCED PLACEMENT (AP) COURSES

Spencerport students have an opportunity to cultivate their mind as well as earn college credit through our Advanced Placement Program. We offer a variety of Advanced Placement courses including:

Biology	Government	Spanish
Calculus AB	Language and Composition	Statistics
Calculus BC	Literature and Composition	Studio Art – 2D Graphic Design
Chemistry	Music Theory	U.S. History
Computer Science	Physics 1	World History
French	Psychology	Physics C

While these courses are college-level and require a considerable commitment of time, they provide our students with the opportunity to experience higher level thinking. To enroll in an Advanced Placement course, students must meet all prerequisites and obtain a teacher recommendation. **All students enrolled in an Advanced Placement course are expected to take the Advanced Placement exam to receive credit in the course.** Although the AP exams carry a fee, no student will be denied participation in the AP program for financial reasons. The criteria for financial hardship waivers are posted on the College Board website, or you may contact Mr. Tyler Torres at (585) 349-5211 for more information.

MONROE COMMUNITY COLLEGE DUAL CREDIT

The Spencerport Central School District has partnered with Monroe Community College (MCC) to offer our students the opportunity to earn college credit at a reduced tuition rate while earning their high school diplomas. Dual credit courses are taught by Spencerport High School teachers who are approved by and work closely with MCC faculty to ensure that their courses are equivalent to those offered on the MCC campus. Dual Credit courses are indicated in course descriptions. Please note that these offerings may change annually, as they are based on curriculum alignment, instructor availability, and course enrollment.

SUNY BROCKPORT DUAL CREDIT

The Spencerport Central School District has partnered with SUNY Brockport to offer our students the opportunity to earn college credit at a reduced tuition rate while earning their high school diplomas. Dual credit courses are taught by Spencerport High School teachers who are approved by and work closely with SUNY Brockport faculty to ensure that their courses are equivalent to those offered on the SUNY Brockport campus. Dual Credit courses are indicated in course descriptions. Please note that these offerings may change annually, as they are based on curriculum alignment, instructor availability, and course enrollment. Students enrolled in Dual Credit courses are expected to also take the AP exam associated with the course. See pages 10 and 11 for more information.

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

The courses offered through Project Advance are carefully developed college offerings through Syracuse University. High school students' experiences are identical in every important aspect to those of students enrolled in the same courses on campus. High school students can enroll in Syracuse University Project Advance courses at a reduced tuition rate. Specific courses vary in cost based on the number of credit hours. SUPA courses are indicated in course descriptions. Please note that these offerings may change annually, as they are based on curriculum alignment, instructor availability, and course enrollment.

3 – 1 – 3 PROGRAM WITH SUNY BROCKPORT

The 3-1-3 program is a cooperative effort between Spencerport High School and SUNY Brockport which enables students to take college courses while in high school. Seniors have the opportunity to complete three years of high school and then have an additional year of combined high school and college serving simultaneously both as their senior year and their freshman year in college. Through this program, it would be possible to complete high school and college in seven years.

To be eligible for the 3-1-3 program students must have a 3.5 or higher GPA and be eligible to enroll in Advanced Placement Courses at the high school. Students must also meet SUNY Brockport's normal admission standards. The admissions office reviews credentials of recommended candidates and makes final admissions decisions. Enrolled students take two college-level courses taught in the high school and also register for two or three courses at Brockport. Both the college and the high school participate in an ongoing academic advisement program. The following courses have been approved by SUNY Brockport for this program:

AP U.S. History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry

AP Computer Science
AP French
AP Government
AP Literature & Composition
AP Physics 1

AP Spanish
AP Statistics
AP World History
AP Language and Composition
AP Studio Art – 2D Graphic

No tuition or fee is charged for classes with high school instructors. Students are responsible for paying tuition and fees for all courses taken at Brockport. Qualified students will be invited to attend an informational meeting in November of their junior year.

Note: Students participating in the 3-1-3 program need to consult with their counselor prior to signing up for the college courses. To blend this with the required high school courses, the college courses must be scheduled later in the day. Once SUNY Brockport registration is complete, students must provide their counselor with a copy of their course selection. Students must provide their own transportation.

ROCHESTER INSTITUTE OF TECHNOLOGY PROJECT LEAD THE WAY

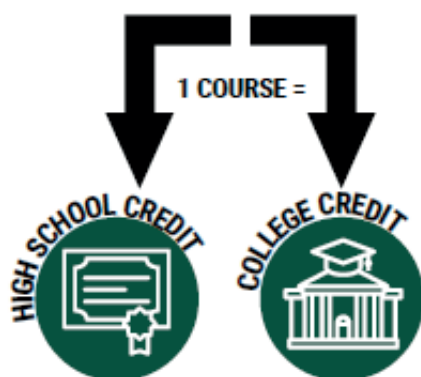
Project Lead The Way (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has a support staff of experienced technology educators. PLTW credit can be obtained through our Technology Department at a reduced tuition rate through Rochester Institute of Technology. The following Project Lead The Way courses will be offered: Introduction to Engineering Design, Civil Engineering & Architecture, Principles of Engineering, Digital Electronics, and Engineering Design & Development.

ONE COURSE, TWICE THE CREDIT

Dual Credit Courses through SUNY Brockport

WHAT IS DUAL CREDIT?

College-credit bearing courses, taught in the high school, that have the rigor of a college course and allow a student to simultaneously earn high school and SUNY Brockport credit.



2022-2023 DUAL CREDIT TUITION

Four-Credit Class - Standard	\$301.80
Four-Credit Class - Free/Reduced Lunch Qualified*	\$154.80
Three-Credit Class - Standard	\$226.35
Three-Credit Class - Free/Reduced Lunch Qualified*	\$116.10

**Free/Reduced Lunch Qualified based on Income Eligibility Guidelines*

SHOULD I PURSUE AP, DUAL CREDIT, OR BOTH?

Advanced Placement (AP) classes award credit based on an exam; Dual Credit courses award credit so long as the student passes the class. Students can pursue both options in one class, or pick the option that best suits them and their post-secondary plans, in consultation with their family and school counselor.



Location

At your high school.



College Credits Earned*

YES, students earn 3-4 SUNY Brockport credits per class, with a passing grade.



Cost

Significantly reduced tuition rate.

College Credits Transferable*



Yes, typically a "C" or better will transfer - some colleges and academic programs may have specific requirements.

Time and Money Savings



SUNY Brockport Dual Credit students can decrease the amount of college classes needed after high school graduation, therefore saving time and money in college.



INCREDIBLE STUDENT IMPACT

Students completing college courses in high school are more likely to:

- Graduate high school
- Attend college
- Stay in college
- Complete a degree



Source: <https://www.nacep.org/resource-center/nacep-fast-facts/>

*SUNY Brockport cannot guarantee that all colleges and universities will recognize SUNY Brockport credits earned through Dual Credit courses. Transfer credit policies vary at each institution in regard to course credit transfer and degree requirements. We recommend you consult the transfer policy of each college in which you are interested.

Dual Credit Courses offered at Spencerport High School through SUNY Brockport

Spencerport Course	Brockport Course Equivalent	Name of Brockport Course Equivalent	Credits
AP Biology	BIO 201	Biology I	4
AP Calculus (AB)	MTH 201	Calculus I	4
AP Calculus (BC)	MTH 202	Calculus II	4
AP Chemistry	CHM 205	College Chemistry I	4
AP Computer Science	CSC 120	Introduction to Computing	4
AP Government	PLS 113	American Politics	3
AP Language and Composition	ENG 112	College Composition	3
AP Literature	ENG 240	American Literature	3
AP Physics I	PHS 205	Introduction to Physics I	4
AP Statistics	MTH 243	Elementary Statistics	3
AP Studio Art - 2-D Graphic Design	ART 210	Visual Art Experience	3
AP US History	HST 211	Seminar in Early America	3
AP World History	HST 202	Modern World Seminar	3
French IV	FRN 211	Intermediate French I	3
French V/AP/SUPA	FRN 212	Intermediate French II	3
Spanish IV	SPN 211	Intermediate Spanish I	3
Spanish V/AP/SUPA	SPN 212	Intermediate Spanish II	3
Statistical Reasoning	ECN 204	Intro to Business Statistics	3

ACADEMIC INTERVENTION SERVICES (AIS)

AIS is an educational service mandated by New York State and designed to support students as they work toward the state's learning standards. Supplemental services are provided in the core subject areas (English, Math, Social Studies and Science) for any students who meet the district established entrance criteria. This includes but is not limited to failure to meet expected levels of performance on state exams or demonstration of a skill level that places the student at risk of not passing state mandated assessments. These services will be provided by teachers certified in the core subject area and will be scheduled in lieu of electives and study halls. We also have a course entitled "Strategies for Success" which provides instruction and practice of strategies for select students to help them meet and exceed New York State graduation requirements. Skills and strategies include literacy instruction (including writing, reading comprehension and thinking strategies), study skills development, mathematics and self-determination. Contact your student's teacher for further information.

SPECIAL EDUCATION SERVICES

The Special Education Department at the high school works with students who have been identified by the Committee on Special Education as having a specific disability that interferes with their learning. Each student is exposed to the New York State curriculum and assessments. Our goal is to provide an education for the students in the least restrictive environment. To assist students in acquiring the necessary skills and knowledge the high school provides a variety of academic services and options: Co-Integrated Consultant Teacher, Indirect Services Consultant Teacher, Resource Room, Special Class 15:1, Special Class 12:1:1. In addition, related services are available, including Speech Language Therapist, Social Workers, Psychologists, Occupational Therapists, Physical Therapists, and an Assistive Technology Specialist. The Committee on Special Education, which includes the child's parent/guardian(s), determines which services the student will receive.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA Eligibility Center certifies the academic and amateur credentials of all college-bound student athletes who wish to compete in NCAA Division I or Division II athletics. It is the responsibility of each individual student-athlete to make sure that their courses are approved by the NCAA. This should be done on a yearly basis.

The Spencerport School District has a list of NCAA-approved courses on the Eligibility Center website (www.eligibilitycenter.org). Students can access this list by doing the following:

- Click the "NCAA College-Bound Student-Athlete" link to enter the site.
- Navigate to the "Resources" tab and select "U.S. Students" where you will find the link for the List of NCAA Courses.
- After checking the list and completing the registration process, request that an initial copy of your transcript be sent to the Eligibility Center by the counseling office.
- For students who have attended more than one high school, the NCAA Eligibility Center will need official transcripts from all high schools attended.
- A final transcript will be sent to the NCAA once a student graduates from the Spencerport school District.

*You will find NCAA approved courses indicated by a *NCAA* in the upper right hand corner of the description.*

ART DEPARTMENT

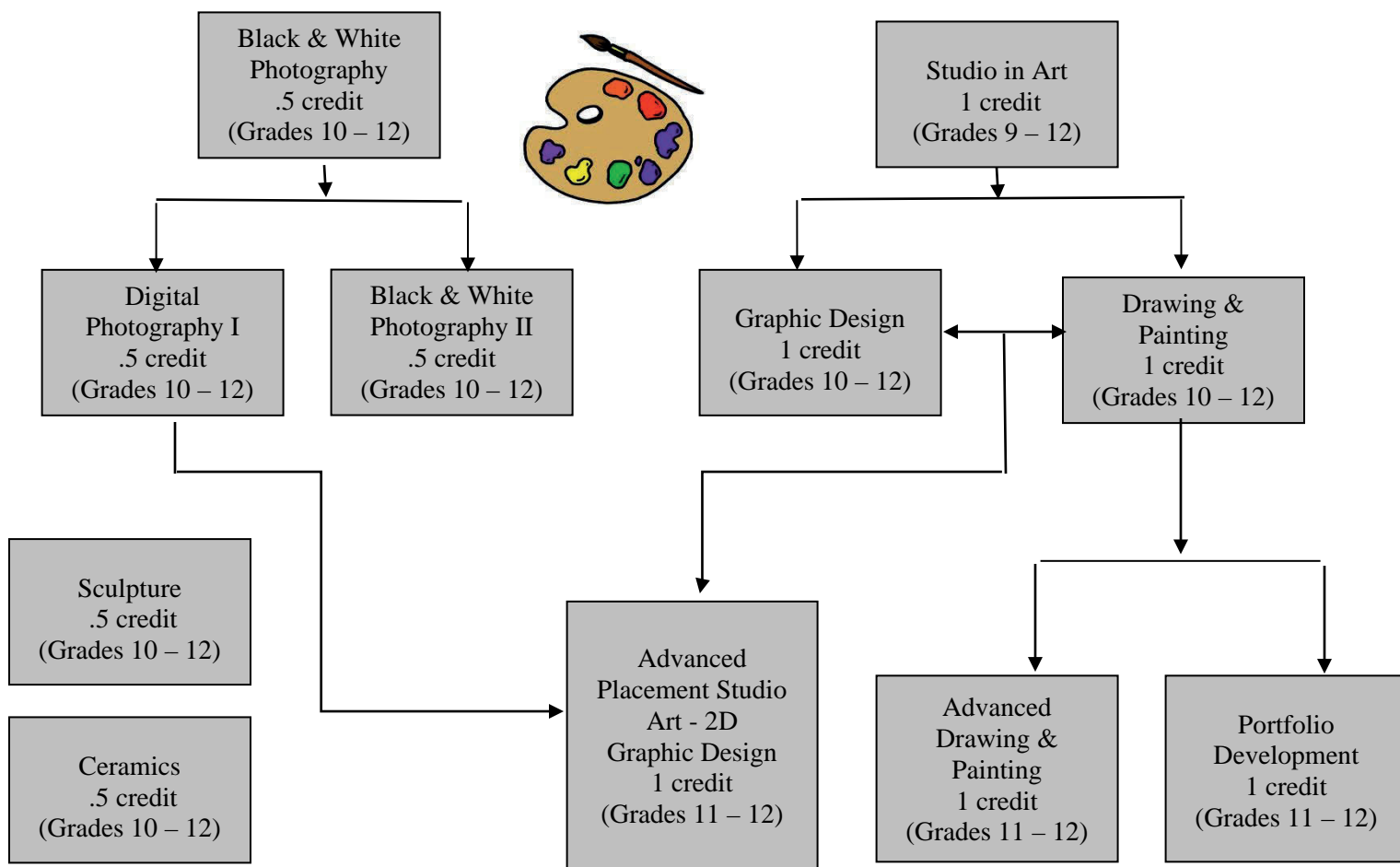
Students meeting the New York State Art/Music requirement can choose the following options:

Option I: Studio in Art

OR

Option II: Complete **two** of the following courses:
 Black & White Photography
 Digital Photography
 Ceramics
 Sculpture

MAJOR SEQUENCE OPTIONS FOR ART: Please refer to graduation requirements by class in intro pages.



- Studio in Art meets the New York State requirement for the Art/Music credit.
- Portfolio Development is recommended for 11th grade students who are interested in Art College and is required for the 5 credit Art sequence.

ADVANCED DRAWING AND PAINTING – Course #8132 1 credit (Grades 11 – 12)

Prerequisite: Studio in Art and Drawing & Painting

In this course, students will be focused on using higher level drawing and painting techniques. Students will be working from direct observation or printed and visual material. Through a variety of practice exercises and projects, students will work with different mediums to complete assignments in figure studies, portraiture (accurate, expressive, and conceptual), complex still-life studies, landscapes and architecture. Emphasis will be placed on problem solving, developing a narrative and composition and working in different styles with a variety of mediums. Individual development and exploration is encouraged. Students will keep a sketchbook as well as study current trends and themes in art.

AP STUDIO ART – 2-D GRAPHIC DESIGN -Course #8133AP 1 credit (Grades 11 – 12) *Dual Credit optional*

Prerequisite: Graphic Design and Drawing & Painting OR Successful completion of Black and White & Digital Photography

Advanced Placement Studio Art – 2-D Graphic Design is for the serious, driven and self-motivated art student. AP Studio Art is based solely upon the completion of a 2-D art portfolio which will be submitted for evaluation on a national level at the beginning of May. Over the course of the year, students investigate their own personal art inquiries and create artwork that focuses on a selected theme of their choosing. The course requires the student to produce 15 works of art or photography using art materials that they choose personally. These can include any traditional or digital art media. The course concludes in May with the AP Examination. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

BLACK AND WHITE PHOTOGRAPHY I – Course #8127 ½ credit (Grades 10 – 12)

Prerequisite: Studio in Art is encouraged, but not required.

This is an introductory course to the basics of Black and White Photography. Students will be engaged in the operation of a manual 35 mm camera and develop their own film. Darkroom materials and safety will be taught along with basic developing and printing procedures. History of photography will be explored through research and presentation. Students will also complete several digital home photo assignments to supplement their darkroom work.

BLACK AND WHITE PHOTOGRAPHY II – Course #8129 ½ credit (Grades 10 – 12)

Prerequisite: Black and White Photography I

This is a half year elective that continues students' development of Black and White photography skills. Students will continue to be engaged in the operation of a manual 35mm camera and further develop an understanding of its essential components and functions. Students will be utilizing several new darkroom techniques in this course as well as be introduced to pin hole and Holga cameras.

CERAMICS – Course #8126 ½ credit (Grades 10 – 12)

Prerequisite: Studio in Art is encouraged but not required.

This semester course will introduce students to the basic hand building techniques used in ceramics (pinch, coil and slab). The students will study different tools, types of clay, kilns and clay properties to better understand the medium. Each student will create a variety of functional and non-functional assignments to include but not limited to pinch construction, coil vases, slab boxes, drape molds, press molds, tea sets, slab vessels, and mosaics. Students will be introduced to finishing techniques, as well as the history of ceramics. A sketchbook is required and must be purchased at the school bookstore.

DIGITAL PHOTOGRAPHY – Course #8125 ½ credit (Grades 10 – 12)

Prerequisite: Students must have completed and passed **Black & White Photography**.

Move your photography expertise into the 21st century - explore the popular field of digital photography! Carry over your knowledge of the 35 mm film camera to understanding the DSLR camera functions to include manually adjusting aperture, shutter speed, ISO, exposure modes, file formats and other camera functions. Using your knowledge of composition from Black and White Photography students will complete assignments that utilize strong compositional elements and ideas. Students will also have the ability to use camera phones to achieve high quality images, ready for sharing, printing and all quality displays. Students will cover basic camera functions, using apps for editing and altering photos, photo sharing, how to print and methods of saving. This course also includes the use of photo editing software. Students enrolled in 10th, 11th, or 12th grade, who have completed and passed Black and White Photography I, are eligible for this course.

***DRAWING AND PAINTING – Course #8131** 1 credit (Grades 10 – 12)

Prerequisite: **Studio in Art**

This course offers students the opportunity to develop and enhance their basic drawing and painting skills. Using a variety of techniques, students will increase their skills to draw accurately and realistically through the study of art vocabulary and elements & principles of art. Watercolor and acrylic paintings are explored with emphasis on composition, perspective, technique, color mixing, blending and shading. Subject matter varies to include still life, landscape, figure drawing and portraits. We will use the required sketchbook from Studio in Art.

*Recommended for sophomore year and for students who want to enroll in the AP 2D Graphic Design course.

GRAPHIC DESIGN – Course #8133 1 credit (Grades 10 – 12)

Prerequisite: **Studio in Art**

This full-year course is for the student who wants a background in the design and advertising field using Adobe Photoshop and Illustrator. Students learn layout skills by designing a variety of projects including logos, magazine ads, package designs, and book covers. Students learn to manipulate photos using Photoshop and create original artwork and cartoons using large digital drawing tablets.

PORTFOLIO DEVELOPMENT – Course #8134 1 credit (Grades 11 – 12)

Prerequisite: **Studio in Art, Drawing and Painting**

This course offers instruction and guidance for the serious art student. Each student will develop a professional portfolio that can be used for college entrance interviews. The focus of the course is building and fine tuning artistic skills. Students create works of art and complete sketchbook assignments using a variety of media to develop a well-rounded, high quality portfolio. All students are required to display their work for one week in the high school display case as well as a one on one portfolio review.

SCULPTURE – Course #8093 ½ credit (Grades 10 – 12)

Sculpture is an introductory, semester long course where student's work "hands on" with a variety of three-dimensional materials, such as paper, plaster of Paris, wire, and found objects. Students will complete sculptures in a studio setting. Emphasis will be on the creation of pieces that are visually interesting from all sides, balanced, stable and are well-constructed. Twentieth century sculptors and art critique will also be introduced. Studio Art is encouraged, but not required.

STUDIO IN ART – Course #8091 1 credit (Grades 9 – 12)

(Required for 5-unit credit sequence)

Studio in Art is a beginning course for students who enjoy the visual arts, who are considering an art major or who wish to meet the Art/Music credit for graduation. This course introduces students to basic art skills and techniques through a variety of different mediums while covering the elements and principals of art including art history, art critique and art careers. Students will produce work in a studio setting. A sketchbook is required and must be purchased at the school bookstore.

BUSINESS DEPARTMENT

5 credit Sequence for Regents with Advanced Designation

(May be taken as an alternative to a 3-unit sequence in LOTE)
(All students **MUST** complete 1 credit of LOTE)

REQUIRED COURSES (3.5 Credits)

Career Connections (1/2 Credit)
Personal Financial Literacy (1/2 Credit)**
Principles of Marketing (1/2 Credit)
Accounting (1 Credit)
Microsoft Office for Business (1 Credit)

ELECTIVES (1.5 Credits Required From This Section)

Advanced Accounting (1 Credit)
Business Law (1 Credit)
Sports and Entertainment Marketing (1/2 Credit)
CCF Law (1/2 Credit)
Multimedia (1/2 Credit)
International Business and Marketing (1/2 Credit)
CO-OP (1 Credit)
CEIP (1 Credit)

**Indicates courses that are dual credit with Monroe Community College

NOTE: CO-OP may be used as a 5th credit in any Business, FACS or Technology sequence.

BUSINESS DEPARTMENT OPPORTUNITIES

Learn valuable software applications, build a resume for college and employment, gain “hands-on” work experience, hone your business & personal skills in Distributive Education Clubs of America (DECA) volunteer in the HS bookstore, the Ranger Cub House, get a CTE Endorsement on your diploma, distinguish yourself in Business Honor Society, start college while still in HS and graduate with a **Regents Diploma w/ Advanced Designation**. You can do all this and more in Business Education—real courses for the real world!

MAJOR SEQUENCE OPTIONS FOR BUSINESS:

REGENTS DIPLOMA w/ ADVANCED DESIGNATION → Did you know that students can replace the 3-credit World Languages requirement with a 5-credit sequence in Business Education and still earn their Advanced Designation diploma? *Please refer to graduation requirements by class on intro pages.*

ACCOUNTING – Course #6131 1 credit (Grades 10 – 12)

Accounting is a full-year course where students develop financial record keeping and reporting skills. The course is open to all students for elective credit or to Business majors as part of a 5-credit sequence. Students will learn the basic skills and concepts of double-entry accounting. They will also learn useful personal record keeping skills as well as banking procedures, maintaining checking records, and income taxes. All students will apply their accounting knowledge in the completion of a cumulative simulation project which will serve as their final assessment. **Accounting is a required course in the 5 credit sequence in Business.**

ADVANCED ACCOUNTING – Course #6132 1 credit (Grades 11 – 12)

Prerequisite: Accounting

In this course, students apply the concepts learned in Accounting using industry-standard technology. The course is open to all students for elective credit and can be used for all Business sequences. Students completing a 5-credit sequence including Advanced Accounting will receive priority consideration for placement in related CO-OP positions. Topics covered in this course include inventory control, payroll systems, notes receivable and payable, stocks, bonds, dividends, depreciation, and corporate reporting. Students who complete Advanced Accounting are prepared for specialized, post-secondary accounting study or for entry-level accounting/clerical employment.

BUSINESS LAW – Course #6136 1 credit (Grades 10 – 12)

This course is designed to provide students with an overview of the legal and ethical frameworks of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, and the court systems are examined. Upon completion, students should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them and to identify situations that require professional assistance. It will include a field trip to the Monroe County courthouse and guest speakers. There is an emphasis on cooperative learning and small group activities.

CAREER CONNECTIONS – Course #6101 ½ credit (Grades 9 – 12)

This is an elective course designed to accentuate the New York State CDOS (Career Development & Occupational Studies) standards. The content for Career Connections include career exploration, the job search & acquisition process--including applications, resumes, employment-related correspondence and interviewing skills--and workplace relations plus units related to forms of business organizations, human relations, and labor law. Character Education is integrated across the curriculum. In addition, this course provides a forum for implementing the K-12 Career Plan in cooperation with the Counseling Department. **Career Connections is required as part of a 5-credit sequence in Business, Family & Consumer Science or Technology.**

CRIMINAL, CONSTITUTION & FAMILY LAW – Course #6151 ½ credit (Grades 10 – 12)

This is a one-semester elective course based on the purpose of law in our society and how it applies to the student's individual rights and responsibilities now as a teenager and to his/her future adult life. The course will afford students the opportunity to go on a field trip to the Monroe County Hall of Justice. The student will gain an understanding of: criminal law, Bill of Rights, family law and juvenile justice. Students will also participate in mock trials within the class.

COLLEGE PREP – Course #6157 ½ credit (Grades 11 – 12)

The major focus of the College Prep course is to help facilitate the college application process, enhance essential skills for academic success, and gain the awareness for a healthy transition to college life. Topics will include admission essays, study skills, financial aid, scholarships, time management, college resources, health/wellness issues, campus/dorm life, critical/creative thinking skills, and organizational skills. The course provides students the opportunity to hear guest speakers from local colleges and agencies, complete college research, individual research and group projects. Students will utilize the Common App and Naviance throughout the course. Scheduling preference is given to seniors in the fall semester and juniors in the spring semester.

INTERNATIONAL BUSINESS & MARKETING – Course #6125 ½ credit (Grades 10 – 12)

Prerequisite: Principles of Marketing

IBM is a specialized marketing course that helps students to develop the knowledge and skills needed to live and work in a global marketplace. As national boundaries and economic systems continue to evolve and new markets open to American businesses, an understanding of cultural, political and economic differences is necessary to compete successfully in a global marketplace. These global changes affect our roles as consumers, workers and citizens. Guest speakers and industry-standard technology are used to enrich classroom instruction. IBM is recommended for all students who will be pursuing a post-secondary education in marketing, business management, international relations, law, finance, or graphic design.

MATH w/ FINANCIAL APPLICATIONS – Course #6126 1 credit (Grades 11 – 12)

This full-year course offers students an opportunity to apply fundamental mathematical concepts which address personal and business-specific financial problems and to develop and communicate practical solutions to those problems using appropriate technologies (Excel, PowerPoint, Word). Topics include: Payroll; Interest; Budgeting; Depreciation; Borrowing & Lending; Banking Services; Business Costs; Sales & Marketing; Annuities; Investments; Financial Statement Analysis; Retirement & Estate Planning; Time & Money (Present & Future Value). The course is open to all students for elective credit or to Business majors as part of a 5-credit sequence.

MICROSOFT OFFICE FOR BUSINESS – Course #6133 1 credit (Grades 10 – 12)

This course can be taken by all students as an elective and is required for all business students seeking a 5-unit sequence. It offers students an overview of entrepreneurship, modern business organizations, and operations using computer applications. All students will use word processing, spreadsheets, graphs, graphics and PowerPoint in Microsoft Office as well as the Internet for various projects. All students will develop a portfolio for their proprietorship business that will include but not be limited to: company logo/slogan and letterhead, organization chart, payroll spreadsheet, and company business plan plus advertising and customer surveys. **Microsoft Office for Business is a required course in the 5 credit sequence in Business.**

MULTI-MEDIA PRESENTATIONS – Course #6155 ½ credit (Grades 10 – 12)

Multi-media is a course designed to educate students on the ever-changing digital world, as well as to provide hands-on-experience with industry standard software and equipment. The curriculum covers a wide range of areas, so it appeals to a diverse group of students. Topics covered in Multi-Media classes include graphic design, audio production, video production, and digital editing with the use of WeVideo's digital platform. Students who successfully complete this course will earn ½ credit of elective credit, and will be equipped with the fundamental skills of producing and editing digital media through the Ranger News for Spencerport High School.

PERSONAL FINANCIAL LITERACY – Course #6102 ½ credit (Grades 9-12)

This graduation requirement is designed to complement Career Connections by completing the content from the NYSED-approved “Career & Financial Management” curriculum. Compensation, budgeting, banking, investing, taxes, credit, insurance, and financial planning are some of the topics covered. Students use Virtual Business, an online simulation, as a supplement to classroom learning. **Personal Financial Literacy is also required as part of a 5-credit sequence in Business, FACS, or Technology. There is an option to receive dual credit with Monroe Community College (Eco-103 -3 credit hours) for this course at a reduced tuition rate.**

PERSONAL FINANCIAL LITERACY ONLINE COURSE – Course #6104 (Grades 10-12)

In this 100% online course, students learn how to make informed financial decisions related to budgeting, banking, credit, insurance, taxes, and investing. Students will be able to apply strategies that assist them in creating a plan to reach their financial goals. This course will develop skills that promote personal financial responsibility. Students will complete all course requirements online as an independent study. Course credit is not granted by taking the online PFL course, however, taking this course meets the Financial Literacy graduation requirement. The course starts in July of 2024 and students will be expected to complete part of the course over the summer.

PRINCIPLES OF MARKETING – Course #6122 ½ credit (Grades 10 – 12)

Principles of Marketing is a half-year elective designed to introduce students to the basic functions of marketing including product planning, pricing, promotion and distribution with the use of in class projects and Virtual Business simulations. Students will study current marketing trends and explore possible careers in the marketing field. They will act as a marketing company for building events such as Red Ribbon Week. **Principles of Marketing is a required course in the 5 credit sequence in Business.**

SPORTS & ENTERTAINMENT MARKETING – Course #6123 ½ credit (Grades 10 – 12)

Prerequisite: Principles of Marketing

Sports and Entertainment Marketing is a specialized marketing course designed for students to develop skills in the in the areas of facility design, merchandising, advertising, publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry with the use of Virtual Business simulations. The course will afford students the opportunity to go on a field trip to Frontier Field for Career in Sports Day.

SCHOOL-TO-CAREER PROGRAMS

CO-OP (COOPERATIVE WORK EXPERIENCE) – Course #6221 1 credit (Grades 11 – 12)

CO-OP is a supervised work experience program that allows students to use their skills as they enter into a paid position in a chosen field while earning school credit. Students work a minimum of 300 hours for the employer and attend periodic seminars with the School-to-Career Coordinator. The seminars focus on job acquisition and retention as well as transferable, career-related skills. Students wanting to earn a 5th-credit or credit in any of the C&TE areas (Business, FACS, or Technology) may use this course. In addition, this course may also be used to fulfill the work-based learning component for the CTE Endorsement on the HS diploma

CEIP (CAREER EXPLORATION INTERNSHIP PROGRAM) – Course #6156 1 credit (Grades 11 – 12)

Unsure of what you want to do for the rest of your life? This course will help you explore different career areas. Students earn one credit by volunteering outside of the classroom (minimum of 120 hours, up to 37.5 hours with any one mentor). This allows the student to explore opportunities in health care, education, computer services and other fields. Students are required to attend periodic seminars with the School-to-Career Coordinator. CEIP may also be used to fulfill the work-based learning component for the CTE Endorsement on the HS diploma.

ADVANCED CO-OP – Course #6321 1 credit (Grade 12)

Prerequisite: CEIP or CO-OP

This course offers students an opportunity to earn a second full credit of academic credit for their work-based learning experience. Students are required to complete a training plan, accumulate a minimum 300 hours of paid and supervised work experience with an approved employer/partner, and to attend periodic classroom seminars with the School-to-Career Coordinator. Advanced CO-OP will help students build upon the base of knowledge/skills acquired through CO-OP/CEIP by emphasizing a more “global” awareness of the workplace and their place in it. The focus will move beyond job acquisition and retention to one of career development and advancement. Topics to be covered include: problem-solving skills, teamwork, collaboration, political correctness, cultural diversity, international business, and conflict resolution.

Spencerport High School Business Administration and Management C&TE Endorsement Required Courses

Principles of Marketing (1/2 Credit)
Accounting (1 Credit)
Microsoft Office for Business (1 Credit)
Career Connections (1/2 Credit)
Personal Financial Literacy (1/2 Credit)**

Electives (1.5 Credits Required from this section)

Advanced Accounting (1 Credit)
Business Law (1 Credit)
Sports and Entertainment Marketing (1/2 Credit)
CCF Law (1/2 Credit)
Multimedia (1/2 Credit)
International Business and Marketing (1/2 Credit)
CO-OP (1 Credit)
CEIP (1 Credit)

***Indicates courses that are dual credit with Monroe Community College*

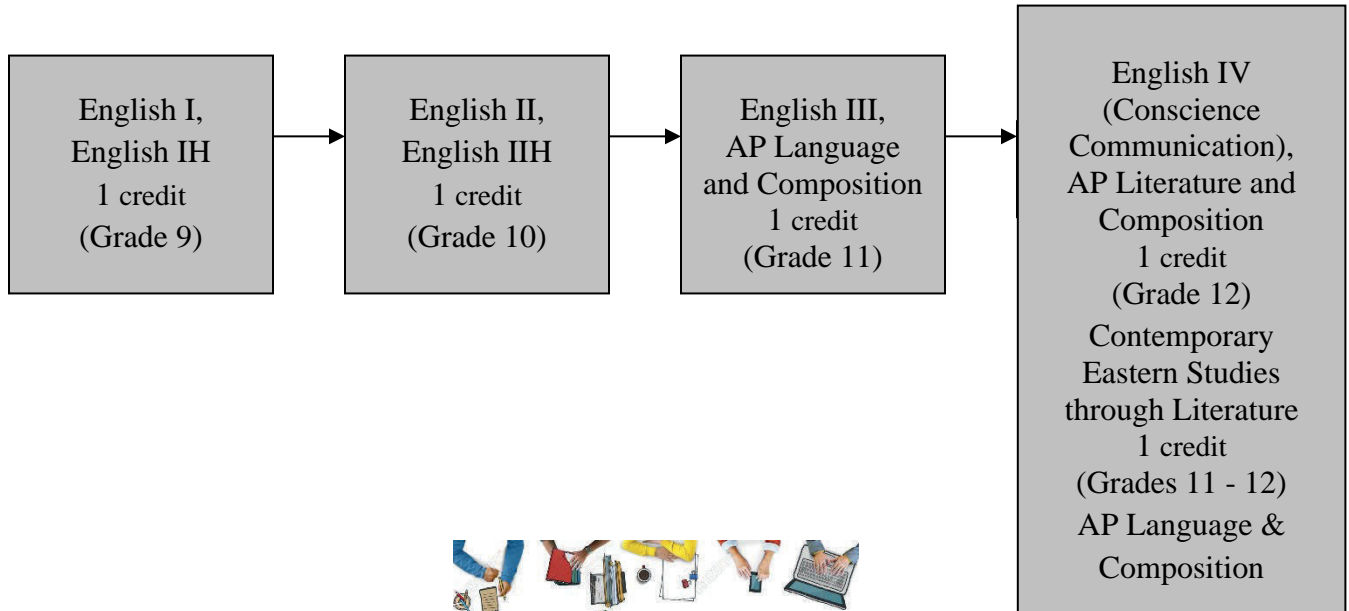
National Assessment Virtual Enterprise

A Passing Score is Required for the C&TE Endorsement

The Career and Technical Education Endorsement is for those students who have gone above and beyond their Regents requirements in Business Administration. An endorsed seal is placed on the student’s Spencerport High School diploma once all requirements have been met. For questions about the C&TE Endorsement, please call Melissa Garofalo (School to Career Coordinator) at 349-5238 or mgarofalo@spencerportschools.org.

ENGLISH DEPARTMENT

ENGLISH



ENGLISH ELECTIVES



AP LANGUAGE AND COMPOSITION – Course #1111AP 1 credit (Grades 11 & 12) *Dual Credit optional*
Prerequisite: Participants in the English II Honors program or by teacher recommendation. *NCAA*

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become 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, an audience's expectations, and subjects as well as the way grammatical conventions and the resources of language contribute to effectiveness in writing. Students will also be required to take the AP exam for successful completion of this course. In addition, all Juniors are required to take the New York State Regents Exam in English Language Arts. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$101 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP LITERATURE AND COMPOSITION–Course #1122AP 1 credit (Grade 12) *Dual Credit optional**NCAA*
Prerequisite: Three years of high school English or its equivalent including English III, or Advanced Placement Language and Composition with teacher recommendation.

It is strongly recommended that students entering AP English have completed English I Honors, English II Honors and AP Language. AP Literature students read a variety of literary texts and genres in order to read critically and develop writing skills which contribute to an insightful essay. Students are required to write an extended critical essay outside of class. Students will also be required to take the AP exam for successful completion of this course. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

ENGLISH I – Course #1091 1 credit (Grade 9) *NCAA*

The English I program is designed to build students' skills in reading, writing, speaking, listening, and language. Students will demonstrate proficiency of the NYS Next Generation English Language Arts Learning Standards by analyzing and emulating professional, mentor texts in the genres of narrative, information, and argumentation. Curriculum also includes the study of a year-long grammar unit, and sustained silent reading (SSR) of student-selected texts. At the 9th grade level, curricular outcomes include a creative writing short story, a TED Talk, an argumentative essay rooted in fiction, and the experience of literature circles.

ENGLISH I HONORS – Course # 1091H 1 credit (Grade 9) *NCAA*

The English IH program is designed to build students' skills in reading, writing, speaking, listening, and language. The Honors program is differentiated from the general education program by enrichment, additional creative projects and/or texts, and acceleration. Students will demonstrate proficiency of the NYS Next Generation English Language Arts Learning Standards by analyzing and emulating professional, mentor texts in the genres of narrative, information, and argumentation. Curriculum also includes the study of a year-long grammar unit, poetry immersion, and sustained silent reading (SSR) of student-selected texts. At the 9th grade level, curricular outcomes include a creative writing short story, a TED Talk, an argumentative essay rooted in fiction, and the experience of literature circles.

ENGLISH II – Course #1101 1 credit (Grade 10) *NCAA*

English II is designed to reinforce and build upon the skills taught in English I. The course is writing intensive with a focus on writing narratives, arguments, and informational writing. Students will read memoirs, poetry, a drama, and a novel to advance these writing goals and for enjoyment. Research skills are taught and assessed as well. Students will also study grammatical usage, mechanics, and syntax. Formative and summative module assessments test the skills required for mastery of the New York State Next Generation English Language Arts Learning Standards.

ENGLISH II HONORS – Course #1101H 1 credit (Grade 10)

NCAA

Prerequisite: Participation in the 9th grade Honors Program or recommendation by teacher.

English II Honors is designed to reinforce and build upon the skills taught in English I Honors. The Honors program is differentiated from the general education program by enrichment, additional creative projects and/or texts, and acceleration. The course is writing intensive with a focus on writing narratives, arguments, and informational writing. Students will read memoirs, poetry, a drama, and a novel to advance these writing goals and for enjoyment. Research skills are taught and assessed as well. Students will also study grammatical usage, mechanics, and syntax. Formative and summative module assessments and test the skills required for mastery of the New York State Next Generation English Language Arts Learning Standards.

ENGLISH III – Course #1111 1 credit (Grade 11)

NCAA

English III is a full-year course that continues best reading and writing practices through the use of mentor texts, a variety of writing strategies, and project-based learning. Reading and writing throughout the year will emphasize those skills required to meet the New York State Next Generation English Language Arts Learning Standards and to prepare for the June Regents Examination in English Language Arts. Research skills and assessments, both formative and summative, are embedded into argumentative, informational, and narrative units.

ENGLISH IV – Conscious Communications – Course #1122 1 credit (Grade 12)

NCAA

English IV is a full year course focused on the study of modern-day literature and different media to explore what it means to be human in an ever-changing global society. Students explore topics that concern us as individuals, family members, and citizens of our local, national, and global communities. Students will refine English Language Arts skills while studying and creating various written, auditory, and visual texts.

ENGLISH ELECTIVES

The English electives are full-year courses offered to those students expressing an interest in an intensified concentration of study in the Language Arts.

CONTEMPORARY EASTERN STUDIES THROUGH LITERATURE – Course #1126

NCAA

1 credit (Grades 11 – 12)

Students will become familiar with the contemporary issues facing Eastern countries through the exploration of novels, short stories, poems, podcasts and historical documents. Reading and writing throughout the year will focus on those skills required by New York State Next Generation Standards in both English and Social Studies, with a particular emphasis on the critical analysis and evaluation of the various genres and the connections found within them as well as the Eastern and Western cultures at large. This course can be used by seniors to fulfill the 12th grade English requirement.

THEATRE PROJECT I – Course #8170 1 credit (Grades 10 – 12)

This course is open to any interested 10th-12th grade SHS students with priority given to upperclassmen and current STAGE Drama Club members. Theatre Project I is a student-centered, project-based English elective intended for those who are serious about any aspect of theatrical production – writing, directing, costuming, choreography, performance, management, set design/construction, graphic design/artwork, etc. – to pursue these passions within the confines of the school day for course credit. Theatre Project I & II are offered alternating years, and though students may choose to take both, neither is a pre-requisite for the other. Both courses support the fall musical, produce a spring play, and take field trips to view live theatre. Specific to this course: the nature and purpose of theatre, logistics and politics, attending a play, musical history and modern theatre, and dramatic criticism.

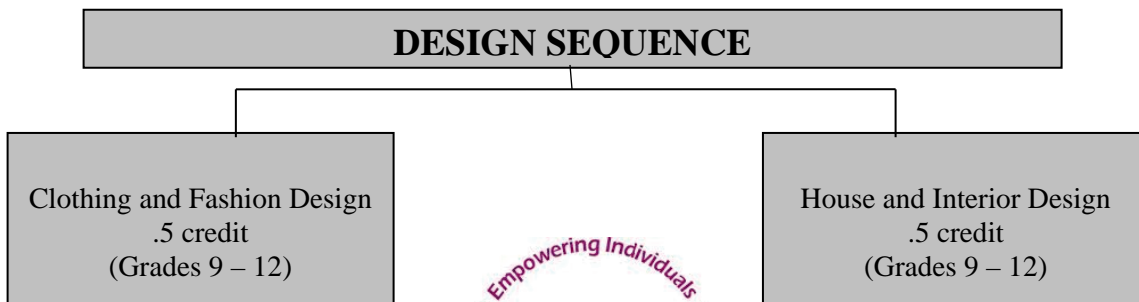
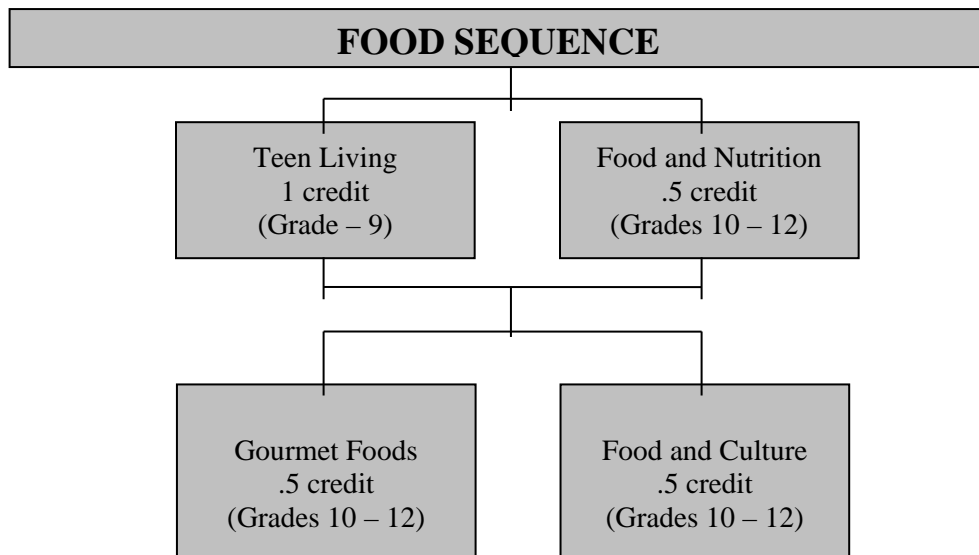
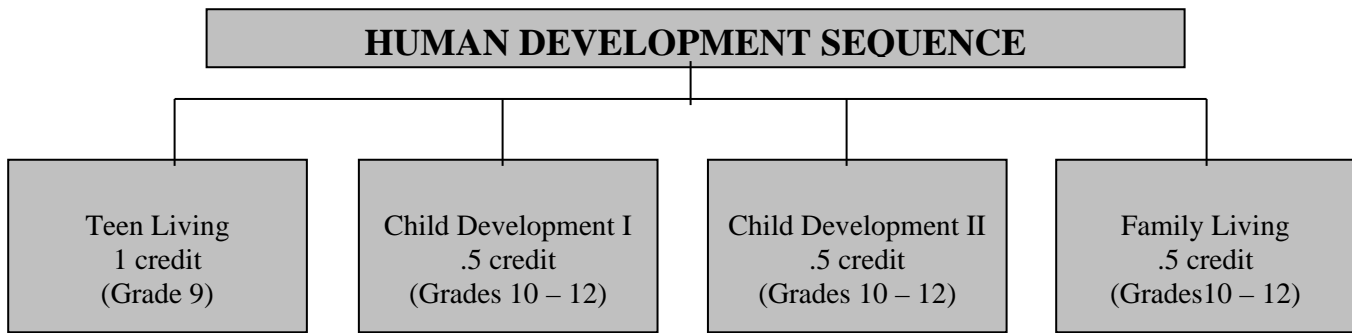
THEATRE PROJECT II – Course #TBD *Pending BOE Approval* 1 credit (Grades 10 – 12)

This course is open to any interested 10th-12th grade SHS students with priority given to upperclassmen and current STAGE Drama Club members. Theatre Project I is a student-centered, project-based English elective intended for those who are serious about any aspect of theatrical production – writing, directing, costuming, choreography, performance, management, set design/construction, graphic design/artwork, etc. – to pursue these passions within the confines of the school day for course credit. Theatre Project I & II are offered alternating years, and though students may choose to take both, neither is a pre-requisite for the other. Both courses support the fall musical, produce a spring play, and take field trips to view live theatre. Specific to this course: understanding the human condition, creating a believable character, the art of acting, and the art of directing and design.

FAMILY AND CONSUMER SCIENCE (FACS)

All FACS courses may be taken as electives by any student. FACS courses focus on decision making, applying academics to practical real-life situations, and building life skills for success beyond high school.

MAJOR SEQUENCES



The following opportunities to take FACS courses toward graduation credits are as follows:

- As fine arts credit – 1 credit needed for graduation – FACS design courses can be taken instead of or in combination with Music and/or Art:
 - Clothing & Fashion Design – ½ credit
 - Housing & Interior Design – ½ credit
- In place of the Second Language requirement for Advanced Designation Regents diploma:
 - A 5-credit sequence = any 4 credits in FACS + Career Connections and Personal Financial Literacy
- With CTE endorsement on diploma for Early Childhood Education – all of the following:
 - Child Development I and Child Development II, MCC credit
 - Career Connections and Personal Financial Literacy
 - CO-OP and/or Internship Work Experience

CHILD DEVELOPMENT I – Course #7144 ½ credit (Grades 10 – 12)

This course focuses on the economic, social, educational and physical conditions that influence parenting. Infant, toddler and preschooler development physically, emotionally, intellectually, and socially will be the focus. **This course is being offered for 3 college credits through Monroe Community College.**

CHILD DEVELOPMENT II – Course #7147 ½ credit (Grades 10 – 12)

This course will provide an in-depth study of early childhood education, including managerial, curricular, and developmental theory. Students will work on developing effective educational programs for children. These programs will include activities for physical, interpersonal, and learning development. Students will learn skills in providing positive guidance to children. **This course is being offered for 3 college credits through Monroe Community College.**

CLOTHING AND FASHION DESIGN – Course #7133 ½ credit (Grades 9 – 12)

This course includes clothing design, redesign, selection and evaluation of ready-made garments. The cultural and historical aspects of clothing and textiles are explored. Information is given through hands-on experience in choosing colors, lines and designs suited to you when selecting clothing. Careers in clothing and fashion design will be explored. One sewing project is required. This will satisfy ½ credit of the Art requirement.

CULTURE & FOODS – Course #7146 ½ credit (Grades 10 – 12)

Prerequisite: Food and Nutrition or Teen Living

This advanced foods course explores the melting pot nature of American cuisine by looking at the culture and foods of countries across the globe. Meals from each region studied will be prepared and served.

FAMILY LIVING – Course #7123 ½ credit (Grades 10 – 12)

In this course practical knowledge, experience and real life are the key words. Students learn skills dealing with married life and the family unit. The goals are to facilitate better decision-making and give students a realistic picture of the complexities of living on their own. Key units involve relationships, dating, human sexuality, house/apartment hunting techniques, pregnancy, parenthood, insurance tips and coping with unexpected problems.

FOOD AND NUTRITION – Course #7142 ½ credit (Grades 10 – 12)

This course helps students apply nutrition knowledge to everyday living and develop skills in menu planning, food purchasing, preparation and service. Student participation and teacher demonstrations provide practical experience. Students also explore career and employment opportunities in the food and nutrition field. If a student has taken Teen Living this credit was received.

GOURMET FOODS – Course #7143 ½ credit (Grades 10 – 12)

Prerequisite: Food and Nutrition or Teen Living

This is an exploratory food-preparations course focusing on advanced preparation techniques, appearance and presentation of foods and use of specialized equipment. Factors that contribute to culinary excellence will be revealed. Career opportunities will be researched, including food photography, journalism, and styling.

HOUSE AND INTERIOR DESIGN – Course #7145 ½ credit (Grades 9 – 12)

Learn how to design and draw floor plans. Students will address design and decoration of all the major rooms in a house of their choice. Careers in housing and design will be explored. This will satisfy ½ credit of the Art requirement.

TEEN LIVING – Course #7094 1 credit (Grade 9)

This course is comprised of two major components, **Human Development** and **Introductory Food & Nutrition**.

Human Development is a course that will give teenagers an opportunity to explore life problems. We investigate issues such as teen pregnancy, teen parenting, sexuality, teen suicide, drug abuse, family violence and more. Strategies for understanding self, as well as for dealing with change, help students cope with the challenges of living in today's world. Students armed with these coping strategies are more likely to be involved in positive relationships in their family, school, community and workplace. Opportunities for employment in human development fields will be studied.



Introductory Food & Nutrition is a course that gives students the opportunity to apply nutrition knowledge to everyday living. We develop skills in menu planning, food purchasing, preparation and service through food labs and demonstrations. Students also explore career opportunities in the food and nutrition field.

FAMILY AND CONSUMER SCIENCE WORK EXPERIENCE

INTERNSHIP (CEIP) 1 credit

Students who enjoy working with children and that may want to pursue careers in the field of Child Development may enroll in the Career Exploration Internship Program (see CEIP under the Business Department). In order to enhance the value of this learning experience, students are recommended to complete Child Development I as a prerequisite.

COOPERATIVE WORK EXPERIENCE (CO-OP) 1 credit

In this course students enroll in CO-OP or Advanced CO-OP (see Business Department). Students put their child development skill to work in various locations including day care centers, hospitals or instructional settings.

HEALTH DEPARTMENT

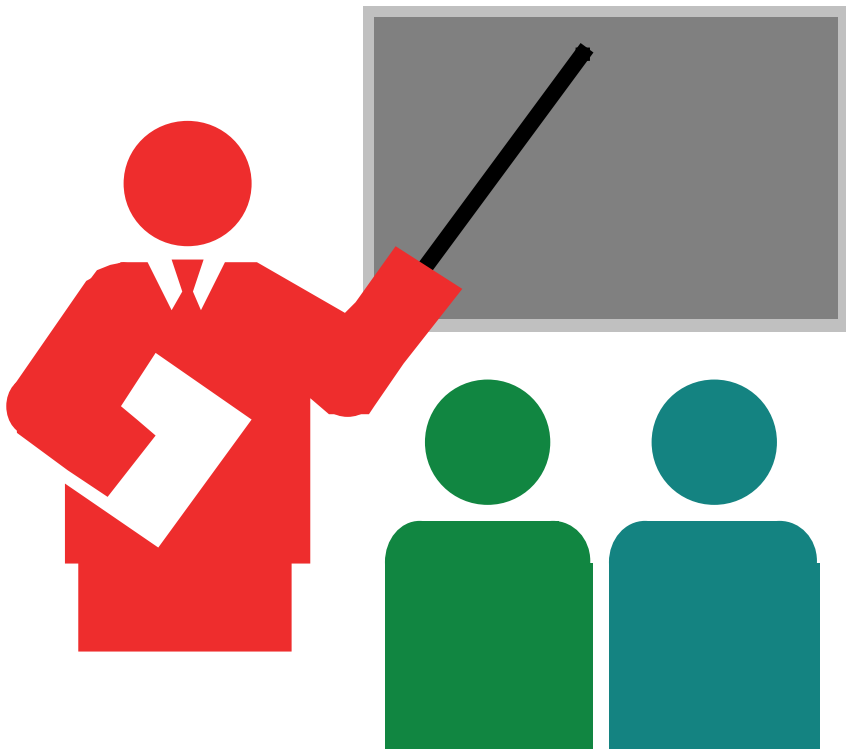
HEALTH – Course #9141 ½ credit (Grades 9 – 12)

This required 20-week health course contains knowledge and skills that are essential for young people to know and be able to do in order to be safe, healthy and achieve academically. Teachers focus on the NYS Health curriculum to guide them in their teaching of functional knowledge and skills, which enable students to enhance personal, family and community health and safety.

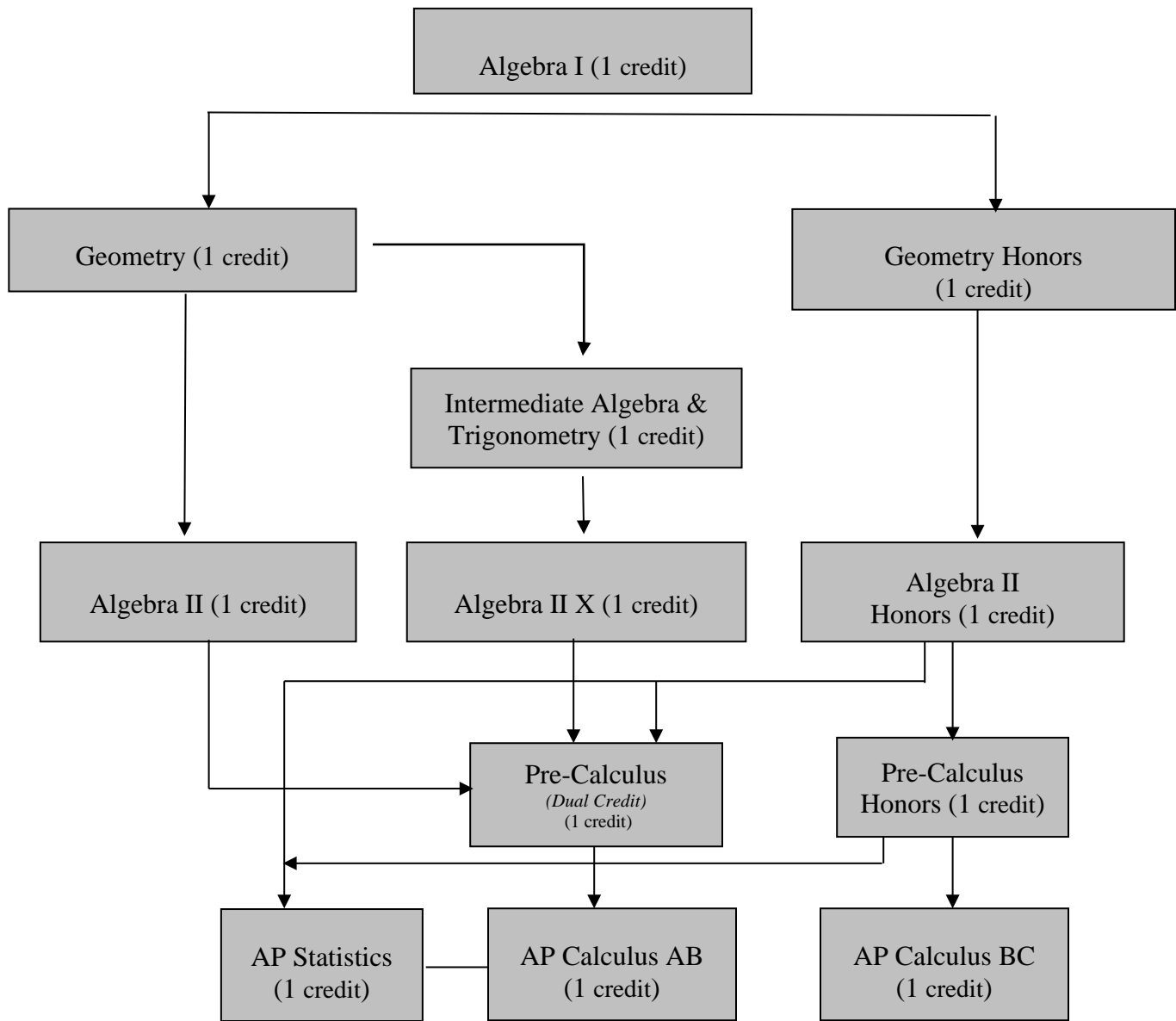
HEALTH, FAMILY AND SOCIETY – Course #9142 ½ credit (Grades 10 – 12)

Prerequisite: Health

This 20-week course provides students with the opportunity to focus on both family and societal issues that prevent disease and prolong life whether it be through individual or community organized efforts. Students will analyze current critical health concerns both in the U.S. and abroad and examine their ethical, legal, economic and social implications. This course can be taken if you are a sophomore, junior or senior and have successfully completed the required ½ credit Health course.

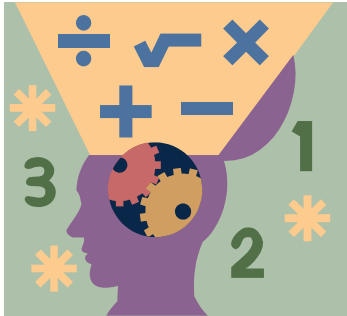


MATH DEPARTMENT



Statistical Reasoning
(Dual Credit)
(1 credit)

STEM
(1 unit)
Grades 10 – 12
Can count for third math credit



All math courses require completion of daily homework assignments. Classroom instruction will be provided on the TI-Nspire in select classes.

AP CALCULUS (AB) – Course #4122AP 1 credit *Dual Credit optional*

NCAA

Prerequisite: Admission to this course is based upon successful completion of pre-calculus and teacher recommendation. Please note that this course may also be taken concurrently with pre-calculus in the senior year.

AP Calculus (AB) is a college-level calculus course. Topics covered are limits and their properties, differentiation, applications of differentiation, integration, logarithmic/exponential/transcendental functions, differential equations, slope fields, separation of variables, areas between curves, and volumes of solids of revolution. This course emphasizes a multi-representational approach to calculus with results being expressed graphically, numerically, analytically, and verbally. Students may qualify for college credit if they receive a satisfactory score on the AP exam in May. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP CALCULUS (BC) –Course #4123AP 1 credit *Dual Credit optional*

NCAA

Prerequisite: Admission to this course is based upon successful completion of pre-calculus Honors and teacher recommendation.

AP Calculus (BC) is a college-level calculus course. Topics covered during the first semester are higher level differential calculus and integral calculus with applications. Calculus topics of sequence and series and polar and parametric equations are covered in the second semester. The content of this course is governed by the AP syllabus. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP STATISTICS – Course #4124AP 1 credit *Dual Credit optional*

NCAA

Prerequisite: Admission to this course is based upon successful completion of Algebra II and teacher recommendation.

This AP course in statistics is designed to introduce students to the major concepts and tools used for collecting and analyzing data. This course will focus on problem-solving, teamwork, communication, and math skills. The statistical topics to be explored throughout the year are: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

ALGEBRA I – Course #4091 1 credit

NCAA

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will use the graphing calculator throughout the course. This course will prepare the student for the Regents Examination in June.

ALGEBRA II – Course #4113 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Geometry.

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. Students will use the graphing calculator throughout the course. This course will prepare the student for the Regents Examination in June. **It is recommended that students enrolled in this course have successfully passed both the Algebra I and Geometry Regents exams.**

ALGEBRA II X – Course #4113X 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Geometry or Geometry X and teacher and/or administrator recommendation. It is recommended that students enrolled in this course have successfully passed both the Algebra I and Geometry Regents exams.

Since students meet each day of the four-day cycle, students have the opportunity for greater time on topics and a greater interaction with the instructor. The curriculum is the same as Algebra II and students use the graphing calculator throughout the course. Students' skills are developed in this course using enrichment activities, differentiation of instruction and traditional methods. This course will prepare the student for the Regents Examination in June.

ALGEBRA II HONORS – Course #4113H 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Algebra and Geometry Honors and/or with teacher recommendation. It is recommended that students enrolled in this course have successfully passed both the Algebra I and Geometry Regents exams.

This third course in the mathematics sequence features all the topics from Algebra II plus additional topics. Approximately 20% of the additional topics are from Pre-calculus and are included to enhance the students' understanding of advanced mathematical concepts. Students' skills are developed in this course using enrichment activities, differentiation of instruction, and traditional methods. Students will use the graphing calculator throughout the course. This course will prepare the student for the Regents Examination in June.

GEOMETRY – Course #4101 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Algebra I.

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course. Students will use the graphing calculator throughout the course. This course will prepare the student for the Regents Examination in June.

GEOMETRY HONORS – Course #4101AL 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Algebra I Accelerated and/or teacher recommendation.

For students who have successfully mastered Algebra I, this course offers a more rigorous approach to the Geometry curriculum outlined previously. Additional topics are included to support learning in future honors' courses. Students will use the graphing calculator throughout the course. This course will prepare the student for the Regents Examination in June.

INTERMEDIATE ALGEBRA AND TRIGONOMETRY – Course #4111 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Geometry or teacher recommendation.

This course reviews and extends the algebraic techniques learned in previous courses. Topics include probability, statistics, functions, quadratic equations, radicals, imaginary numbers, and trigonometry. Students will use the graphing calculator throughout the course. This course can be used as a preparatory course for Algebra II or as the third year math requirement for graduation. Students choosing to pursue the Regents diploma with Advanced Designation must next enroll in Algebra II or Algebra II X.

PRE-CALCULUS – Course #4121 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Algebra II.

This fourth course in the mathematics sequence is designed to prepare students for advanced studies in mathematics, such as calculus. The major units covered are functions (trigonometry, graphs of trigonometric functions, including optimizations, exponential, logs and logarithmic growth), systems of equations, conic sections, trigonometry, graphs of trigonometric functions, probability, limits, college algebra and rational functions.

PRE-CALCULUS HONORS – Course #4121H 1 credit

NCAA

Prerequisite: Admission to this course is based upon successful completion of Algebra II Honors and/or teacher recommendation.

This fourth course in the mathematics honors sequence is designed to prepare students for advanced studies in mathematics. During the first semester the topics of functions, rational and trigonometric functions, exponential and logarithmic functions, along with series and sequence and polar equations are taught. The graphing calculator will be used extensively. The second semester is an introduction to Calculus. The Calculus topics are: limit theory, basic derivatives, and applications of the derivative. There is a midterm in January and a final assessment in June.

STATISTICAL REASONING – Course #4125 1 credit *Dual Credit optional*

Prerequisite: Admission to this course is based upon successful completion of 3 math credits and/or teacher recommendation.

A first college-level statistics course provides students with a basic understanding of statistics and prepares them to solve problems that involve collecting and analyzing meaningful data. This includes the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. Technology and statistical literacy will be integrated throughout the course.

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH) – Course #3201 1 credit (Grades 10 – 12)

Prerequisite: Successful completion of Algebra I, Geometry, Earth Science, Living Environment.

This course is designed to provide hands-on, project-based learning experiences in math, science, and technology using current, real-world projects that require the meshing of concepts from all three disciplines. A capstone project will be completed at the end of each marking period, which will be based on that marking period's main topic.

MUSIC DEPARTMENT

OPTIONS FOR ART OR MUSIC CREDITS

A student wanting to fulfill the New York State requirement for Art/Music can choose one of the following for credit.

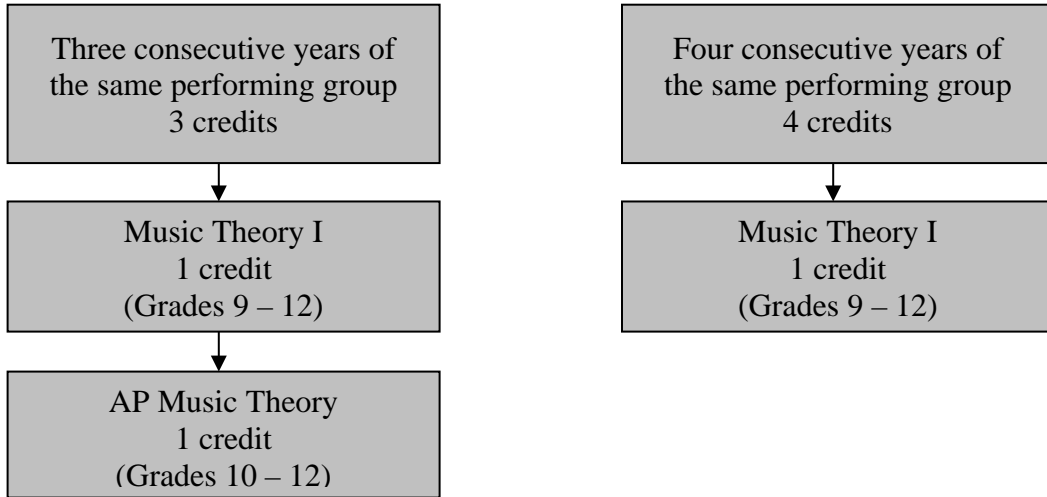
COURSES OFFERED

Concert Band
 Concert Choir
 Mixed Chorus

Music Theory I
 AP Music Theory
 Jazz Ensemble

Vocal Jazz
 Wind Ensemble
 Treble Choir

5 Credit Sequences for a Regents Diploma with Advanced Designation



A five-year sequence is offered to those completing one additional year in their performing group. Those seeking a Regents major in music are also required to participate each year in the New York State School Music Association (NYSSMA) or County Solo and Ensemble Festival.

***Note:** Sectional lessons are required for all students in band and chorus. These lessons meet once per week and rotate through the blocks on approximately a four-week rotational cycle. Students will be excused from their classes for half of the block to attend these lessons, however, it is the student’s responsibility to make-up all related work.

Example:	week 1	Block:	1 lesson
	week 2		2 lesson
	week 3		3 lesson
	week 4		4 lesson
	week 5		1 lesson
	week 6		2 lesson



AP MUSIC THEORY – Course #8141AP 1 credit (Grades 10 – 12)

Prerequisite: Music Theory I

This is an advanced study of techniques covered in Theory I plus aspects of improvisation and concentration on the writing of original musical compositions. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98(subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

BAND/CHORUS – 1 credit (Grades 9 – 12)

Students may participate in band and chorus on alternating portions of the block. These students will be expected to meet the requirements of both ensembles but will also gain the benefits of both. Teacher recommendation is suggested for this alternative.

***CONCERT BAND – Course #8135** 1 credit (Grades 9 – 12)

The Concert Band performs advanced band literature from classical to contemporary. The size is limited and an emphasis is placed upon the performer's ability to play independently. The goal is to enable students to refine their musical skills. This will be achieved by engaging students in diverse performance experiences including concerts and festival adjudications. All members are required to attend sectional lessons that occur weekly on a rotating basis plus participate in all performances and rehearsals. Students are encouraged to participate in at least one of two solo festivals offered each year to promote student performances of solo literature.

***CONCERT CHOIR – Course #8137** 1 credit (Grades 9 – 12)

The Concert Choir performs a wide variety of advanced choral literature intended for an advanced ensemble. Many pieces of music are selected from the NYSSMA manual as well as more contemporary works. They perform four concerts each year as well as assembly and community programs. Students with pianistic abilities are encouraged. Students may wish to pursue participation in All-State, Area All-State and All-County Festival Chorus. All Concert Choir members will attend Major Organization Festival and are required to prepare a New York State School Music Association (NYSSMA) solo for performance in class or at the NYSSMA Solo Festival. Members are expected to attend sectionals, lessons, all concerts, rehearsals and required functions.

***MIXED CHORUS – Course #8147** 1 credit (Grades 9 – 12)

The Mixed Chorus serves as an introductory course into the art of choral music. It is a three to four part ensemble with a focus on vocal production, sight-singing, and choral techniques. Members are expected to attend sectionals, lessons, all four concerts, rehearsals and required functions. Students may wish to participate in the Area All-State and All-County Music Festivals as well as the New York State School Music Association (NYSSMA) Solo Festival.

JAZZ ENSEMBLE – Course #8136 1 credit (Grades 9 – 12)

Prerequisite: Enrollment in Concert Band or Wind Ensemble for all wind and percussion players.

The Jazz Ensemble is a select performing group that emphasizes the performer's ability to play independently. This ensemble exposes students to advanced techniques through technical training and extensive jazz repertoire, including emphasis on basic concepts of jazz music and improvisation in a big band setting. Specific enrollment will be based upon a balanced instrumentation and student audition.

MUSIC THEORY I – Course #8141 1 credit (Grades 9 – 12)

Music Theory is the study of fundamental and intermediate techniques for reading and writing music, rhythmic reading, keyboard, ear training, the study of harmony and conducting. Students compose their own music for piano, guitar and voice in many styles and often hear their music performed.



***Note:** Sectional lessons are required for all students in band and chorus.

SHOW CHOIR – Course #8153 ½ credit (Grade 9)

Prerequisite: Audition

Show Choir is a select group that meets Mondays and Wednesdays from 3:00 p.m. – 4:15 p.m. Although the expectations and requirements are the same as the other choral groups, students are also expected to perform in community service projects and the New York State School Music Association (NYSSMA) Solo Festival. The music performed by this group includes songs from Broadway shows and includes blocking and choreography.

TREBLE CHOIR – Course #8144 ½ credit (Grades 9 – 12)

Prerequisite: Enrollment in Concert Choir or Mixed Chorus to audition

The Treble Choir is a select performing group of singers auditioned from the Concert Choir and Mixed Chorus to meet the following criteria: good vocal ability and control; good sight-singing ability; and a hardworking, professional attitude. Performances include major choral concerts, district-wide assemblies and functions and various community appearances, as well as many out-of-state festivals and competitions. Music for this ensemble includes a wide variety of styles and genres, many of which are chosen from the NYSSMA manual level VI.

VOCAL JAZZ – Course #8138 ½ credit (Grades 9 – 12)

Prerequisite: Enrollment in Concert Choir or Mixed Chorus to audition

Vocal Jazz is a select group of 12 to 16 singers auditioned from the Concert Choir and Freshmen Chorus to meet the following criteria: good vocal ability and control; good sight-singing ability; improvisational skills; and a hardworking, professional attitude. Performances include major choral concerts, district-wide assemblies and functions and various community appearances, as well as many out-of-state festivals and competitions. The music is mostly vocal jazz with focus on a cappella jazz vocal styles similar to Manhattan Transfer, The Real Group and New York Voices.

***WIND ENSEMBLE – Course #8143** 1 credit (Grades 9 – 12)

The Wind Ensemble performs advanced band literature at a NYSSMA level IV-VI. This ensemble performs in a variety of concerts throughout the school year as well as the NYSSMA Major Organizations Festival. Students will be required to prepare and perform a NYSSMA solo at the January and/or spring solo festivals. Members are expected to attend sectional lessons, all concerts and rehearsals. Students are encouraged to study with a private music teacher to enhance technical and solo skills. The size of this ensemble is limited to traditional wind ensemble instrumentation and any variation is at the discretion of the musical director. Audition for this ensemble is mandatory.

***Note:** Sectional lessons are required for all students in band and chorus.*

PHYSICAL EDUCATION

PHYSICAL EDUCATION – COURSE #9144, #9145 – ½ credit

Physical Education is a yearlong course, which is mandated by the State of New York and is required for graduation. Physical Education class meets once per four-day cycle. Each student will participate in multiple activity units throughout the school year. The Physical Education staff offers a diverse curriculum to fit the needs and interests of all students. Students have choice in their activity track. With a collective effort from the Physical Education teacher, student and parents the department goal is to have each student physically fit, appreciate sport and recreational activities, pursue physical activity for its healthful benefit, and consistently exhibit teamwork.



Functional Strength Training I – Course #9149 - ½ credit

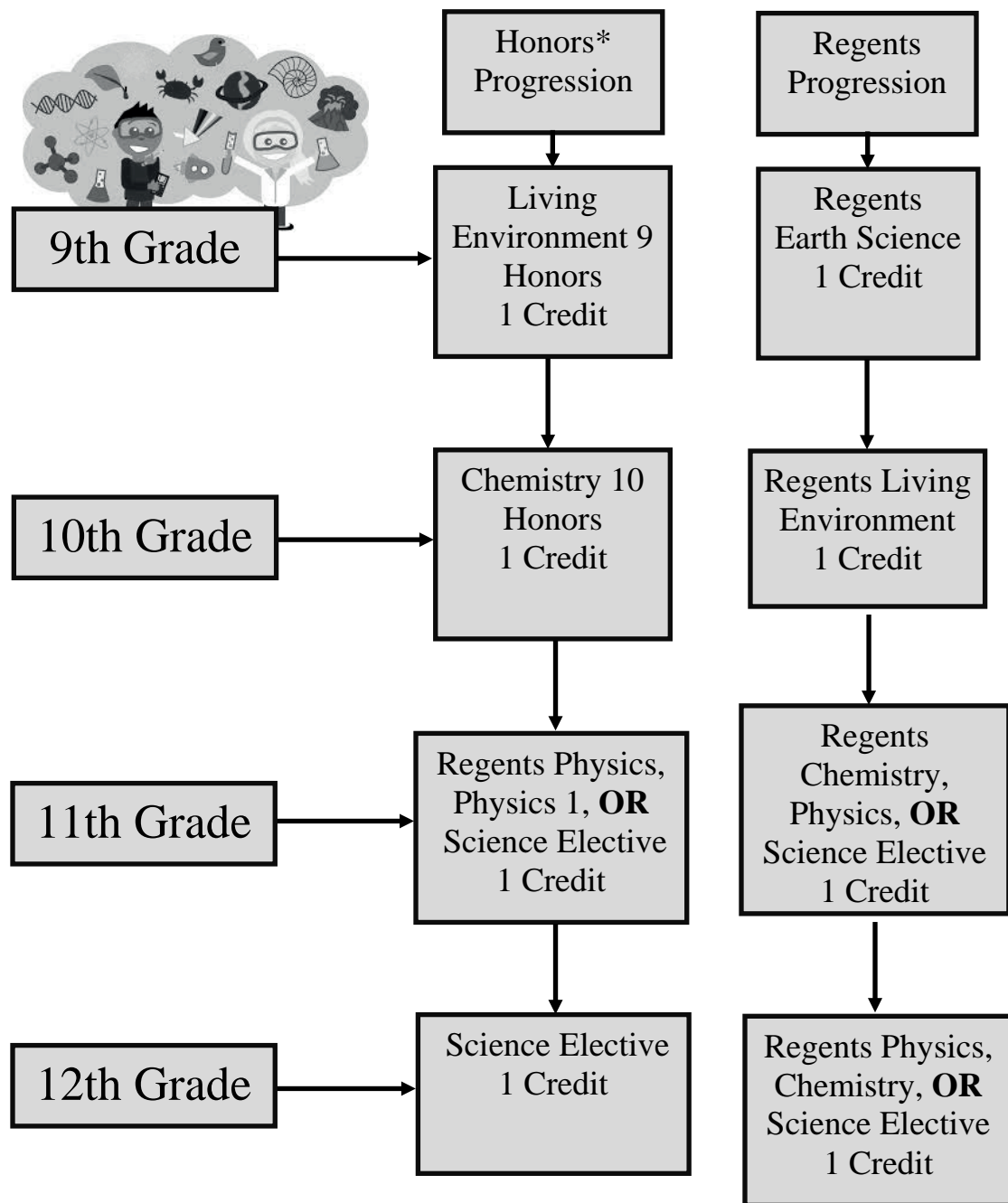
Functional Strength Training involves performing work against resistance in such a manner that the improvements in strength directly enhance the performance of movements so that an individual's activities of daily living are easier to perform. Students will gain knowledge to train with a purpose that will improve functional ability and wellness. This course will encompass the following units, Plyometric and Speed Training, Core Lifts and Movement Patterns, Nutrition, Fitness Methods and Personal Fitness. Students will study current trends surrounding fitness and nutrition and create individualized fitness plans to achieve personal goals. Students will learn the importance of nutrition and the effects of nutrition and exercise on the body. This is a great course for ALL students and specifically any student who has an interest in sport specific training or a career in Physical Therapy, Athletic Training, Nutrition, or Exercise Science.

Functional Strength Training II – Course #9151 - ½ credit

Prerequisite: Functional Strength Training I

This course is an extension of FST I. Students who enroll in this course will dive deeper into the world of personal fitness and nutrition with a focus on personal fitness goals and growth. Students will apply their knowledge of fitness principles to evaluate how skill and health-related fitness components are improved through the application of various training. Students will have an opportunity to explore, visit, and evaluate community resources that can lead to career opportunities.

SCIENCE DEPARTMENT



- AP Science Electives**
- ⇒ Biology
 - ⇒ Chemistry
 - ⇒ Physics 1
 - ⇒ Physics C
 - ⇒ SUPA Forensics**

- Science Electives**
- ⇒ Anatomy & Physiology
 - ⇒ Environmental Science
 - ⇒ Forensics
 - ⇒ STEM***

* = Students may earn 1 credit in Middle School through Earth Science
 ** = College credit through Syracuse University
 *** = STEM may be taken as a Math or Science credit

AP BIOLOGY – Course #3121AP 1 credit (Grades 11 – 12) *Dual Credit optional*

NCAA

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

Designed as an entry-level college Biology course, this course will focus on topics in cell biochemistry and reproduction, genetics, animal physiology, evolution, population biology, environmental-ecology issues and statistical data analysis. This course can be used as part of a 3-1-3 program. At least six hours a week must be spent outside of class working on course material. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP CHEMISTRY – Course #3122AP 1 credit (Grades 11 – 12) *Dual Credit optional*

NCAA

Prerequisites: Successful completion of Earth Science, Living Environment, Chemistry, Algebra II/Trigonometry and teacher recommendation.

Designed as an entry-level college Chemistry course, this course offers an in-depth approach to chemical equations, stoichiometry, orbital theory, phase transitions equilibria, acid-base and redox reactions. The nature of chemical experiments requires that the student be prepared to stay until the experiment is completed. This course can be used as part of a 3-1-3 program. At least six hours a week must be spent outside of class working on course material. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP PHYSICS I – Course #3123AP 1 credit (Grades 11 – 12) *Dual Credit optional*

NCAA

Prerequisite: Successful completion of Earth Science, Living Environment, Chemistry, and Algebra II and teacher recommendation.

Designed as an entry-level college Physics course, this course covers topics including linear motion, circular motion, forces, energy, momentum, sound, light, electricity, magnetism, and modern physics. Advanced math and problem solving skills are emphasized. Students are expected to take the AP Examination in May. Students must complete the New York State Lab requirement to be eligible for the Physics Regents Exam. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP PHYSICS C – Course #3125AP 1 credit (Grades 11 – 12) *Dual Credit optional*

NCAA

Prerequisites: Successful completion of Earth Science, Living Environment, Chemistry, and Pre-Calculus. Concurrent enrollment in Calculus AB and/or BC is strongly encouraged.

Designed as an entry level, calculus based college Physics course for students planning on majoring in science or engineering in college, AP Physics C covers topics including kinematics, Newton's Laws, energy, momentum, rotational motion, electro statics, direct and alternating current, and magnetism. Advanced math and problem solving skills are emphasized. Students are expected to take both AP Physics Examinations – Mechanics and Electricity & Magnetism – in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for EACH exam taken (\$196 total). This payment is due at the beginning of October.

Advanced SUPA Forensics – Course #3152 1 credit (Grades 11 – 12)

NCAA

Prerequisites: Successful completion of Earth Science, Living Environment, Chemistry, Algebra, and Geometry. Concurrent enrollment in Algebra II is encouraged.

In this course you'll discover the unique ways to analyze blood; how to deconstruct organic and inorganic evidence; the many uses of DNA; drug chemistry and toxicology; how to compare fibers, paints, glass, and soil; and much more. Lab assignments are techniques in forensic investigation, including identifying food dyes by paper chromatography, classifying carbohydrates, and performing qualitative tests for amino acids, proteins, and other chemicals. This full year course will offer students the opportunity to earn 4 college credits through Syracuse University and one credit at Spencerport. A cost will be associated with the course in order to earn college credit. As this is a college course through Syracuse University, there is a cost associated at \$460 (\$115 per credit hour), which is subject to change.

CHEMISTRY – Course #3111 1 credit (Grades 10 – 12)

NCAA

Prerequisites: Successful completion of at least one other Regents level science course. It is recommended that students are enrolled in Algebra II.

Chemistry deals with matter and the chemical changes it undergoes. The basic concepts of chemistry will be related to real world experiences. Math skills, problem solving and critical reading skills are essential to successful completion of this course. This course will prepare the student for the Regents Examination in June. Students must complete the New York State Lab requirement to be eligible for the Chemistry Regents Exam.

CHEMISTRY 10 HONORS – Course # 3111H 1 credit (Grade 10)

NCAA

Prerequisites: Successful completion of Living Environment. It is recommended that students are enrolled in Algebra II/Trigonometry.

This course is open to 10th grade students who have completed Living Environment 9. Chemistry deals with matter and the chemical changes it undergoes. Math skills, problem solving and critical reading skills are essential for the successful completion of Chemistry 10. This course will prepare the student for the Regents Examination in June. Students must complete the New York State Lab requirement to be eligible for the Chemistry Regents Exam.

EARTH SCIENCE – Course #3091 1 credit (Grades 9 – 12)

NCAA

This is the introductory 9th grade science class.

The processes of change on the earth, the earth model, the earth's energy budget, weather, the rock cycle and the history of the earth are explored. This course requires some knowledge of mathematics and laboratory investigation procedures. This course will prepare the student for the Regents Examination in June. Students must complete the New York State Lab requirement to be eligible for the Earth Science Regents Exam.

ENVIRONMENTAL SCIENCE – Course #3114 1 credit (Grades 11 – 12)

NCAA

Prerequisites: Successful completion of one Regents Science assessment and two Science courses.

This course studies the interactions of the physical, chemical, and biological components of the environment, in addition to the relationships and effects of these components with the organisms in the environment. Within environmental science, three main goals will be explored: to learn how the natural world works, to understand how we as humans interact with the environment, and to determine how humans affect the environment, including the discovery of ways to deal with these effects on the environment. Environmental Science incorporates information and ideas from multiple disciplines (biology, chemistry, and geology) within the natural sciences.

FORENSICS – Course #3151 1 credit (Grades 11 – 12)

NCAA

Prerequisites: Successful completion of one Regents Science assessment and two Science Courses.

This course is a science elective designed to help students meet the New York State required third science credit. Students will examine and use some of the current technology involved in the field of forensics, including fingerprint analysis, gel electrophoresis and hair analysis. Students will take a local final examination in June.

HUMAN ANATOMY & PHYSIOLOGY – Course #3126 1 credit (Grades 11 – 12)

NCAA

Prerequisites: Successful completion of Earth Science and Living Environment. Successful completion or concurrent enrollment in Chemistry.

This course is designed to provide hands-on, project-based learning experience in anatomy and physiology. Students will learn about the organ systems of the human body and what happens when homeostasis is disrupted. The use of different science and engineering practices, as well as the application of cross-cutting concepts within these biological systems, will be present throughout both traditional and performance-based assessments.

LIVING ENVIRONMENT – Course #3101 1 credit (Grades 9 – 12)

NCAA

This biology course provides students with an understanding of the basic themes in biology. Students will develop reasoning skills by using scientific inquiry. Students will evaluate biological choices presented in everyday life. Passing the Living Environment Regents exam is a requirement for the Regents Diploma with Advance Designation. This course will prepare the student for the Regents Examination in June. Students must complete the New York State Lab requirement to be eligible for the Living Environment Regents Exam.

LIVING ENVIRONMENT 9 HONORS – Course #3101H 1 credit (Grade 9)

NCAA

This course is open to 9th grade students who have completed Earth Science in Grade 8. It will allow students the opportunity to further their understanding of the Living Environment content. The course will explore advanced biology topics with an emphasis placed on higher order thinking skills. This course will prepare the student for the Regents Examination in June. Students must complete the New York State Lab requirement to be eligible for the Living Environment Regents Exam.

PHYSICS – Course #3131 1 credit (Grades 11 – 12)

NCAA

Prerequisites: Successful completion of Earth Science, Living Environment.

(Students should be enrolled in a minimum of Algebra II while taking Physics). Physics deals with motion, forces, energy, momentum, sound, light, electricity, magnetism, and nuclear energy. Application of math skills and problem-solving skills are essential for successful completion of Regents Physics. This course will prepare the student for the Regents Examination in June. Students must complete the New York State Lab requirement to be eligible for the Physics Regents Exam.

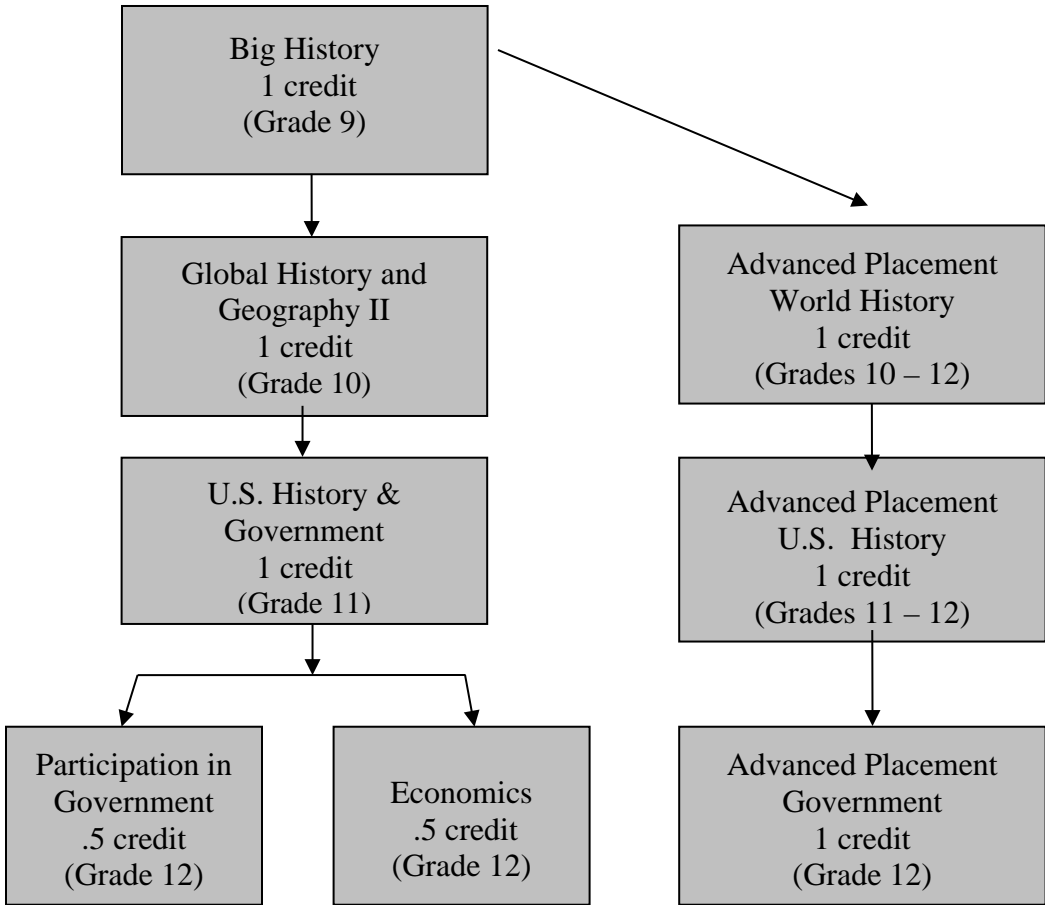
**It is strongly recommended that students complete Physics in their 4-year plan if enrolling in an AP course.*

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH) – Course #3201 1 credit (Grades 10 – 12)

Prerequisite: Successful completion of Algebra I, Earth Science, Living Environment, Geometry.

This course is designed to provide hands-on, project-based learning experiences in math, science, and technology using current, real-world projects that require the meshing of concepts from all three disciplines. A capstone project will be completed at the end of each marking period, which will be based on that marking period's main topic.

SOCIAL STUDIES DEPARTMENT



Social Studies Electives

Introduction to Psychology
(one semester elective, grades 11 & 12)
(.5 credit)

Introduction to Sociology
(one semester elective, grades 11 & 12)
(.5 credit)

Advanced SUPA Psychology
(one semester elective, grades 11 & 12)
(.5 credit)

World Religions
(one semester elective, grades
10 - 12)
(.5 credit)

Current Events
(one semester elective, grades 11 & 12)
(.5 credit)

S.L.I.P.
(full year elective, grade 12)
(1 credit)

Contemporary Eastern Studies
(full year elective, grades 11 & 12)
(1 credit)

The Social Studies curriculum is based on the five New York State standards: U.S. History, World History, Geography, Economics, and Civics & Citizenship. Honors and Advanced Placement courses require a teacher recommendation. The purchase of review books for Regents exam preparation is recommended.

AP U.S. HISTORY – Course #2111AP 1 credit (Grades 11 or 12) *Dual Credit optional*

NCAA

Prerequisite: Teacher Recommendation

This course is the equivalent of an introductory college course. It is a chronological survey of America's past with emphasis on developing the analytical and interpretive skills necessary to critically evaluate accounts and explanations of the past. The course will explore American History in depth from the Colonial Period to domestic and international change in the post WWII period. Students may take this in place of the required United States History and Government course for 11th grade. Students use a college-level text that will be heavily supplemented by primary materials and books on special themes. AP U.S. History is designed for juniors and seniors wishing to obtain college credit and/or for those participating in the 3-1-3 program. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$101 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP GOVERNMENT – Course #2120AP 1 credit (Grade 12) *Dual Credit optional*

NCAA

Prerequisite: Teacher Recommendation

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The AP Government course is designed to provide students with an understanding of how the United States government makes policy which influences our daily lives. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$101 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

AP WORLD HISTORY – Course #2101AP 1 credit (Grades 10 – 12) *Dual Credit optional* **NCAA**

AP World History is a college level course that will allow students to develop a greater understanding evolution of global processes and contacts in interaction with differing types of world societies. This course will highlight the impact of geography, culture, trade, religion, and technology during selected historical periods. Students are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$98 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

ECONOMICS – Course #2122 ½ credit (Grade 12)

NCAA

How the tools of economic analysis are applied to personal, community and national issues is the focus of this class. Economics is a core course required for graduation. Students may sign up for three college credits through Monroe Community College.

BIG HISTORY – Course #2091 1 credit (Grade 9)

NCAA

Big History is an interdisciplinary approach to history. It takes a “wide-angled” perspective of history by looking at long patterns and connections across time and place. Big History is not just the story of people, but humanity's relationship with its surroundings. Big History includes an in-depth look at ancient history, followed by a “preview” of modern history (10th grade Global History & Geography) and speculations about the future. Ultimately, Big History aims to focus more on the similarities amongst peoples and cultures throughout history, as opposed to the differences.



GLOBAL HISTORY AND GEOGRAPHY II REGENTS – Course #2101 1 credit (Grade 10) *NCAA*

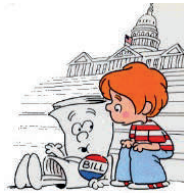
This course is a continuation of Global History and Geography I, taking the student from 1750 to the present. Students will be encouraged to make connections across time and place. This course will prepare the student for the Regents Examination in June.

PARTICIPATION IN GOVERNMENT (P.I.G.) – Course #2121 ½ credit (Grade 12) *NCAA*

The primary goal of this one-semester course is to provide students with the opportunity to better understand their participatory roles as citizens in a democracy. Current issues will be analyzed with an emphasis on the skills necessary to identify problems, seek causes and weigh alternative solutions. Students will understand the many positive ways they can influence the political process. P.I.G. is a core course required for graduation.

UNITED STATES HISTORY AND GOV REGENTS – Course #2111 1 credit (Grade 11) *NCAA*

Students will focus on the New York State Social Studies standards from the foundation of the United States to the current era. Students will be encouraged to think about their roles as citizens. This course will prepare the student for the Regents Examination in June.



SOCIAL STUDIES ELECTIVES

ADVANCED SUPA PSYCHOLOGY – Course #2126 ½ credit (Grades 11 – 12) *NCAA*

An introductory course offered at Spencerport High School through the Psychology Department at Syracuse University (Project Advance). This is a one-semester course, which will offer three college credit hours from Syracuse University, and ½ high school credit hours at Spencerport. Students enrolling in this course should be college bound. A cost will be associated with the course in order to earn college credit.

CONTEMPORARY EASTERN STUDIES THROUGH LITERATURE – Course #1126 *NCAA*
1 credit (Grades 11 – 12)

Students will become familiar with the contemporary issues facing Eastern countries through the exploration of novels, short stories, poems and historical documents. Reading and writing throughout the year will focus on those skills required by New York State Common Core Standards in both English and Social Studies, with a particular emphasis on the critical analysis and evaluation of the various genres and the connections found within them as well as the Eastern and Western cultures at large. This course can be used by seniors to fulfill the 12th grade English requirement.

CURRENT EVENTS – Course #2127 ½ credit (Grades 11 – 12)

NCAA

The course will focus on how current events affect our daily lives. Students will investigate various political ideologies, media bias, and the political process. Students will also apply the skills of formal debating to both sides of current events.

INTRODUCTION TO PSYCHOLOGY – Course #2123 ½ credit (Grade 12)

NCAA

Psychology, its major fields, and methods of inquiry are defined. The topic of concentration, however, is the study of personality from both biological and societal perspectives. The dynamics of personality development, the important modern theories of personality and techniques of personality measurement will be explored in some depth. The course will conclude with a comparison of the healthy and unhealthy personality.

INTRODUCTION TO SOCIOLOGY – Course #2124 ½ credit (Grade 12)

NCAA

This introductory course is tailored to meet the needs of the adolescent. We will explore socialization, institutions, social stratification and changes in the social order, with an emphasis on the social adjustment of the young person. The goal is to present as accurately as possible the adolescent “micro-society” and to observe and analyze the adolescent transition into the “macro-society.”

THE SERVICE LEARNING INTERNSHIP PROGRAM (S.L.I.P.) – Course #2125 1 credit (Grade 12)

S.L.I.P. integrates an academic program with a hands-on learning experience. Students accepted into the program commit themselves to being a productive member of the organization they choose and to perform a meaningful service to society. Through this program, the student can contribute to society through community service, explore career opportunities, extend classroom learning into the real world, develop confidence and interpersonal skills, and gain valuable life experiences.

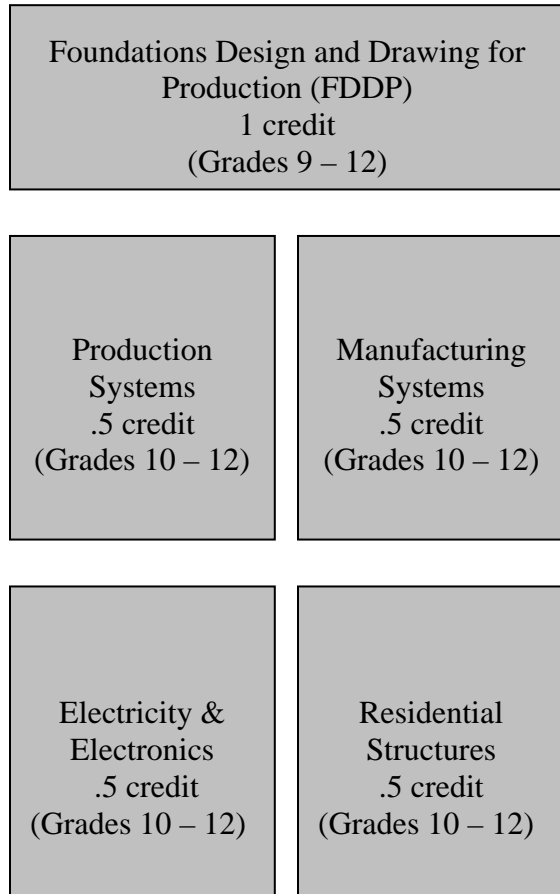
UNDERSTANDING RELIGIONS THROUGH HISTORY – Course #2136 ½ cred. (Grades 11&12) *NCAA*

This course will focus on two main areas: the foundations of the major religions and belief systems of the world and the historical events which brought these belief systems into conflict with one another. The emphasis will be on specific events in history which have been prompted by the intersection of separate belief systems, and the gaining of a better understanding of the foundations of those belief systems.

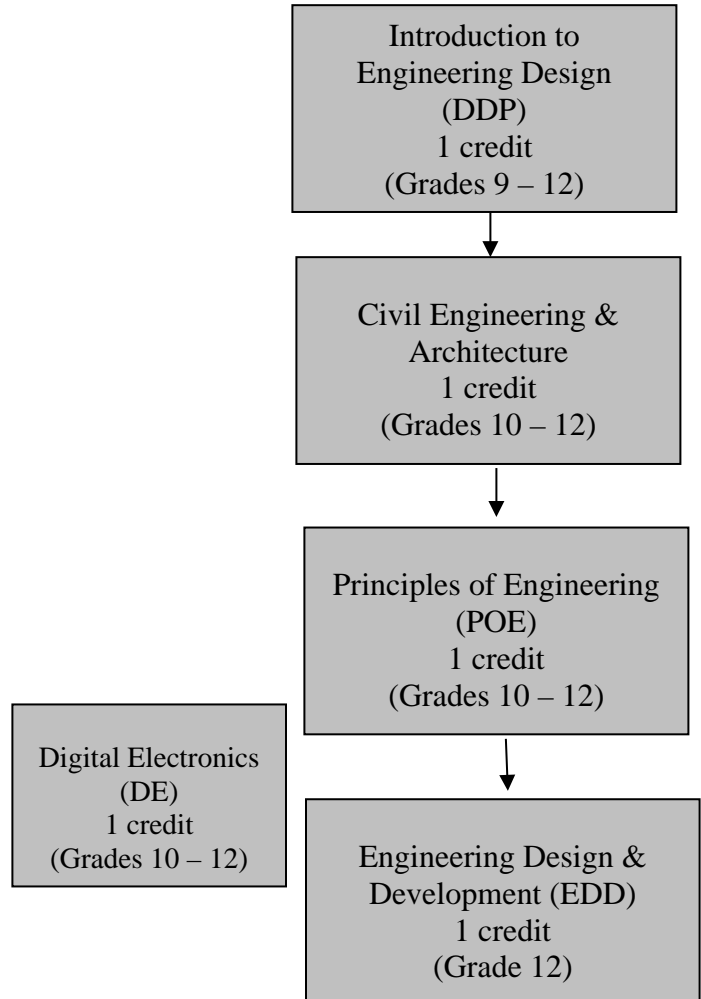


TECHNOLOGY DEPARTMENT

Technology Fundamentals

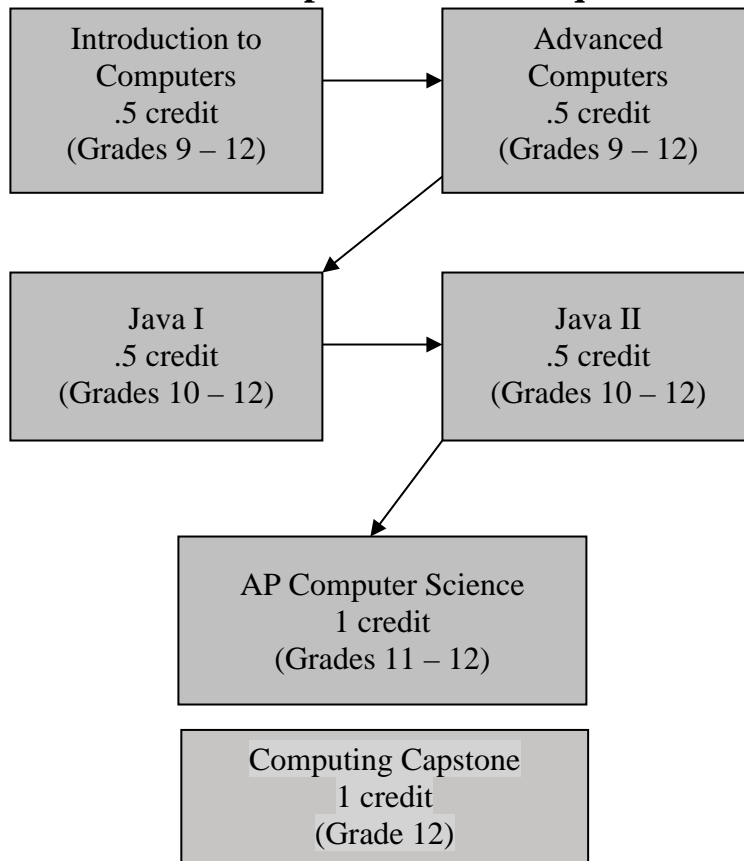


Pre-Engineering Project Lead the Way Sequence



- To satisfy the Art/Music requirement, **any** student may take Design and Drawing for Production (DDP or FDDP).
- Students may take the 5-Credit Technology Sequence in place of the World Languages requirement for the Advanced Designation on a Regents Diploma.
- Students must successfully complete Career Connections and Personal Financial Literacy to receive a 5 Credit Sequence in Tech Ed. It is best to take these courses after the technology courses.
- Digital Electronics may be taken at the same time as Principles of Engineering or Engineering Design & Development.
- Project Lead The Way (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has a support staff of experienced technology educators.

Computer Science Sequence



5-credit sequence options for Regents Diploma with Advanced Designation

- Students may take a 5-credit Technology Education Sequence in place of the World Languages requirement for the Advanced Designation on a Regents Diploma.
- Students must successfully complete Career Connections and Personal Financial Literacy to receive a Career and Technology Education endorsement.
- Students taking the Computer Science Sequence who are seeking a 5-credit sequence may take Civil Engineering and Architecture, Digital Electronics, Introduction to Engineering Design, Principals of Engineering, Production Systems and Manufacturing Systems, Electricity & Electronics and Residential Structures or Foundations DDP.
- Any student may use CO-OP as a 1-credit Course to complete the 5-Credit Sequence.

ADVANCED COMPUTERS – Course #3432 ½ credit (Grades 9 – 12, 2nd semester)

Prerequisite: Successful completion of Introduction to Computers and a passing grade on the final exam in Introduction to Computers. Course can be taken to satisfy the Art/Music requirement.

Students who take this course work on the full implementation of the web site designed during Introduction to Computers. They learn basic video editing that is required to put video on a web page, and address concepts related to obtaining the hardware and software required to post a web site on the World Wide Web. Every student will have a chance to take apart a computer, review the parts of the computer, and learn how to purchase a computer with the required components to do the work that they would like to complete. Students continue to study html and ActionScript, and they learn about cascading style sheets to implement sites that meet current web standards. They learn how to embed video on their sites, and Movie Maker or Adobe Premiere is used to edit video when necessary. They address the hardware portion of the course in small groups while others continue with the implementation of their site. Students learn about free web hosting options as well as more sophisticated services available for a fee.

AP COMPUTER SCIENCE A – Course #3433AP 1 credit (Grades 11 - 12) *Dual Credit optional*

Prerequisite: Successful completion of Java 2, and a passing grade on the final exam in the Java 2.

Students enrolled in AP Computer Science continue to explore software development. They learn new programming skills and explore labs designed by the College Board specifically for students taking AP Computer Science. Students are expected to take the AP Examination in May. In order to take the AP Exam in May, a fee of \$101 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October. This course is a study of the science of computing with an emphasis on programming methodology, procedural abstraction, data abstraction, encapsulation, inheritance, algorithms and object-oriented design. The AP Computer Science course and examination will require knowledge of the Java programming language. Projects will emphasize the systematic study of a variety of algorithms as well as labs developed by the College Board. All students are expected to take the AP Computer Science examination in May.

CIVIL ENGINEERING & ARCHITECTURE (CEA) – Course #3306 1 credit (Grades 10 – 12)

Recommendation: Successful completion of Introduction to Engineering Design.

Students complete several tasks done by civil engineers and architects. They will complete soil tests, structural analysis, design plans using survey equipment, and use software to produce drawings of architectural structures. Architectural design, along with the required civil engineering principles associated with construction is the main concentration of this course. Students will be exposed to a variety of projects and activities that will provide a broad introduction into the fields associated with Civil Engineering and Architectural Design fields. Students will use several different software packages, including Revit and MD Solids. **This is a Project Lead the Way** course, which will allow students the opportunity to earn college credit through the Rochester Institute of Technology.

COMPUTING CAPSTONE – Course #4136 1 credit (Grade 12)

Prerequisite: Successful completion of AP Computer Science and a passing grade on the final exam.

The Computing Capstone is a full year course that allows students with the prerequisite skills to pursue a computing project of personal interest. The project allows them to use the skills developed in their previous course of study while enhancing their skill sets with the exploration of new technologies and/or languages. The students that take this course must be motivated enough to work independently on problems that may arise in an attempt to bring a project to fruition.

DIGITAL ELECTRONICS (DE) – Course #3436 1 credit (Grades 10 – 12)

Recommendation: Successful completion of Introduction to Engineering Design.

Students are introduced to digital circuits found in video games, watches, calculators, digital cameras and thousands of other devices. They learn how circuits work, and design their own circuits. Students will use the Multi-Sim software package to simulate their circuits, and they use bread boards and hardware to build their circuits. **This is a Project Lead the Way** course, which will allow students the opportunity to earn college credit through the Rochester Institute of Technology.

ELECTRICITY & ELECTRONICS – Course #3310 ½ credit (Grades 10 – 12)

Students learn about how electricity works in houses, and how electronics are built from components. Every student will have the opportunity to wire switches, receptacles, panel boards, and other parts of the electrical system in a house. Students will also learn how to calculate the costs involved with running equipment, and how electric bills are calculated. Students will then explore the components used in electronic devices.

ENGINEERING DESIGN & DEVELOPMENT – Course #3309 1 credit (Grade 12)

Prerequisite: Drawing & Design Production, Civil Engineering & Architecture, Digital Electronics Principles of Engineering. (One is a co-requisite). This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding Project Lead The Way courses and are guided by their teacher. They must create a proposal, submit a final written report and defend their solutions.

FOUNDATIONS DESIGN AND DRAWING FOR PRODUCTION (FDDP)

Course #3312 1 credit (Grades 9 – 12)

Prerequisite: Successful completion of the Technology course at the 8th grade level. Course can be taken to satisfy the Art/Music requirement. Any student may take FDDP.

Students learn to draw three dimensional objects on paper and on the computer. The goal is for students to become comfortable with drawing and design so they could communicate their ideas in pictures when working in the shop during courses like Production Systems and Manufacturing Systems. This course emphasizes problem-solving skills through the sketching and design of new products to solve problems in everyday life.

INTRODUCTION TO COMPUTERS – Course #3431 ½ credit (Grades 9 – 12, 1st semester)

Prerequisite: Successful completion of 8th grade Math and enrollment in 9th grade Math. Course can be taken to satisfy the Art/Music requirement.

Students who take this course will work throughout the course to design a web site composed of thirty pages. Former students have made web sites about their favorite sports team, constructed a family tree and family album, designed sites about video games, and published essays and comments about a series of novels. The sites include text and pictures. Students learn basic picture manipulation that is required to put the media on a web page. Students focus on html and ActionScript. They are allowed to use Dreamweaver after learning basic html with Notepad, obtain exposure to free software tools to use at home, and edit images with Photo Shop elements when necessary. **This course has a dual credit option through MCC.**

INTRODUCTION TO ENGINEERING DESIGN (IED)/DESIGN AND DRAWING FOR PRODUCTION (DDP) – Course #3301 1 credit (Grades 9 – 12)

Prerequisite: Successful completion of the Technology course at the 8th grade level. Course can be taken to satisfy the Art/Music requirement.

Students learn how to draw three dimensional objects on the computer. They can manipulate the entire picture or portions of the pictures they are drawing using software. This course emphasizes problem-solving skills through the sketching and design of new products to solve problems in everyday life. Current strategies of design and drawing are emphasized. Problem analysis and solution design is the basis of the course rather than conventional learning methods. Most of the course involves working with the computer to do three-dimensional modeling and students will use the Bridge Builder, Convert and Autodesk Inventor software packages. **This is a Project Lead the Way** course, which will allow students the opportunity to earn college credit through the Rochester Institute of Technology.

JAVA I -- PROGRAMMING – Course #3434 ½ credit (Grades 10 – 12, 1st semester)

Prerequisite: Successful completion of Advanced Computers and a passing grade on the final exam in Advanced Computers.

This course assists students in the creation of their own software. Students will learn how software works and create their own software. The programs created include dialog boxes that are similar to Microsoft Word, Internet Explorer, and other software that they use on a regular basis. The objective of this course is to introduce the students to programming using the language selected by the College Board. The College Board administers Advanced Placement (AP) exams that students will be eligible to take after completing three years of computer courses. The language currently being taught is Java. Students will be immersed in the study of object-oriented design and the object paradigm. This course is one of the prerequisites for the Advanced Placement Computer Science course.

JAVA II -- PROGRAMMING – Course #3435 ½ credit (Grades 10 – 12, 2nd semester)

Prerequisite: Successful completion of Java 1 and a passing grade on the final exam in Java 1.

Students continue to create software and add to the skills learned in Java 1. They learn how to create menus and complete a calculator application that allows them to see how a full software application is developed. Students will further explore the object-oriented paradigm and how to design solutions that involve the interaction of objects defined by programmers. Students are required to undertake larger and more complex programming projects. This course is a prerequisite for the Advanced Placement Computer Science Course.

MANUFACTURING SYSTEM – Course #3308 ½ credit (Grades 10 – 12)

Recommendation: Successful completion of Production Systems

Students learn how to use tools and work in teams to create various items such as picture frames, signs, easels, and clocks. They learn about the importance of project planning, process design and teamwork. Students will work in an industrial setting using hand tools and power tools. Students will be exposed to the table saw, band saw, scroll saw, drill press, jointer, planer, lathe, and router. Students may not need to use every tool because they will have the opportunity to make some choices, but they will at least see correct tool operation and application. Students will explore concurrent development, break-even analysis, and rate of return on investment.

PRINCIPLES OF ENGINEERING – Course #3302 1 credit (Grades 10 – 12)

Recommendation: Successful completion of Design and Drawing for Production

This hands-on course conveys basic concepts, principles, skills, techniques and attitudes related to engineering. Students will develop problem-solving skills that are involved in post-secondary education programs and engineering careers. They will explore engineering systems and analysis techniques, and will learn how engineers address concerns about quality and safety of technological systems. The concepts stressed in the course include modeling, systems, optimization, technology/society interaction, design, and ethics. Trigonometry and statistics will be used extensively. This course is designed for the student who is seriously considering engineering as a possible career. **This is a Project Lead the Way** course, which will allow students the opportunity to earn college credit through the Rochester Institute of Technology.

PRODUCTION SYSTEMS – Course #3307 ½ credit (Grades 10 – 12)

Students learn how to use tools to create various items like pen/pencil sets, desk organizers, platters, vases, lamps, Christmas ornaments, and stools. They learn a systematic problem solving approach, and they learn to appreciate constraints imposed by organizations, environment, law, ethics, and other factors. Students will work in an industrial setting using hand tools and power tools. Students will be exposed to the table saw, band saw, scroll saw, drill press, jointer, planer, lathe, and router. Students may not need to use every tool because they will have the opportunity to make some choices, but they will at least see correct tool operation and application.

RESIDENTIAL STRUCTURES – Course #3311 ½ credit (Grades 10 – 12)

Recommendation: Successful completion of Production Systems & Manufacturing Systems

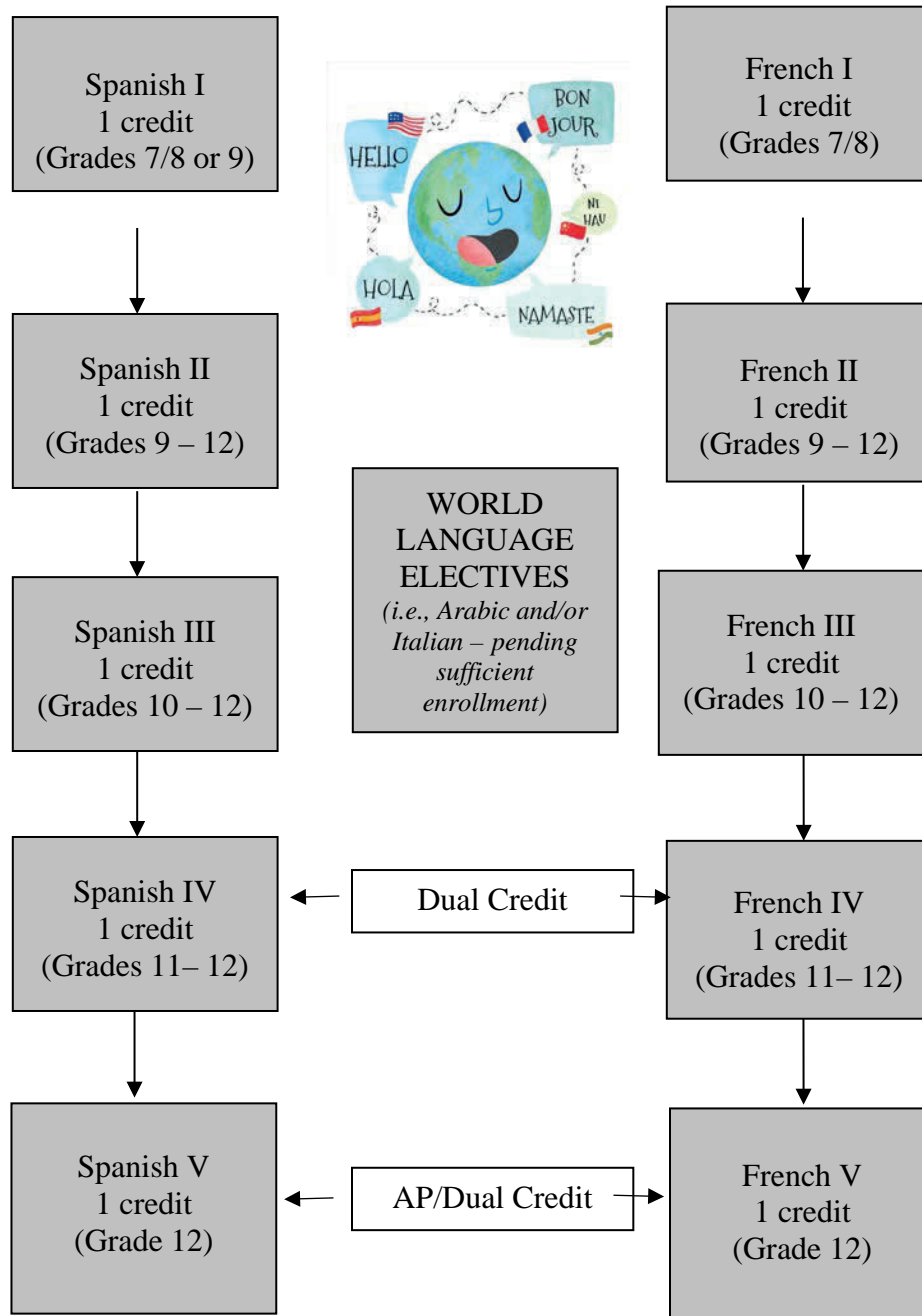
Students learn about the many systems of a residential structures and develop specific skills in the construction process. Course content includes resources, processes, and outputs/impacts. Resources: planning materials, supplies, and finances; Processes: framing, roofing, plumbing, and insulation; Outputs/Impacts: quality, environment, and economic.

GENERAL ELECTIVES

Leadership in Action – Course # 6110 ½ credit (Grades 10 – 12)

Leadership in Action prepares students to meet the challenges of leadership in today's complex global environment. The coursework will teach students the skills and best practices necessary to communicate and work with diverse groups of people toward common goals to implement beneficial societal changes in the school or community. Students will develop and enhance intrapersonal and interpersonal skills as well as learn the philosophical foundations and fundamentals of effective leadership. Finally, students will utilize their new-found skills by designing or embracing a community-based project as a culminating activity in an effort to make a difference in the lives of others.

WORLD LANGUAGES



The World Language program includes basic communicative and linguistic skills as students gain perspective of their own language and culture. Emphasis is placed on communication and culture as outlined in the New York State standards. **Note:** Passing the Checkpoint B World Language exam and earning 3 credits of World Language credit satisfies the World Language requirement for a Regents Diploma with Advanced Designation. A student may complete the requirement by substituting a 5-credit sequence in another elective.

SPANISH I – Course #5301 French/Course #5201 Spanish 1 credit (*Pending Sufficient Enrollment*) *NCAA*

This course is intended for students who have had no language experience as of 9th grade or for those students who have not received language credit in Middle School. The course will meet Checkpoint A requirements and prepare students for Level II.

FRENCH II/SPANISH II – Course #5302 French/Course #5202 Spanish 1 credit (Grades 9 – 12) *NCAA*

Prerequisite: Successful completion of French IB/Spanish IB, French I/Spanish I.

Continuing language development within the state standards is the goal of these courses. Students are presented with materials and situations they may encounter in the foreign country. An emphasis is placed on communication and culture, aiming for Intermediate Low performance level based on the National Standards.

FRENCH III/SPANISH III – Course #5303 French/Course #5203 Spanish 1 credit (Grades 10 – 12) *NCAA*

Prerequisite: Successful completion of French II/Spanish II and teacher recommendation.

Students continue their study in preparation for the Checkpoint B exam at year's end. An emphasis is placed on communication and culture, aiming for sustained Intermediate Low and Emerging Intermediate Mid performance level based on the National Standards. Successful completion of this course will give the student a Regents sequence and/or Regents diploma with Advanced Designation.

FRENCH IV/SPANISH IV/Dual Credit – 1 credit (Grades 11 – 12) *NCAA*

Course #5304 French/Course #5204 Spanish (*Pending Sufficient Enrollment*)

Prerequisite: Successful completion of French III/ Spanish III and/or teacher recommendation.

This course emphasizes language and culture, stressing the continued mastery of the language. Students will expand their language skills and become better communicators in a global community. The goal of the course is Intermediate Mid performance level based on the National Standards.

FRENCH V/SPANISH V/AP/ Dual Credit – 1 credit (Grade 12) *NCAA*

Course #5305AP French/Course #5205AP Spanish (*Pending Sufficient Enrollment*)

Prerequisite: Successful completion of French I – French IV/Spanish I – IV & teacher recommendation.

This course is intended for students who have chosen to develop their proficiency and mastery of the language. It is a proficiency based course that reviews understanding of the formal structures of language, refines previously acquired linguistic skills, and builds cultural awareness connected to the target language. Authentic oral and literary texts are introduced to enhance the learning experience. The focus of the course will be on the development of intercultural competence to understand products, practices, and perspectives of different cultures. Communicative goals aim for sustaining Intermediate level with emerging Advanced level characteristics, resulting in Intermediate High performance level based on the National Standards. Students enrolled in this course will take the AP exam or enroll in the college credit program, based on sufficient enrollment. Students enrolled as an AP course are expected to take the AP Examination in May. In order to take the AP exam in May, a fee of \$101 (subject to change) will need to be paid for each exam taken. This payment is due at the beginning of October.

WORLD LANGUAGE ELECTIVES

ARABIC/ITALIAN 1 credit (*Pending Sufficient Enrollment*) *NCAA*

These elective courses are offered at the introductory level and not part of a World Language sequence. This level course is designed for students with no prior experience in the language they choose. Students will develop basic competency in reading, writing and speaking the language. Emphasis will be placed on conversational dialogue and the ability to read and write simple but useful sentences. Students will also develop an awareness of the unique aspects of that particular language.

NEW VISIONS

New Visions is a one-year exploration program that provides highly motivated seniors with the opportunity to gain valuable insights into career options from a real-world perspective. Students have the opportunity to network with industry professionals through job shadowing in the following areas:

Health Professions – explore the health sciences career cluster including therapeutic services and diagnostic services at area health care facilities.

There is an application and acceptance process required for New Visions. Enrollment Requirements also include:

- Interest in a New Visions career field
- Academic Requirement
 - Completion of 3 years of Regents math and Regents science
 - A score of 76 or higher on the ELA Regents exam
 - Preference given to students who also score 85 or higher on the Geometry Regents or 70 or higher on the Algebra 2 Regents
- No behavior, attendance, or discipline concerns during junior year
- Able to successfully complete industry requirements for placement, which may include a background check, drug tests, and/or vaccinations.

WEMOCO Career and Technical Education

Career and Technical Education (CTE) at WEMOCO provides high school juniors and seniors with the opportunity to explore career fields while preparing for meaningful employment or post-secondary education. Our CTE programs develop technical and 21st century skills in classroom and laboratory settings. Programs are aligned to the 16 National Career Clusters and are relevant to career trends. WEMOCO collaborates with business and industry partners to provide students with a variety of work-based learning opportunities.

CTE Schedule

AM Sessions

7:40-7:50 a.m. - Student Arrival

*Doors **do not** open until 7:40 a.m.*

7:50-10:15 a.m. - Programs/Courses in Session

10:20 a.m. - Bus departure (estimated)

PM Session

11:45 a.m. to Noon - Student Arrival

*Doors **do not** open until 11:45 a.m.*

Noon to 2:25 p.m. - Programs/Courses in Session

2:30 p.m. - Bus departure (estimated)

Career and Technical Education Programs and Courses



Advanced Manufacturing

Shape the future as you wield lathes, mills and saws to craft metal into incredible parts. Get hands-on with computers and high-tech software to design and build your projects.



Auto Body and Collision Repair Technology

Discover the world of automotive transformation where you'll learn to restore cars, making dents, scratches and cracks disappear. Master repair techniques and unleash your creativity.



Automotive Technology

Shift into learning about topics like suspension, brakes and electrical systems. Gain a deep understanding using both computers and a variety of tools to test, diagnose and repair cars.



Baking

Transform into a pro in the kitchen as you use the science of baking to turn ingredients into delectable items. Create breads, pizzas, cakes, cookies and pastries as a culinary artist.



Building and Grounds Maintenance

Fill your skill toolbox as you explore various trades. Equip yourself with lifelong skills in facility maintenance and landscape management. Learn how to be safe on the jobsite.



Careers in Agriculture

Get your hands dirty as you dig into your future and feed your interests. Cultivate knowledge in horticulture, master the secrets of farm livestock and embrace the art of conservation.



Carpentry

Climb the staircase to success with your craftsmanship. Frame walls, ceilings and roofs with skill. Complete shop projects, make cabinetry and smooth things over with drywall.



Child and Family Development

Support young children's physical, social-emotional and cognitive development. Create activities and facilitate a playgroup. Navigate the complex world of family needs.



Computer Technology

Level up your computer skills from gaming to hardware and more. Open the portal to the exciting world of computers, networking, tech support and video game design.



Cosmetology

Style your future as you comb through the essentials of the beauty industry. Brush up on the secrets of the scalp and hair. Be a cut above the rest with professional hair cutting skills.



Criminal Justice

Crack the code to your future and journey through legal ins and outs. Navigate the roads of vehicle and traffic laws. Stay on top of current events and lead in security situations.



Culinary Arts

Stir, sauté and sizzle your way to a career in the kitchen. Get things cooking in professional kitchens and discover the secrets of nutrition, menu planning and catering.



Dental Assisting

Shine in professional clinics and polish up your dental assistant skills. Sink your teeth into diverse units of study like dental anatomy, infection control and clinical instruments.



Digital and Visual Communication

Ignite your creative spark with graphic arts and multimedia expertise. Use Adobe products to bring ideas to life. Draw upon art and design theory to create logos and marketing materials.



Exercise Science

Power up your future as a fitness pro in health, wellness, athletics or rehabilitation. Gear up for certification and muscle your way through anatomy and exercise physiology.



Food Services

Get a taste of the culinary world in a supportive kitchen environment. Savor the basics as you start a journey in the food industries and sharpen your culinary skills.



Heavy Equipment Operation and Maintenance

Grab hold of the wheel of big rigs and construction equipment. Dig into the world of power tools and keep machines in top shape through preventative maintenance.



HVAC

Open the valve to the HVAC world and let your potential flow as you become a pro at residential plumbing. Heat up your future and learn to control the climate in homes and businesses.



Introduction to Construction Trades

Build your skills and take your first steps into carpentry, HVAC, plumbing and electrical. Get a grasp on safety basics, learn the essential tools and begin to read blueprints.



Introduction to Transportation Trades

Buckle up and prepare for a fast-paced future. Explore the transportation possibilities. Try your hand at cleaning, small engine maintenance, tire changes, tire rotations and oil changes.



Life and Career Foundations

Shape your skills and let your abilities shine. Start building communication, teamwork and time management skills. Focus on completing tasks and following step-by-step directions.



Medical Laboratory Assisting and Phlebotomy

Put on your lab coat to enter the medical laboratory world. Immerse yourself in laboratory science, mastering microbiology, immunology, physiology and anatomy.



Nurse Assisting and Associated Health Careers

Hone the fundamentals of patient care for entry-level healthcare roles. Learn the human body's intricacies. Ensure patients feel safe and comfortable and care for elderly patients during clinical.



Outdoor Powersports Technology

Master tools and equipment to support machines of all kinds. Fuel your future by immersing yourself in the diagnostics, troubleshooting and maintenance of powersports machines.



Residential and Commercial Electrical

Get plugged into electrical fundamentals and code. Spark your knowledge of wiring, grounding and advanced techniques. Electrify your future in installations and layouts.



Welding

Master industry-standard techniques and the art of joining, cutting and shaping with precision. Flame your metal creativity, from the basics to cutting through challenges.

Locally Approved Courses

Courses created to meet the needs of students who thrive with additional support and flexibility.

Foundation Courses

Heavily focused on career exploration and career readiness skills to prepare students for independence.

Introduction Courses

Greater focus on technical skills than Foundations Courses with increased rigor. Units are aligned to basic content knowledge and skills related to industry.

NYSED Approved Program Career Clusters

Programs approved through a complex and thorough process by the state. Provide rigorous curriculum on industry-aligned technical and academic skills, include work-based learning opportunities, and allow students to earn industry certifications.

Agriculture	Human Services
Communication	Information Technology
Construction	Law and Public Safety
Education	Manufacturing
Health Services	Transportation
Hospitality	

2023-2024 COUNSELING CENTER

For questions with scheduling, please contact your students' counselor.

Counseling Office	Counselor	Students (Last Name)
<ul style="list-style-type: none"> • Academic or vocational advice • IEP Counseling • Personal counseling referrals • Resolving schedule problems • Support group information • Test registration • Work permits 	<u>Grades 9 & 11</u> Ms. Krywy (x5243)	A-K
	<u>Grades 9 & 11</u> Ms. Paolozzi (x5246)	L-Z
	<u>Grades 10 & 12 & Academy</u> Ms. Morgan (x5212)	A-D & Academy
	<u>Grades 10 & 12</u> Julie Reidy (x5242)	E-M
	<u>Grades 10 & 12</u> Ms. Gillett (x5244)	N-Z

Service Providers

Drug & Alcohol Counselor Family Support Center Psychologist Psychologist School Nurse (9 & 11) School Nurse (10 & 12) Social Worker Social Worker Social Worker Speech & Language Transition Counselor	Ms. Zobkiw Ms. Hassall Ms. Karpp Ms. Marine Ms. White Ms. Goldstone Ms. Davin Ms. Learo Ms. Herold Ms. Curley Ms. Ashbery
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ADVISEMENT & ACTIVITY PERIOD

ADVISEMENT
SPENCERPORT HIGH SCHOOL

1 1:40-1:45 PASSING TIME
After Block 4 dismissal, students walk to their advisement classroom.

2 1:45-1:47 SIGN IN/OUT
Students may visit ONE teacher during this time with pre-signed passes and must SIGN IN/OUT from each room.

3 1:47-2:10 IN CLASSROOM
Students remain in the classroom.

ADVISEMENT GUIDELINES

- ▶ Honor Passes are not in effect.
- ▶ Bathroom passes will not be issued during this time.

ACTIVITY PERIOD:

- ✓ Runs from 2:15 pm – 2:50 pm every day after school
- ✓ During this time, you can meet with teachers to get extra help or make up work (except on Tuesdays).
- ✓ If you are staying after for a sport or other activity that begins at 3 pm, there is a sports study hall in the West Cafeteria that you can report to if you don't have a teacher to stay with during activity period (including Tuesdays).
- ✓ The activity buses leave from Cosgrove at 3:00 pm. Teachers can give you a bus pass to take these busses home. **The main office can tell you which bus you ride if you need help, but they can't issue bus passes.**
- ✓ No wandering the halls during activity period. You must be with a teacher or in sports study hall.

ACADEMIC WORKSHOP

➤ *Need to complete a re-take?*

➤ NEED TO MAKE UP WORK AFTER AN ABSENCE?

➤ *Need some extra help with a class?*

Take advantage of
**ACADEMIC
WORKSHOP**

Available **Monday-Thursday**

From **2:50-3:50**

Room **135/136**

For more
information,
join the Schoology
course:

TWW4-3XWQ-
WXGFQ

.....➤
Transportation is available
←.....

SEE YOUR TEACHER TO MAKE A PLAN



School-wide Enrichment

Enrichment opportunities are provided to inspire and challenge all students.

Students' interest, knowledge and creative ideas are expanded through participation in a broad range of curriculum-based learning experiences.

Enrichment for all students is provided through differentiated classroom activities and enrichment programs.

Core Values

We believe that:

- ✦ everyone has inherent worth;
- ✦ everyone can learn;
- ✦ lifelong learning sustains and enriches the individual, community, and society;
- ✦ each individual is responsible for his/her choices;
- ✦ every individual wants to succeed;
- ✦ respecting diversity affirms individual worth and benefits the community;
- ✦ a sense of belonging is essential to personal well being;
- ✦ when people work together toward a common goal, all things are possible.

Strategic Objectives

Each student will:

- ✦ participate continuously, respectfully, and willingly in improving community well-being.
- ✦ demonstrate their love of learning through the passionate pursuit of his/her personal interests.
- ✦ possess the knowledge, skills, and attitudes to meet or exceed expectations as outlined in Spencerport's and New York State's standards.

Online Information

NYS Department of Education
www.nysed.gov

Regents Exams Preparation
www.RegentsPrep.org

US Department of Education
www.ed.gov

Character Development
www.search-institute.org

Odyssey of the Mind
www.odysseyofthemind.com

Junior Achievement
www.ja.org



Spencerport Central School District

www.SpencerportSchools.org

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SPENCERPORT CENTRAL SCHOOL DISTRICT



Spencerport High School
E. J. Wilson Building
2707 Spencerport Road
Spencerport, NY 14559

585.349.5200 • www.SpencerportSchools.org

The Spencerport School District advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, color, creed or religion, disability, marital status, veteran status, national origin, race or sex. Inquiries regarding this nondiscrimination policy and copies of the grievance procedure for the prompt resolution of complaints may be directed to the Title IX/Section 504 Coordinator, 71 Lyell Avenue, Spencerport, NY 14559.