



Respect

Accountability

Character

Success

Program of Studies

2019-2020

**ROCHESTER ACADEMY CHARTER SCHOOL
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ROCHESTER, NEW YORK 14612**

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Rochester Academy Charter School Mission Statement

The mission of Rochester Academy Charter School (RACS) is to provide students with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally.

Disclaimer: This Program of Studies contains information current as of September 9, 2019. As state and district policies and regulations are revised, updated information will be available in the Guidance Office. Some courses in this Program of Studies may not be offered due to lack of enrollment.

INTRODUCTION

Rochester Academy Charter School's Program of Studies has been prepared for students, parents, teachers, and guidance counselors. Please review this information carefully.

Students will receive individual advisement from guidance counselors to help them make appropriate course selections. In some cases, academic recommendations are necessary from the student's teachers prior to his/her guidance conference. Students' elective course choices are very important and should be made in alignment with their college and career goals. Students are encouraged to complete a major of five elective courses based on their long-term occupational goals.

Many colleges and universities are highly selective in their admissions. RACS students are encouraged to select a rigorous course of study and enroll in higher-level courses as much as possible. A rigorous senior year of study is an expectation of many colleges and employers. RACS's seniors are encouraged to select challenging courses and to consider advanced placement and dual credit options.

Final decisions regarding the actual offering of any particular course for the 2019-2020 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year. The courses students select are the basis for the employment of teachers and the development of the master schedule.

Planning a student's high school program of studies requires a cooperative effort between home and school. We cannot stress strongly enough the need for careful planning among the student, his or her parents, teachers and counselor in order for a program to be adapted to the individual as well as state and local requirements. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes.

Our course offerings provide a wide variety of learning opportunities. As you examine the course selections in this booklet please bear in mind not only short-term needs but also long-term goals. Beyond state, college and career requirements, you are encouraged to select courses that will be academically stimulating and personally enriching. Above all, please plan a program, which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings available. Please consider the following criteria in selecting particular courses. Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which you are interested?

Disclaimer: Rochester Academy Charter School makes every effort to ensure that the information in this Program of Studies is informative and accurate. However, new statutes and regulations may impact, negate, or change the implementation of the programs and/or courses described. This Program of Studies should in no way be seen as a contract but as a guideline for students as they move through their high school years.

RACS 2019-2020 REGISTRATION GUIDE

Graduation Requirements

REGENTS DIPLOMA

REGENTS DIPLOMA REQUIRED COURSE CREDITS	
English	4
Social Studies	4
Mathematics	3
Science	3
Foreign Language	1
Art/Music	1
Health	0.5
Physical Education	2
Electives	3.5
TOTAL	22

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

REGENTS DIPLOMA with ADVANCED DESIGNATION REQUIRED COURSE CREDITS	
English	4
Social Studies	4
Mathematics	3
Science	3
Foreign Language	3
Art/Music	1
Health	0.5
Physical Education	2
Electives	1.5
TOTAL	22

REGENTS DIPLOMA REQUIRED REGENTS EXAMS 5 Regents Exams Required (Passing Score of 65 and Above)
English Language Arts Exam
One Social Studies Exam: Global History or US History
One Mathematics Exam: Algebra 1 CC or Geometry CC or Algebra2 CC Exams
One Science Exam: Earth Science or Living Environment or Chemistry or Physics
Foreign Language FLACS Checkpoint B Exams*

REGENTS DIPLOMA with ADVANCED DESIGNATION REQUIRED REGENTS EXAMS 9 Regents Exams Required (Passing Score of 65 and Above)
English Language Arts Exam
Global History
U.S. History
Three Mathematics Exams: Algebra 1 CC and Geometry CC and Algebra2 CC Exams
Two Science Exams: 1) Living Environment 2) Earth Science or Chemistry or Physics
Foreign Language FLACS Checkpoint B Exams*

* Local examination. Students with IEP may be exempt from the foreign language requirement.

OVERVIEW OF COURSE OFFERINGS

Pathways to Graduation: New NYSED Regulations

As explained, students are required to pass five Regents examinations in high school in order to graduate – one each in English, science, math, as well as the U.S History and the Global Studies and Geography examinations. The 2014-15 approved changes include a “4+1” option that permits a student to take four Regents examinations and a comparably rigorous technical, arts, or other assessment for the fifth examination required for graduation. The 4+1 option would apply beginning with students who first entered ninth grade in or after September 2011 and thereafter or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter and have passed four required Regents exams (or Department-approved alternative assessments) in English, mathematics, science and social studies.

The regulations create graduation pathways in the Humanities, STEM, Biliteracy, CTE, and the Arts; students pursuing any of these pathways must pass one of the following assessments in place of the fifth assessment currently required for graduation:

- One additional social studies Regents exam or Department-approved alternative (Humanities Pathway)
- One additional Regents exam in a different course in mathematics or science or a Department-approved alternative (STEM Pathway)
- A pathway assessment in a Language Other Than English (LOTE) (which could include a Biliteracy Pathway)
- A career and technical education pathway assessment, following successful completion of an approved CTE program (CTE Pathway)
- An arts pathway assessment (Arts Pathway)

A CTE assessment that meets the approved alternative requirements for Science can be substituted for the required Science Regents exam.

NYS CDOS Commencement Credential: Requirements

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry-level employment. There are two options available for students to earn this credential.

Option 1:

- The student must have developed an appropriate Career Plan that includes career interests, goals, strengths, needs and coursework used to address these goals;
- The student must have demonstrated achievement of the CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
 - The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based experiences);
 - The student must have at least one completed employability profile that documents the student’s employability skills and experiences, as well as attainment of each of the commencement level CDOS learning standards and technical knowledge

Option 2

In lieu of a student meeting the requirements of Option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential;
- SkillsUsa Work Force Ready Employability Assessment;
- National Career Readiness Certificate Work Keys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System. For more detailed information on the CDOS Certificate, contact the Guidance Department or visit:
<http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>

The High School Program of Studies is designed to provide all students with a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st Century. Students must acquire academic knowledge, technical skills, problem solving abilities, and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students to assist them in selecting courses that will prepare them for future career options. Any course taken for credit outside of the traditional school setting must be approved by the principal prior to enrollment in the course.

GUIDELINES FOR REGISTERING

All Rochester Academy freshmen, sophomores and juniors must register for core units of high school credit. All seniors are required to register for three units and may qualify for early release if they bring their work schedule which is signed by their employer/manager. Seniors are required to enroll English IV, Government & Economics, and Physical Education courses. January graduation is not available at Rochester Academy Charter School.

Students must make an alternate course selection for each elective course. Students and parents should exercise good judgment in selecting alternatives, for these will replace any selected elective courses without further consultation with students or parents. All English courses must be taken in sequence (I, II, III, and IV) with only one required English per year unless a course is being repeated. Placement in the ninth-grade mathematics and science classes is determined by the level of mathematics achieved at the end of the eighth grade. Placement in classes will be determined by grades, test scores, and teacher recommendations. Students should not register for courses for which they are not prepared. It is very important to understand that each course begins at an expected level of student ability and performance.

Students are reminded that once school begins a change in course level may be impossible due to the lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen.

AVAILABILITY OF CLASSES

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. Rochester Academy reserves the right to cancel or eliminate courses for any given school year. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student's alternate choice will be used. If that course is also not available, the student will be consulted to make a new selection. If the student cannot be reached, his/her administrator or counselor will make the choice.

GRADE CLASSIFICATION

Grade classification is determined only at the beginning of the school year.

GRADE 9

In order to be classified as a ninth-grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.

GRADE 10

In order to be classified as a tenth-grade student, the individual must have completed **five units**. Students not passing Regents Exam(s) will be placed into Regents course as Auditor.

GRADE 11

In order to be classified as an eleventh-grade student, the individual must have completed **ten units**. Students not passing Regents Exam(s) will be placed into Regents course as Auditor.

GRADE 12

In order to be classified as a twelfth-grade student, the individual must have completed **sixteen units**. In addition, the student must be enrolled in all other units, required and elective, needed to complete graduation requirements. Students not passing Regents Exam(s) will be placed into Regents course as Auditor.

Grade Point Average (GPA): Only the quality points for 100-point system and quality credits are used in calculating grade point averages (GPA). The Grade Point Average (GPA) is calculated by dividing the number of grade points earned by the number of credits attempted. Weight for one-credit courses (each day 45 min total 180 days).

Grade	Standard	Grade	Standard	Transfer Letter Grade to Numerical Grade	
98-100=A+	4.00	77-79=C+	2.33	A+ =99	C+ = 78
93-97=A	4.00	73-75=C	2.00	A =96	C = 74
90-92=A-	3.66	71-72=C-	1.66	A- =91	C- = 72
87-89=B+	3.33	69-70=D+	1.33	B+ =88	D+ = 69
83-86=B	3.00	65-68=D	1.00	B =85	D = 67
80-82=B-	2.66	0-64=F	0.00	B- =81	F = 50

Grading System: Rochester Academy calculates the grade point average on a 100-point system and awards semester/year credit. Each full year course that meets routinely shall yield 1 credit. Semester courses that meet routinely and full year course that meets every-other-day shall yield 0.5 credits. A passing grade is 65 or above. Courses with the following numerical grades are calculated in the grade point average.

COLLEGE CREDITS WHILE IN HIGH SCHOOL

Rochester Academy students may also obtain college credits through the following programs:

Advanced Placement (AP) Courses are designed for students ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course.

By Rochester Academy regulation, students enrolled in an Advanced Placement course **MUST** take the Advanced Placement examination administered by the College Board. Most colleges award college credit to students who earn at least a rating of “3” out of a possible “5” on the examination while others require a score of “4”. Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for details.

Dual Credit Courses whether they are taken at the high school where the student is enrolled or at a post-secondary institution are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission from the principal to enroll for dual credit and meet the requirements specified by the college. **Students are responsible for verifying any college’s acceptance of credits earned as dual credit.** Enrollment in a dual credit course does not guarantee college acceptance. Dual credit college courses will be offered through Monroe Community College and State University of New York College of Environmental Science and Forestry (SUNY ESF). Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in New York may be accepted for dual credit. Tuition, books and other college course fees shall be at the expense of the student or his/her parents or legal guardians. A three-hour college course shall transfer as a 1.0 Carnegie unit at the high school. More information will be available during registration. Forms for permission to enroll in college courses for dual credit are available in the Guidance Office.

VALEDICTORIAN AND SALUTATORIAN SELECTION CRITERIA

The Valedictorian and Salutatorian awards are intended to honor the academic rigor of a student’s work at Rochester Academy Charter School. The school’s valedictorian and salutatorian will be permitted to speak as part of the school’s planned graduation program at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of the Code of Conduct at the discretion of the principal.

The Valedictorian will be the student with the highest-Grade Point Average (GPA). In the event of a tie in cumulative Grade Point Average (GPA), co-valedictorians will be honored.

The Salutatorian will be the student with the second highest Grade Point Average (GPA). In the event of a tie in cumulative Grade Point Average (GPA), co-salutatorians will be honored.

The valedictorian and salutatorian will be selected according to the following procedure and criteria:

- The weighted cumulative grade point average calculated at the end of the third marking period of the student's senior year will be used to determine the first and second ranked students;
- The cumulative GPA is multiplied by 3 and added with the current GPA and then the sum is divided by four;

One official list will be processed by the Guidance Office and will be distributed to the principal for validation prior to the final selection of valedictorian and salutatorian;

To be eligible for valedictorian or salutatorian honors, a student must have attended Rochester Academy Charter School for no less than two years;

The student must have met and completed all requirements for graduation no later than the last day of scheduled classes for seniors;

HIGH HONOR DIPLOMA & HONOR DIPLOMA

The high honor diploma and honor diploma serve as a mark of excellence to recognize students who excel academically. The high honor diploma and honor diploma are prepared at the end of the school year. They are based on cumulative GPA (Grade Point Average) and include all subjects.

To qualify for the high honor diploma a student shall have 92.00 or above GPA.

To qualify for the honor diploma a student shall have 85.00 or higher but less than 92.00 GPA.

GRADE REPORTING

Report cards will be issued four times a year, approximately one week after the close of each marking period. Progress reports will be issued at the midpoint of each marking period. Report cards and progress reports make note of commendations and recommendations. Specific suggestions are listed for the improvement of some poor academic habits. They will also include a current grade range of performance. A parent should email the teacher if he/she has a question regarding a specific progress report. Grades will always be accessible to parents through the Student Information System.

SUMMER SCHOOL

Course credits may be earned in any summer school offered by any New York public school district and approved by the New York State Education Department. Summer school grades are recorded on the student's transcript with the appropriate coding; they do not replace any grade already earned. Prior approval from the Principal is required before registering for summer school. Final approval for any summer school experience where credit or course advancement will be sought requires the written permission of the Principal. To earn credit a student must pass the summer school with a grade of C or better.

Credit may be earned in the summer for a maximum of two courses. If there are extenuating circumstances and a cogent case can be made by a parent/guardian in conference with the Guidance Counselor, a third course may be taken for credit only with the approval of the Principal.

ATTENDANCE/DENIAL OF CREDIT

Student attendance and punctuality is critical for academic success. Students who arrive after the start of the scheduled first period are recorded as late.

ABSENCE NOTES

The following procedures will be applied consistently by the administration and staff when dealing with student absence:

1. Students who are absent from school must bring a verifiable excuse note on the day of their return to school stating the reason for and the date(s) of the absence.
2. The note is to be given to school secretary. Students must bring the absence note to the secretary within three days of the absence according to State Law. Until such a note is received, a student's absence will be unexcused. Failure to produce a proper note will result in a coding of unexcused absence in the Student Information System.
3. Unexcused absences resulting in missing 10% or more of class hours from any class may result in a failing grade for the quarter.
4. Cumulative unexcused absences may restrict a student's ability to participate in extra-curricular activities.
5. Upon returning to school, students are responsible for making arrangements with their teachers to make up the work that they missed as a result of their absence. Teachers also share in this responsibility for determining a reasonable and specific time period for the completion of the missed work.

Illness or family emergencies often necessitate a child to be absent from school. If the absence is of significant duration, please contact the school secretary so that arrangements for assignments and homework can be made. All assignments missed due to absence are to be made up by the student. Continual absences will result in a referral to truancy and/or family court. Students may also receive a failing grade for courses as a result of missed work.

LATENESS TO SCHOOL

All students who arrive late to school must obtain a late slip upon entering the building, and will be assigned to detention. Repeated lateness will result in disciplinary action according to the RACS Student Code of Conduct.

INCOMPLETES

A teacher may give a grade of "incomplete" during the course of the school year if, an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented illness or a death in the immediate family.

The student's incomplete grade will be reported as an "Incomplete". Once the work has been completed, the teacher will authorize the appropriate change in grade by completing the **Rochester Academy Post Marking Period Grade Change Form**. If the work is not completed within the agreed upon time, the incomplete grade will be recorded as the student's average without the completed work, and this numerical grade will be included in the student's grade point ratio. All final grades are numerical. An incomplete (I) cannot be a final grade.

LATE ARRIVAL/EARLY DISMISSAL

The first priority given in course scheduling is to make certain that all students receive the strongest academic preparation possible. Freshmen, sophomores and juniors are not eligible for late arrival or early dismissal. Late arrival or early dismissal will be considered for seniors only after all other courses are scheduled.

COURSE LOAD

All students enrolled as regular students in grades 9 - 12 at RACS must be enrolled in a minimum of eight periods in order to fulfill graduation requirements.

COURSE SCHEDULING PARAMETERS

Preference will be given to juniors and seniors when enrollment in any course is too large. The right is reserved by RACS to withdraw any course offering if there are an insufficient number of students enrolled in the course, a certified teacher is not available, or budgetary funds were not available. Student scores on state and local tests and previous course grades may affect course placement. Every student is required to be scheduled for a lunch. Please note a course request does not necessarily guarantee placement in that course. Students must meet course requirements and pre-requisites.

CRITERIA FOR CHANGING STUDENT SCHEDULES

Students are expected to honor their commitments by attending and satisfactorily completing the courses for which they enroll. Schedule changes will not be made for reasons of convenience or because of teacher preference. Only changes that are educationally beneficial for the student will be considered.

Schedule changes will be considered only for the following reasons:

1. The correction of a clerical error in the schedule. Examples might include a missing course, a conflict between two or more courses, credit has been earned in summer school, failure of a prerequisite course, or a serious imbalance in the course load assigned for each semester.
2. A recommendation from the grade level team.
3. A recommendation from a building administrator for disciplinary, attendance, or instructional reasons. [Schedules changed according to this criterion may result in a grade of WF (Withdraw Failing), which will negatively impact the student's permanent record.]
4. A teacher recommends a change based on the fact that the student is misplaced in a particular course or that a change in level would be beneficial to the student. Teacher recommendations for changes according to this criterion must be made prior to the end of the first two weeks for all semester courses and three weeks for all year long courses. This must be done with the approval of the Administration.

Schedule changes WILL NOT be considered for any of the following reasons:

1. Course content or standards differing from student expectation.
2. Dropping a course because it is not needed for graduation.
3. Inability of a student to relate well to a given teacher.
4. Preference for some other subject.
5. Dropping a course in order to lighten student's load.
6. Choice of teachers cannot be honored.
7. Schedules will not be rearranged to accommodate requests for late arrivals or early dismissals.

DROPPING OF COURSES

The dropping of a course is a serious matter and is generally discouraged; such an action should be done only after much thought and consultation takes place. The request to drop a course must be in writing by the parent or guardian.

Semester Courses

Requests to drop a semester course will be considered through the first two weeks after the start of the first and/or third marking periods provided the student, has the permission of the parent/guardian, and has consulted with his/her assigned counselor. The transcript will not show a grade or any indication of the course.

Full-Year Courses

Requests to drop a full-year course will be considered within the first three weeks provided the student has the permission of the parent/guardian, and has consulted with his/her counselor and the subject supervisor. The transcript will not show a grade or any indication of the course.

Withdrawal Policy [Please note important changes]

It is important to note that withdrawing from courses that are selected by students, confirmed by parents, and recommended and approved by staff and counselors is discouraged. **Unless there is an error in scheduling, students will not be permitted to withdraw from any course until 5 full days of attendance has passed.** Once the school year moves beyond these first five days, the following criteria will apply:

- For a withdrawal before *Quarter 2* no penalty is imposed and the course will not appear on the permanent record.

- After *Quarter 2* but before the start *Quarter 3*, a “withdraw passing” (WP) or “withdraw failing” (WF) grade will be indicated on the permanent record, depending on the student course average at the time of the drop request.
- Students are not permitted to drop a full-year course once *Quarter 3* begins. Failure to attend a course will result in a grade of F for the class.

	<i>Before Quarter 2</i>	<i>After Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Full-year courses	Drop: No penalty	Drop with WP or WF on transcript	No dropping	No dropping

	<i>Within first four weeks of class</i>	<i>After 4th week of class</i>	<i>After the start of the next quarter</i>
Half-year courses	Drop: No penalty	Drop with WP or WF on transcript	No dropping

ADDING OF COURSES

After dropping a course a student may request to add a course provided the student has parental approval and the course has space for an additional student.

Semester Courses: A student may enter a new course up to two weeks after the start of the semester.

Full Year Courses: A student may enter a new full-year course up to three weeks after the start of the school year.

AP/HONORS PROGRAM

Advanced Placement/Honor courses are designed to provide the challenge, rigor and creative opportunities for those students who have demonstrated academic success. Advanced Placement (AP) courses are college level courses for the most academically capable high school students. They are challenging, stimulating and more demanding in terms of time, effort, and depth of the curricular program. AP courses are the equivalent of college work. Some colleges and universities grant college credits for courses taken, based on scores achieved in national examinations. Honors level courses are for students who are self-motivated, and who are willing to devote the extra time and effort needed to meet the accelerated demands of this level.

Students who wish to make application to the program should study the following list of characteristics of the AP/Honors Program to ensure that there is a clear understanding of what is required in each of the program's courses:

- * Students are expected to be able to read 20-30 pages of text as a one-night homework assignment.
- * Students are expected to complete all assigned homework on time.
- * Students are expected to manage independently multiple, concurrent, and long-term projects.
- * Students are expected to write multiple drafts of papers, lab reports, and other assignments before submitting the document for final assessment.
- * Students are expected to have the necessary skills for independently organizing collaborative group tasks.
- * Students are expected to meet with the teacher individually after school for assistance and/or enrichment when appropriate.

Honors and Advanced Placement Enrollment Criteria

Initial course level placement will be based on standardized test results, teacher recommendation and demonstrated competency within the discipline. Recommendations will be based on established classroom participation, proven record of academic achievement, and a demonstrated willingness.

The AP Exam is a required component of an AP course. Students who do not register for and take the test will not receive AP credits.

COLLEGE PLANNING

Admission to colleges and universities varies from easy to extremely competitive. The philosophies of education, specific course requirements, and other qualifications for acceptance vary among the nation's

colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in the traditional, solid academic subjects.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually. Students are evaluated for admission not only in terms of grades achieved, but also with respect to the strength of the academic program undertaken. Students are encouraged to take the strongest possible academic program available within his/her own personal limitations during all four years of high school.

ACADEMIC REQUIREMENTS FOR COLLEGE ENTRANCE

Minimum graduation requirements should not be confused with college admission requirements. An academic unit or college entrance unit is the equivalent of one credit in a single academic subject. A semester course of 0.5 credits equals one half college entrance unit. Acceptable units are determined by the college in question. Normally, "Academic Units" are considered to be full year courses in college preparatory Math, Science, English, Social Studies and World Language.

While each college prescribes the number and character of the academic units it will accept, the following are the usual requirements for entrance to four-year colleges:

English: 4 units

Social Studies: 3-5 units

College-prep math: 3-5 units

Foreign Language: 2-5 units (of the same language)

Science: 2-5 units (at least 2 lab sciences)

Students expecting to major in mathematics, science, or world languages are strongly urged to take four years of study in these areas. Because of the high dropout rate during the first year of college, the following advice is offered to all college-bound seniors:

It is more important to complete your first year at college than to enjoy your senior year at high school. Thus, your 12th-grade program should be a rigorous academic experience.

COLLEGE ENTRANCE EXAMINATIONS

The vast majority of colleges require that a student take one or more standardized tests for admission. The number depends on the college's policy. It is important to remember that test scores are just one part of the total applicant profile. At most institutions, test scores alone do not exclude a student from admission, nor do scores alone guarantee admission.

The two most common test programs are the Scholastic Aptitude Test (SAT I) and the American College Testing Program (ACT). Most students take the SAT. Consult with your counselor regarding the ACT. Also available is the Preliminary Scholastic Aptitude Test (PSAT).

Colleges may also require or recommend SAT II tests. SAT II tests are one hour for each subject area. You may take one to three tests on any given test date.

It is the student's responsibility to register for all tests and to arrange for the results to be sent to the institution(s) of choice. It is recommended that a student register for the following tests:

Fall of 10th and 11th grade: **PSAT**

Spring of 11th grade : **SAT I and/or ACT,**
: **SAT II (if required)**

Fall of 12th grade : **SAT I and/or ACT,**
: **SAT II (if required)**

PSAT

This exam is given once a year in October. All college-bound sophomores and juniors should register to take this test. This is a practice SAT I exam to acclimate the students to the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Corporation to identify highly qualified juniors for recognition. Students should use the PSAT scores to help them select one or more SAT preparation

options such as challenging math and English courses, the College Study Skills elective, intensive afternoon/evening programs at the high schools, commercial programs, self-directed materials, among others.

SAT

This is a three and one-half hour test, divided into three sections: Critical Reading, Writing and Mathematics. It is recommended that students take the exam two or three times, two of which should be in their junior year. Students planning to take the SAT for college entrance should enroll in advanced mathematics courses. Past experience has shown that students who are successful with the SAT are those who have prepared themselves with strong academic subjects. The SAT is usually taken during the late spring of the junior year by students planning to attend a four-year college or university. Students may retake the SAT during the fall semester of their senior year. Some colleges require students to take the SAT again in the senior year even if their previous SAT results were quite good.

SAT II (Subject Tests)

Students applying to selective schools are required to take the SAT II subject area tests (usually three exams). These achievement tests are used by colleges for enrollment and placement in classes. Unlike the SAT I, which measures more general abilities, the SAT II measures the student's knowledge of a particular subject. Because of this, you should try to take an SAT II as soon as possible after you complete your last course in that subject. You cannot take both the SAT I and the SAT II on the same test date.

Each test is one hour long so students can take one, two or three at one administration. Each subject score ranges from 200-800. Students taking advanced coursework in math or science in their freshman or sophomore years may wish to take the related exam; ask your teacher or counselor for more information. Most students take the SAT II subject tests at the end of their junior year or beginning of their senior year. You should consult your counselor for the timing of the test.

Note: Students planning to attend community colleges may not be required to take the SAT or the SAT subject tests. The SAT is not required for students planning to transfer from a community college to a four-year college. Additional information regarding testing programs is available through the Guidance Office.

ACT

This test is an alternative to the SAT. It can be taken during a student's junior and/or senior years. The ACT is divided into four parts: Math, English, Science Reasoning, Reading, and an optional Writing section. It assesses high school students' general educational development and their ability to complete college level work.

The student will receive a composite score from 1-36. Students with a solid course background and good grades are encouraged to take the ACT test as an alternative to or in addition to the SAT.

If a student requires extended test time, as stated on their IEP, it is the parent/guardian's responsibility to complete the appropriate application and submit it to the College Board.

TRANSFER STUDENTS INTO ROCHESTER ACADEMY

When a student transfers into Rochester Academy, the guidance staff at the school analyzes the transcript. Most courses will be comparable to courses offered in Rochester Academy.

In all transfers when a student is moving to the next level of instruction (e.g., transferring in Spanish I and enrolling in Spanish 2), the school may enroll the student in the higher-level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred will remain on the student's record. Schedule changes require administrative approval and decisions should be made only after consultation with the teacher, student and parent(s).

TRANSFER STUDENTS

High school schedules and course offerings vary from high school to high school both within Rochester City School District and from school district to school district.

Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester. Every effort will be made by the receiving high school to evaluate a student’s transcript and move the student into the schedule with minimal disruption to the student’s plan of study. Courses transferred from another New York public school will be transferred with the grade and weight awarded by the sending school. (Regents requirements for transfer students -10-11-12)

CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record.

If the transcript displays numeric grades with no letter grades or letter grades with no numeric averages this conversion will apply:

Grade	Standard	Grade	Standard	Transfer Letter Grade to Numerical Grade	
98-100=A+	4.00	77-79=C+	2.33	A+ =99	C+ = 78
93-97=A	4.00	73-75=C	2.00	A =96	C = 74
90-92=A-	3.66	71-72=C-	1.66	A- =91	C- = 72
87-89=B+	3.33	69-70=D+	1.33	B+ =88	D+ = 69
83-86=B	3.00	65-68=D	1.00	B =85	D = 67
80-82=B-	2.66	0-64=F	0.00	B- =81	F = 50

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 65, that average will be converted to a 66 numerical grade on the new scale. The criterion for accepting transcripts from home schools is a local decision.

If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average higher than 65, that average will be converted to a 64 numerical grade on the new scale.

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 65, that average will be converted to a 66 numerical grade on the new scale.

CREDIT RECOVERY

Credit Recovery is an option for schools to implement in order to better assist students who are at risk of failing to graduate due to course failure. The purpose of this program is to offer an opportunity for motivated students to recover lost credit by using an alternative instructional model.

Making Up Incomplete or Failed Course Credit.

Commencing July 1, 2011 and thereafter, a school district, registered nonpublic school, charter school or the chief administrator of an educational program administered by a State agency pursuant to Education Law section 112 and Part 116 of this Title may provide a student, who had the opportunity to complete a unit of study in a given high school subject but who failed to demonstrate mastery of the learning outcomes for such subject, with an opportunity to make up a unit of credit for such subject toward either a Regents or local diploma, pursuant to the following:

- i. To receive credit, the student shall successfully complete a make-up credit program and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.

- ii. The make-up credit program shall:
 - a. be aligned with the applicable New York State learning standards for such subject;
 - b. satisfactorily address the student's course completion deficiencies and individual needs; and
 - c. ensure that the student receives equivalent, intensive instruction in the subject matter area provided, as applicable, under the direction and/or supervision of:
 - 1. a school district teacher who is certified in the subject matter area; or
 - 2. a teacher from a board of cooperative educational services (BOCES) that contracts with the school district to provide instruction in the subject matter area pursuant to Education Law section 1950, and who is certified in such area; or
 - 3. a teacher of the subject matter area in the registered nonpublic school, charter school or educational program administered by a State agency pursuant to Education Law section 112 and Part 116 of this Title.
- iii. In the case of a school district or registered nonpublic school, the student's participation in the make-up credit program shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which the student must make up credit, and a guidance director or other administrator.
- iv. For purposes of this paragraph, a make-up credit program may include, but is not limited to:
 - a. repeating an entire course;
 - b. taking the course again as part of a summer school program;
 - c. receiving intensive instruction in the deficiency areas of the course; or
 - d. digital learning (online study) that:
 - 1. is comparable in scope and quality to regular classroom instruction;
 - 2. provides for documentation of satisfactory student achievement; and
 - 3. includes regular and substantive interaction between the student and the teacher providing direction and/or supervision pursuant to clause (ii)(c) of this paragraph.

INDEPENDENT STUDY

Students enrolled in a school district, a charter school, a registered nonpublic school or educational program administered by a State agency pursuant to Education Law section 112 and Part 116 of this Title may earn a maximum of three units of elective credit towards a Regents diploma through independent study, pursuant to the following:

- i. a school district or a registered nonpublic school shall, and a charter school may, provide its students with an opportunity to earn such credit through independent study;
- ii. in the case of a school district or a registered nonpublic school, the student's participation in independent study shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and a guidance director or other administrator. The panel shall approve the student's participation in independent study based on the following criteria:
 - a. the student has demonstrated readiness and has a high likelihood of success (may be indicated by a given grade point average in general or in the given subject area, as determined by the school district or registered nonpublic school) in each subject in which he or she seeks to undertake independent study; and
 - b. the student has accumulated the expected number of units of credit for the student's grade level; and
 - c. the student has passed the appropriate number of Regents examinations or other assessments required for graduation, for the student's grade level.
- iii. The principal, after consultation with relevant faculty, shall award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes for the subject. Credit for independent study shall be awarded to a student enrolled

- in an educational program administered by a State agency pursuant to paragraph (5) of this subdivision.
- iv. For purposes of this paragraph, independent study shall be:
 - a. academically rigorous and aligned to the New York State commencement-level learning standards;
 - b. overseen by a teacher knowledgeable and experienced in the subject area of the independent study;
 - c. based on a syllabus on file for each independent study; and
 - d. of comparable scope and quality to classroom work that would have been done at the school district, charter school or registered nonpublic school awarding the credit.
 - v. For purposes of this paragraph, credit for independent study may be awarded for elective courses only, and shall not be awarded for courses required for the Regents diploma as specified in subparagraph (b)(7)(iv) of this section.

COMMENCEMENT EXERCISES

Only those students who pass **all the units required for a diploma** may participate in the commencement exercises held at the end of the school year.

Failure to complete graduation requirements will prohibit participation in commencement exercises. The school is not responsible for announcements, caps and gowns or other graduation paraphernalia for those students who do not complete requirements.

EARLY GRADUATION

Early graduation is available to students wishing to complete their high school education within three years. Although the faculty and administration at RACS do not generally encourage early graduation, students pursuing this course of action would be required to take Global History II, Government, Economics, English 11, English 12, and Physical Education in the third year of high school. Senior privileges are granted to students who have earned 15 or more credits at the beginning of the third year of high school with 3.5 cumulative GPA. These students move directly from sophomore status to senior standing. A letter from the student and his/her parents expressing an intent to graduate early, a parental interview with the principal, and three letters of recommendation from teachers are required by June 1st of the year prior to graduation. The principal must approve the early graduation request before a student can be scheduled to graduate early. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements.

POST-MARKING PERIOD GRADE CHANGE FORM

Student's Name: _____ Grade Level: _____

Teacher's Name: _____ Course: _____

PLEASE COMPLETE ALL APPROPRIATE CALCULATIONS FOR WHICH THIS CHANGE APPLIES.

	Current Grade	Change to		Current Grade	Change to
1 st 9 Weeks			3 rd 9 Weeks		
2 nd 9 Weeks			4 th 9 Weeks		
1 st Semester Exam			2 nd Semester Exam		
1 st Semester Average			2 nd Semester Average		

Current Grade Change to

Yearly Average: _____ _____

Reason for the change:

Teacher's Signature :..... **Date:**

Principal's Signature :..... **Date:**

Period	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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Once you have completed this form, obtain the Principal's signature and then submit to the Vice Principal. The Vice Principal will be responsible for making the change in RACS DATABASE. This form will be filed in the student's permanent record in main office.

1	P.E & HEALTH / ELECTIVE or LAB	P.E / SCIENCE LAB	P.E. /HEALTH or SCIENCE LAB	P.E. / ELECTIVE or SCIENCE LAB	P.E. / ELECTIVE or SCIENCE LAB
2	SCIENCE 8	EARTH SCIENCE (Regents Exam)	BIOLOGY (Regents Exam))	ELECTIVE or CHEMISTRY (Regents Exam)	ELECTIVE or PHYSICS (Regents Exam)
3	ENGLISH 8	ENGLISH 9	ENGLISH 10	ENGLISH 11 (Regents Exam)	ENGLISH 12
4	SOCIAL STUDIES 8***	GLOBAL/WORLD HISTORY	GLOBAL/WORLD HISTORY (Regents Exam)	US HISTORY (Regents Exam)	GOVERNMENT / ECONOMICS
5A	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5B	FOREIGN* LANGUAGE (Check Point A)	FOREIGN* LANGUAGE	ELECTIVE or FOREIGN* LANGUAGE (Check Point B)	ELECTIVE FOREIGN LANGUAGE	ELECTIVE
6	MATH 8**	ALGEBRA (Regents Exam)	GEOMETRY (Regents Exam)	ALG2/TRIG (Regents Exam)	PRE CALCULUS
7	MUSIC / ART	ELECTIVE or MATH LAB	MUSIC / ART	ELECTIVE or STUDY HALL	ELECTIVE or STUDY HALL
8	TECHNOLOGY	TECHNOLOGY/ HEALTH	ELECTIVE or STUDY HALL	SAT English & SAT Math	ELECTIVE or STUDY HALL

*Foreign Language may be waived for students who meet NYS criteria for exemption. The FLACS (Foreign Language) Regional Assessments have replaced the former NYS Proficiency and Regents exams

**ALGEBRA may be recommended.

***US HISTORY may be recommended

RACS students will be strongly encouraged to continue advanced study in all academic disciplines.

RACS ELECTIVE COURSE OFFERINGS

✓	Art Department	Credit	✓	Phys.Ed. /Health Dept.	Credit
()	Studio Art (Alternating	(0.5)	()	Health and Fitness	(0.5)

	Day-Full Year)				
()	Graphic Design (Alternating Day-Full Year)	(0.5)	✓	Science Department	Credit
✓	English Department	Credit	()	Science in the Community	1
()	Film & Composition (Fall)	(0.5)	()	SUNY ESF-Global Environment	1
()	Film & Composition (Spring)	(0.5)	()	Lab Technology (Alternating Day - Spring)	(0.5)
()	Research Methods (Fall)	(0.5)	()	First Aid/CPR/AED (Alternating Day - Fall)	(0.5)
()	Research Methods (Spring)	(0.5)	()	Natural Disasters (Alternating Day-Full Year)	(0.5)
()	Public Speaking (Fall)	(0.5)	()	Forensics Science (Alternating Day-Full Year)	(0.5)
()	Public Speaking (Spring)	(0.5)	✓	Social Studies Department	Credit
()	Sci-Fi/Gothic Literature (Fall)	(0.5)	()	African American Studies (Fall)	(0.5)
()	Performance Lang. Arts (Spring)	(0.5)	()	Sports in North America (Spring)	(0.5)
()	Street Law (Fall)	(0.5)	()	Comparative Religion (Fall)	(0.5)
()	Street Law (Spring)	(0.5)	()	Comparative Religion (Spring)	(0.5)
✓	Mathematics Department	Credit	()	Psychology (Fall)	(0.5)
()	Research Based Statistics (Fall)	(0.5)	()	Applied Psychology (Fall)	(0.5)
()	Coding (Spring)	(0.5)	✓	Technology and Computer Science Dept.	Credit
✓	Music Department	Credit	()	Graphic Design II (Alternating Day-Full Year)	(0.5)
()	Chorus (Alternating Day-Full Year)	(0.5)	()	Digital Painting (Alternating Day-Full Year)	(0.5)
()	Music History (Alternating Day-Full Year)	(0.5)	()	Digital Photography (Alternating Day-Full Year)	(0.5)
()	Multicultural Music (Alternating Day-Full Year)	(0.5)			
()	Music Theory (Alternating Day-Full Year)	(0.5)			
()	Music in Now (Alternating Day-Full Year)	(0.5)			

***Pre-requisite required. See course description**

WORKSHEET

Period	Course Name
1	ENGLISH:
2	SOCIAL STUDIES:
3	SCIENCE:
4	PHYSICAL EDUCATION
5A	ELECTIVE / LUNCH:
5B	LUNCH / ELECTIVE:
6	MATHEMATICS:
7	FOREIGN LANGUAGE:
8	HEALTH/ELECTIVE:

English Language Arts

Four Credits required for graduation

English I (1 Credit)

Required for graduation

In this course students will improve upon their ability to communicate. Students will read literature and literary non-fiction independently and discuss the relationship of personal values uncovered in the works. They will use effective listening and speaking skills in classroom situations. Students will work to interpret the meaning of non-verbal expressions found in classroom activities and visual materials. Students will use the writing process to compose pieces of writing that demonstrate an understanding of critical aspects of literature and nonfiction works. Additionally, students will apply the skills of critical thinking and listening and develop strategies for learning vocabulary in context.

- 2 semesters (Full Year)
- Prerequisite: 8th Grade ELA

English II- World Literature (1 Credit)

Required for graduation

In this course students will learn to express thoughts, ideas, and feelings generated by the content of world literature with richness and depth of understanding. Students will become discerning readers through the study of world literature. They will identify and interpret themes and values representative of works of literature and literary nonfiction read during the course and demonstrate knowledge of these through the use of written papers and class discussions. Students will also demonstrate the skills and concepts required in organizing and writing argumentative and expository essays. Students will continue to develop strategies for learning vocabulary in context. Furthermore, students will be required to demonstrate greater facility with language and must be able to demonstrate their ability to write for a variety of audiences and purposes.

- 2 semesters (Full Year)
- Prerequisite: English I

English III- American Literature (1 Credit)

Required for graduation

In this course students will be able to express thoughts, ideas, and feelings generated by the content of American literature with richness and depth of understanding, and with appreciation for American cultural heritage. Students will become discerning readers through the study of American literature and literary nonfiction and will be able to identify, demonstrate, and interpret knowledge of themes that are unique to American literature and literary nonfiction. Students will be required to demonstrate the skills and concepts required in organizing and writing a literary essay and demonstrate the skills and concepts required in organizing and writing a literary essay. Students will also demonstrate greater proficiency in the ability to write for a variety of audiences and purposes including to present and evidence-based argument. Furthermore, students will meet State requirements of proficiency in reading and writing by taking the Common Core Regents English examination.

- 2 semesters (Full Year)
- Prerequisite: English II

English IV (1 Credit)

Required for graduation

Through this course, students will develop the ability to write and to think critically at a college level. Students will learn to make decisions based on such rhetorical concerns as writer's purpose, readers' needs, argument and persuasion, and the context in which

documents will be read. As using sources effectively is one of the goals of the course, research will be interwoven into documents as a way to support ideas and connect with the students' audience. The course will also provide students with opportunities to practice their close reading, interpretation, and analysis skills through discussion and writing about literature and nonfiction. Additionally, the course emphasizes process-based writing and students' reflection on their learning progress. In this course students will work to develop and complete a year-long project for presentation. Assignments will be given specific guidelines depending on the student interests and field of study, future goals will also be considered. Student will have the opportunity to find, research, design, implement, document, and present a large, in depth project that utilizes all the knowledge, skills, and abilities they have developed thus far.

- 2 semesters (Full Year)
- English III

AP English Literature (1 Credit)

Alternative for ELA III and/or ELA IV

The AP English Literature and Composition course engages students in the careful reading and analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways that writers use language to provide both pleasure and meaning for their readers. As they read, students consider a work's structure, style, and themes, as well as smaller scale elements such as figurative language, imagery, symbolism, and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all of their pleasures of thought and feeling the first time through. The AP Development Committee believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

- 2 semesters (Full Year)
- Requires teacher recommendation

AP English Language (1 Credit)

Alternative for ELA III and/or ELA IV

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre, etc.). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language

conventions defines Standard Written English, the preferred dialect for academic discourse.

- 2 semesters (Full Year)
- Requires teacher recommendation

Literacy Intervention

English Foundations (I, II, III)

These courses are designed to supplement instruction in each of the following classes: English I, English II, and English III. Students will work on foundational skills for reading, writing, and discussion. Furthermore, students will build background knowledge of the skills and content from their respective English curriculum. Content reading and vocabulary skills will also be drawn from the students' core curriculum (i.e., social studies and science) and cooperative/computer-aided learning from ReadWorks, NewsEla, and/or IXL. Additionally, English Foundations will support papers and projects assigned across the curriculum.

- 2 semesters (Full Year, as needed)
- Assignment to English Foundations based on performance in preceding English classes and literacy assessments given at district level.
- Students may move into or out of English Foundations based on performance after the 2nd quarter.

Elective Courses

Film & Composition (.5 credit)

Elective

This course introduces the fundamental elements of film, artistry, and production.

Topics include film styles, history, and production techniques as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films and write a cohesive analysis as well as reviews for multiple films.

- One semester (one section offered in fall and one in spring semester)
- Prerequisite: English II

Research Methods (.5 credit)

Elective

This course is designed for pre-college **juniors and seniors** to introduce university-level research methods. Students will learn the components of the research process and will learn how to use their critical thinking skills to write better research papers and develop masterful presentation skills. Students will learn how to identify, access, and evaluate information for research papers and presentations. They will also be required to learn and demonstrate understanding of the ethical and legal uses of information, including proper citation of works used in research. Furthermore, students will be introduced to free scholarly and research resources on the web, and will also learn how to navigate a library system.

- One semester (one section offered in fall and one in spring semester)
- Prerequisite: English II

Public Speaking (.5 credit)

Elective

This is a practical course designed to offer the beginner, or average public speaker, a number of opportunities to organize and prepare public speaking assignments. The course offers a setting where the beginning speaker can stand in front of an audience and present his/her practiced performance. In addition to public speaking, further performance opportunities may be included in the area of public oral reading. Major projects will entail three speeches: 1. Informative 2. Instructive 3. Persuasive.

- One semester (one section offered in fall and one in spring semester)
- Prerequisite English II

Sci-Fi/Gothic Literature (.5 credit)

Elective

Reading, discussion, and written analysis of speculative fiction novels, short stories, graphic novels and tv series about human beings experiencing the changes resulting from science and technology. Representative authors from Stephen King, Bradbury, Clarke, Heinlein, Kirkman and *Black Mirror*.

- Offered Fall Semester only
- Prerequisite: English I

Performance Language Arts (.5 credit)

Elective

This course is designed as an introduction to performing arts. In this course, students will learn about performance basics, and they will get practice performing through project-based learning experiences. Students will study speaking, spoken-word poetry, songwriting, acting, and a plethora of other performance-based ways in which society employs performance.

- Offered Spring semester only
- English I

Street Law: Principles of Law and Their Application(.5 credit)

Elective

Street Law is a semester-long English elective that serves as an introductory course to law and legal systems in the United States. Like any introductory course, Street Law is a survey, examining broad and specific legal topics to give students a better understanding of law, and how it affects you in **real life**. We will use case studies, individual research, group discussion / debate, guest speakers and mock trials throughout the course in order to reach our goal. We will also venture out into the Rochester legal community to see law in action. Dueling opinions and lively debate should be the norm in this course making the class fun, enriching, and meaningful.

- Offered Fall/Spring Semester
- Prerequisite English II

ALGEBRA I (1 Credit)

Required for graduation

Algebra provides tools and ways of thinking that are necessary for solving problems in a number of diverse disciplines, such as science, business, social sciences, fine arts, and technology. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in middle grades. This course will also assist students in developing skills and processes to be applied using an assortment of techniques to successfully solve problems in a variety of settings. The Algebra Regents examination will be taken in June, and which is a graduation requirement.

- *Full year (2 semesters)*
- *Prerequisite: Math 8, 1 credit*

ALGEBRA II (1 Credit)

Advanced Regents/STEM program

This is the second regent's course in mathematics for high school students preparing for the Regents Diploma with Advanced Designation. This course will prepare students for the Algebra II Regents examination in June. While developing the algebraic techniques that will be required of those students who continue their study, of Mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Topics include, but are not limited to, imaginary and complex numbers, the families of functions, data analysis, sequences and series, probability and trigonometry.

- *Full year (2 semesters)*
- *Prerequisite: Completion of Algebra I and minimum 75 on Regents Exam*

GEOMETRY (1 Credit)

Advanced Regents/STEM program

This is the third regent's course in mathematics for high school students preparing for the Regents Diploma with Advanced Designation. Within this course, students will the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal that their conclusion follows logically from their hypothesis. Students will justify geometric relationships and properties of geometric situations. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

- *Full year (2 semesters)*
- *Prerequisite: Completion of Algebra II and minimum 75 on Regents Exam*

PRE-CALCULUS (1 Credit)

Advanced Regents/STEM program

This course prepares students for their semester college calculus. Topics covered include polar coordinates, vectors and determinants, and approximately 5 weeks of calculus.

- *Full year (2 semesters)*
- *Prerequisite: Completion of Algebra II & Geometry. Minimum 75 on Regents Exam*

MATH AND FINANCE (1 Credit)

Fulfills NYS math requirement

Math and Finance is an interdisciplinary business course related to the Math, Science, and Technology learning standards. After successfully passing the Algebra Regents exam, this course may be used as the second unit of mathematics required for achieving the Regents Diploma. Participation in this program will not lead to fulfilling the requirements for the Regents Diploma with Advanced Designation. Topics include:

gross and net income, tax preparation, banking, credit, loans, interest, investments, and vehicle acquisition, housing costs, insurance and budgeting.

- *Prerequisite: Completion of Algebra I*

Mathematics Intervention

PRE-ALGEBRA I (1 Credit)

Algebra provides tools and ways of thinking that are necessary for solving problems in a number of diverse disciplines, such as science, business, social sciences, fine arts, and technology. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in middle grades. This course will also assist students in developing skills and processes to be applied using an assortment of techniques to successfully solve problems in a variety of settings. The Pre- Algebra course is designed to have students take Algebra the following school year, with Algebra Regents examination taken in June, and which is a graduation requirement.

- *Full Year (2 Semesters)*
- *Assignment to Pre-Algebra based on performance in preceding math classes and math assessments given at district level.*

Mathematics Electives

RESEARCH BASED STATISTICS (.5 Credit)

Research based statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It emphasizes sound statistical thinking rather than routine procedures. This course is intended to be equivalent to an introductory non-calculus based college course in statistics. This course will include appropriate usage of statistical terms in written explanations, group activities/labs, and technology (calculator and computer).

- *One semester, Fall only*
- *Prerequisite: Completion of Algebra I*

CODING (.5 Credit)

Engage students in an easy-entry into programming with short activities that spark interest in coding, computer science and robotics. This is designed to engage student in short activities that build understanding of math concepts, programming, logic, music and coding skills.

- *One semester, Spring only*
- *Prerequisite: Completion of Algebra I*

Social Studies
Four credits required for graduation

Core Requirements for Graduation

Global I - World History and Geography (1 Credit)

Required for graduation

This course covers the geography and history of Africa, South Asia, Southeast Asia, China, Japan, and South America. The curriculum focuses on the patterns that emerge between regions. It highlights similarities and differences between regions through examinations of culture, religion, economics, and interaction with other regions. This course finishes with a local Final exam.

- *Full year, 2 semesters*
- *Prerequisite 8th grade social studies*

Global II - World History Overview (1 Credit)

Required for graduation

The second part of the Global Studies curriculum focuses on the history of Ancient civilizations, the Middle East, and Europe. The curriculum incorporates much of the content from Global I throughout as the region's histories overlap. The course also focuses on world history in the 19th and 20th centuries. This course finishes with a NYS Regents Exam.

- *Full year, 2 semesters*
- *Prerequisite Global I*

United States History (1 Credit)

Required for graduation

This course is structured around the function of government and citizenship. Students should understand those basic principles and the cultural heritage that supports our democracy so that they can become informed, committed participants in our democracy. The course also describes how individuals and groups throughout history have challenged and influenced public policy and constitutional change. Through this class students will understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. This course finishes with a NYS Regents Exam.

- *Full year, 2 semesters*
- *Prerequisite, Global I & II*

Government (.5 Credit)

Required for graduation

This course is a 12th grade level class focusing on how the American government functions. The curriculum focuses on how democratic governments form and function. The course starts with a focus on the political spectrum and labeling of political ideologies to how democratic governments form. The culminating final for the course will be the Nation project. This is a semester long project, where students will create a nation with a constitution for a national government and a presentation.

- *Half year, one semester*
- *12th grade level course*

Economics (.5 Credit)

Required for graduation

This course focuses on Micro & Macro concepts of economics. Throughout the course, students will examine how wants & needs play a role in consumer & national decisions. The course will use a variety of real world examples and projects to help prepare students for life after high school. Dual credit will be offered through MCC for students to gain college credit.

- *Half year, one semester*
- *12th grade level course*

Electives

African American Studies (.5 Credit)

Elective

This is a survey of African-American history since Reconstruction era to present. It examines their epic journey as reflected in the decades of segregation, World War I, urban life in the north, the Great Depression, World War II, and the Civil Rights Movement. The course also covers the economic, social, cultural and political developments connected with the presidency of Barack Obama and the era of globalization.

- 1 semester ($\frac{1}{2}$ year)
- Offered in Fall only
- 11th grade level or higher
- Prerequisite: 2 Global Credits and Regents passed

Sports in North America (.5 Credit)

Elective

A survey of sport from its earliest Native American, African and European roots to the more current sport and games oriented contemporary society. Professional, amateur and collegiate sports for men and women, and the Olympic Games movement are examined in detail.

- 1 semester ($\frac{1}{2}$ year)
- Offered in Spring only
- Prerequisite: N/A

Comparative Religion (.5 Credit)

Elective

An introduction to the academic study of religion through the exploration of some of the major religious traditions of the world. This course examines the historical development, fundamental doctrines, and the beliefs, practices, institutions, and cultural expressions of religious traditions from around the world. This course also addresses some of the essential differences and similarities that exist among various religious traditions, and emphasizes the uniqueness of each.

- 1 Semester ($\frac{1}{2}$ year)
- Offered in both Fall and Spring semester
- Prerequisite: N/A

America from 1945-present (.5 Credit)

Elective

This course surveys the transformation of politics, culture, and society in the United States since the end of the Second World War. Key themes will include the reconfiguration of work, consumption, and the structure of the U.S. economy; the changing role of the U.S. in the world in the context of the Cold War; changing patterns and meanings of immigration; suburbanization, urban poverty, and the relationship between space, race, and class; social movements on behalf of black civil rights and the liberation of women, gay men, and lesbians; the expansion of state power in wartime and peacetime; and the rise of a new conservative movement

- 1 Semester ($\frac{1}{2}$ year)
- 11th-12th Grade
- Prerequisite: 2 Global Credits and Regents passed

Psychology (.5 Credit)

Elective

Course we will cover a variety of topics including, but not limited to psychology as a

science, physiology, learning, memory, intelligence, personality, abnormal behavior, therapy, and individual differences. This class is an elective the goal is for students to learn why & how humans development behavior.

- *1 Semester (½ year: Fall Semester)*
- *11th-12th Grade*
- *Prerequisite: 2 Global Credits and Regents passed*

Applied Psychology (.5 Credit)

Elective

This course will focus on the design of, execution of, and analysis of psychological studies. Students will learn about previous studies done by some of the world's most famous psychologists and then be given the chance to recreate and amend their studies.

Data will be collected and analyzed against hypotheses and presented as a final project. The skills that will be practiced and fostered in this course include, but are not limited to, research, data collection, data analysis, writing, and presenting.

- *1 Semester (½ year: Spring Semester)*
- *11th-12th Grade*
- *Prerequisite: 2 Global Credits and Regents passed*

AP Psychology (1 Credit)

Elective

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals.

Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course culminates in students taking the AP exam in May.

- *Full year*
- *11th-12th Grade*
- *Prerequisite: 2 Global Credits, Regents passed, Recommendation from SS and ELA department*

Science

Three credits required for graduation

Earth Science (1 Credit)

Advanced Regents/STEM Program

In this course, we will study the basic principles of geology, meteorology, astronomy and water resources in order to acquire a logical understanding of our planet and its neighbors. Goals of this class include enhancing problem solving skills and extending skills that will help you succeed past your high school experience. We will gain a better understanding of the Earth's features and systems through conducting labs, group interaction, research projects, and various assignments. This course has a 1200-minute lab requirement. This course finishes with a NYS Regents Exam.

- *Full year (2 semesters)*
- *9th Grade*
- *Prerequisite: N/A*

Living Environment (1 Credit)

Advanced Regents/STEM Program

This course provides knowledge of several topics including ecology, biochemistry, evolution, molecular and human genetics, DNA technology, human anatomy and physiology including human reproduction. This course has a 1200-minute lab requirement. There are four NYS required labs. This course finishes with a NYS Regents Exam.

- *Full year (2 semesters)*
- *10th grade*
- *Prerequisite: N/A*

Chemistry (1 Credit)

Advanced Regents/STEM Program

In this course, we will study the structure and properties of matter. We will examine atomic concepts, the periodic table, the physical behavior of matter, thermodynamics, equilibrium, acids and bases, electrochemistry, organic chemistry, and nuclear chemistry. This course has a 1200-minute lab requirement. This course finishes with a NYS Regents Exam.

- *Full year (2 semesters)*
- *11th grade*
- *Prerequisite: Algebra I*

Physics (1 Credit)

Advanced Regents/STEM Program

In this course, we will study the basic principles of motion, energy, waves, electricity and magnetism, and modern physics. Goals of this class include applying math and scientific knowledge to problem solving and exposure to applications of physics in real-world engineering challenges. We will gain a better understanding of physical laws through labs, projects, assignments, and a partnership with an engineering company. This course has a 1200-minute lab requirement. This course finishes with a NYS Regents Exam.

- *Full year (2 semesters)*
- *11th/12th grade*
- *Prerequisite: Precalculus*

Science Electives

SUNY ESF-The Global Environment and The Evolution of Human Culture (1 Credit)

Elective

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

3 college credits will be earned in completion of this course. The credits earned is recorded as part of each student's permanent college academic record which can be transferred to other college and universities throughout the U.S. Official Transcripts that indicate that the courses completed are college-level courses with college credit, are available through the ESF Registrars' office. While acceptance at other colleges and universities is not and cannot be guaranteed, credits earned with grades of C or higher typically can be applied to undergraduate degree requirements at many colleges and universities. (For more info: <http://www.esf.edu/outreach/esfhs/>)

- Full year (2 semesters)
- 11th grade and higher
- Prerequisites: Students must have successfully completed Regents Earth Science, Regents Living Environment, Regents Chemistry (or be concurrently enrolled in).
- There is a 200\$ (75 \$ for free/reduced lunch students) fee for this course.

Forensics (.5 Credit)

Elective

In this course, we will examine the tools, procedures, and methods of forensic investigations. We will discuss how to collect and use sources of evidence such as blood, hair, fibers, glass, impressions, tool marks, DNA, and fingerprints. We will discuss past cases where forensics helped to solve crimes, and do hands-on activities to gain a better understanding of how forensic scientists analyze evidence.

- 2 semesters; alternating A/B days
- 9th grade level or higher
- Prerequisite: N/A

Science in the Community (1 Credit)

Elective

Science is all around us, and this course will take a look at it! This course is designed to help students to realize the important role that science will play in their personal and professional lives; to use principles of science to think more intelligently about issues they will encounter that involve science and technology; to develop a lifelong awareness of the potential and limitations of science and technology; and to study environmental and social issues from a scientific point of view. This course will help students to make educated decisions when it comes to choices every adult must make in life, such as which research to believe, which policy to vote for, and which house to buy.

- Full year (2 semesters)
- 9th grade level or higher
- Prerequisite: N/A

First Aid/CPR/AED (.5 Credit)

Elective

This course is a first aid class from the American Red Cross. You'll gain the skills you need to help others during times of crisis. In addition you will gain communication skills, confidence, the ability to work under pressure, and problem solving skills. This course will require you to work with others and improve your leadership skills. Successful completion of this course will earn you a certification of First Aid/CPR/AED through the American Red Cross which is good for 2 years. This course finishes with a multiple

choice exam and several required skill demonstrations. There is a \$10.00 fee for the certification.

- *1 semester; alternating days*
- *10th grade level or higher*
- *Prerequisite: N/A*

Lab Technology (.5 Credit)

Elective

This course will introduce you to a myriad of scientific research skills and opportunities. Field trips to local labs and several guest lecturers are included in this course. You will be required to complete an in depth experiment including a formal lab report and oral presentation.

- *1 semester; alternating days*
- *10th grade level or higher*
- *Prerequisite: N/A*

Natural Disasters (.5 Credit)

Elective

This course will examine the causes, effects, and options available to respond to and potentially decrease the effects of natural disasters such as earthquakes, volcanic eruptions, tsunamis, landslides, hurricanes, tornadoes, and floods. We will discuss current events, past events and their impact on people, and prediction of these events.

- *2 semesters; alternating days*
- *9th grade level or higher*
- *Prerequisite: N/A*

Spanish

One credit required for Graduation. Three credits for Advanced Regents

Spanish I (1 Credit)

Required for graduation

Course Description: Spanish 1 will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts. This course finishes with the SLP Checkpoint A Exam: speaking, reading, listening and writing in the Spanish language.

- *Full year (two semesters)*

Spanish II (1 Credit)

Advanced Regents track

Prerequisites: Spanish 1 or instructor approval upon completion of placement test.

Course Description: Spanish 2 builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking. This course finishes with the SLP Checkpoint B Exam: speaking, reading, listening and writing in the Spanish language

- *Full year (two semesters)*

Spanish III (1 Credit)

Advanced Regents track

Prerequisites: Successful completion of Spanish 1 & 2, or instructor approval upon completion of placement test.

Course Description: This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood. Students will view Spanish language films and read selected Spanish literature. This course finishes with final Oral presentation.

- *Full year (two semesters)*

Spanish IV (1 Credit)

Prerequisites: Successful completion of Spanish 1, 2 & 3, or instructor approval upon completion of placement test.

The fourth year of Spanish is a continuation of the first three years. The student will continue to sharpen listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. In first semester, students will

study work, sports and vacation vocabulary. In second semester, the topics of study are society, the arts and media. Through these topics students learn to express themselves using an ever-increasing vocabulary, present, past, future, conditional and subjunctive-tense verbs, articles, adjectives and increasingly complex grammatical structures. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in to help the learner focus on the Spanish-speaking world and their culture, people, geographical locations and histories. This course aims for students to travel and use their Spanish skills outside of the classroom and in real-life situations.

Advanced Regents track

- *Full year (two semesters)*

Fine Arts

One full credit required for graduation

Core Department Offerings

Studio Art (.5 Credit)

Elective

This course is a full-year course that acts as an introductory experience in using a variety of art materials and styles. The first half of the year focuses on drawing and observational skills, drawing from a model, and drawing the human body. The second half of the year introduces color theory, watercolor painting, and animation. The course is product-focused and students are expected to participate in discussions and creating projects based on the assignments.

- 2 semesters; alternating days
- 10th-12th grade

Graphic Design I (.5 Credit)

Elective

This course is a full-year course that acts as an introductory experience into the world of graphic design. The year begins with a discussion about what graphic design is and its differences from fine art before moving into a project-based curriculum. Students will learn to use Adobe Illustrator as a tool in the creation of signs, posters, logos, brands, and more during the course of the year.

- 2 semesters; alternating days
- 10th-12th grade

Chorus (.5 Credit)

Elective

This class offers an opportunity to develop and improve individual singing skills while participating in a major performing ensemble. Teaching emphasis is placed on correct vocal techniques, music theory, sight-singing abilities, production of choral tone, and interpretation of various choral styles. A variety of choral literature using a variety of languages and styles will be rehearsed and performed in public concerts throughout the year. This choir will perform a minimum of two times during the year, and these performances are a required aspect of this course.

- 2 semesters; alternating days
- 9th -12th grade

Music History (.5 Credit)

Elective

This course is a one semester course which examines different historical events from the Prehistoric Period to the Modern Era and how they influenced the creation of music. Students will be exposed to Western and Eastern styles of music however we will focus mainly on Western music. Additional genres such as musical theater, jazz, opera and symphonic will also be studied.

- 2 semesters; alternating days
- 10th-12th grade

Possible Electives

Graphic Design II (.5 Credit)

Elective

This full-year graphic design class focuses on honing existing graphic design skills and creating more interesting and challenging projects including word-art, book covers, logos, game box designs, and more. Students will engage in deeper analysis of their own work and the work of other graphic designers. This class requires students to have passed Graphic Design, and be willing to be more independent in their daily work. Students taking this class may be taught alongside students in Graphic Design I.

- 2 semesters; alternating days
- 10th-12th grade
- Prerequisite: Graphic Design I

Digital Painting (.5 Credit)

Elective

This is a full-year course that acts as an introduction to digital painting and using the tools involved with creating artwork digitally. Students will learn how to use a drawing tablet and building their skills using the digital tool while participating in a variety of digital painting exercises and creating digital paintings and illustrations.

- 2 semesters; alternating days
- 10th-12th grade
- **Contingent on staffing and technology access**

Digital Photography (.5 Credit)

Elective

This course is a full-year course that acts as an introduction to photography as an art form. Students will learn the foundational concepts of creating powerful images using a digital camera including theories behind composition and color use. Students will also learn the technical aspects of taking a digital photograph including shutter speed, ISO, lighting and more. The course is project focused and students are expected to participate in critiques. Students will be required to provide their own digital camera.

- 2 semesters
- 10th-12th grade
- **Contingent on staffing and technology access**

Multicultural Music (.5 Credit)

Elective

This course is a half-year course that introduces students to musical cultures around the world. Students will study different applications and performance elements of drumming across Africa and the United States, spanish guitars and many others. This is a performance based class and will have playing exams and a cumulative project at the end.

- 2 semesters; alternating days
- **Contingent on staffing**

Music Theory (.5 Credit)*Elective*

This course takes a very in-depth look at the structure of music and the process by which sounds are created and organized into the art form of music. Detailed study of the fundamentals of music, including music notation, melody, rhythm, and harmony are basic to the course as well as some study of styles and historical periods of music. There is an emphasis on basic analysis and compositional techniques, sight singing, ear-training and the development of basic keyboard skills, plus some composing. The final for this course is using cumulative knowledge to create a original composition.

- *2 semesters; alternating days*
- *11th-12th Grade*
- ***Contingent on staffing*

Music in the Now (.5 Credit)*Elective*

This course focuses on historical/social events in the United States from the 1940's to now and how music was/is influenced by them. Other nations will be studied as well depending on the War or involvement in music culture. Students will be exposed to the art of songwriting and arranging, in regards to who sings/plays the song, what the subject matter discussed and instrumentation. Each week during the semester students will have the opportunity to look at music currently and connect it to historical/culture events happening now. This class would mirror what students are learning in US. 1945-Present class.

- *1 Semester (½ year)*
- *11th-12th Grade*
- ***Contingent on staffing*

Physical Education

Two full credits (half credit per year) + Health required for graduation

Physical Education (.5 Credit)

4 years of PE required for Graduation

This course is a ½ credit course that is a required element for students to take every other day each year throughout their high school career. Students are expected to change in to athletic clothing for each session and participate in the activities of each unit of the curriculum to accumulate the mandated hours of participation. Units include a wide range of sports and activities, along with regular lessons in the fitness center. Each unit has at least one test to assess student comprehension.

- *Full year, alternating days*

Health (.5 Credit)

Required for Graduation

This is one-time health requirement for all high school students. Health is available starting in 10th grade and is taken every other day for one year. Students will explore all three elements of the Health Triangle (Physical, Mental/Emotional and Social) while also evaluating the effect that drugs, alcohol, nutrition, sexual activity and physical activity have on their health. Each unit is assessed with a test, as well as a unit project that ties in the various elements of health it can impact.

- *Full year, alternating days*

Health and Fitness (.5 Credit)

Elective

This course would offer an engaging way for students excited about maintaining their own personal health and wellness to explore fitness opportunities and acquire lifetime fitness. Health and Fitness will offer instructional concepts of nutritional wellness and fitness training techniques performed in the fitness room. Projected off campus physical activities will include: Squash, Ice Skating, Bike Riding, and Bowling. Students must have a passion for physical activity to meet the expectations of curriculum.

- *Full year, alternating days*