

**2024-25**

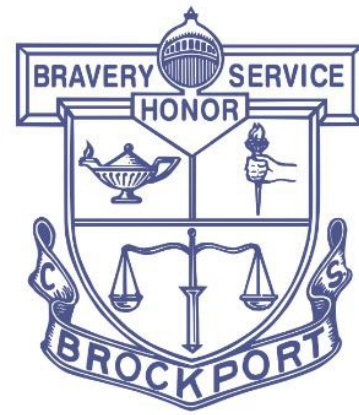
# **PROGRAM STUDIES GUIDE**

**BROCKPORT HIGH SCHOOL**



# Brockport High School

40 Allen Street  
Brockport, New York 14420-2296



Information provided in this guide is subject to change. Some elective courses, including Advanced Placement (AP), may be canceled or offered on alternate years based on student enrollment and/or teaching staff. Students should consult with their counselors regarding course availability.

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# **Brockport High School**

## **Mission Statement**

Our diverse community will work to personalize our students' education through open communication, modeling expectations and providing a trusting environment that is tolerant of others. We will collaborate to provide the skills needed for our students to succeed in the 21st century. In doing so, we will prepare our students for post-secondary education, the work force or military, and develop productive citizens who are critical thinkers and value lifelong learning. Additionally, we expect our students to meet or exceed New York State and national academic standards and to lead a healthy lifestyle.

## **Education Program**

To prepare our students for life after high school (college, the world of work), we offer a comprehensive educational program. It is the goal of our educational program to meet the academic needs of all students, support student skill development and facilitate identification of student interests. The Program Studies Guide is an informative resource provided to the public. Specific questions should be first addressed to the student's assigned counselor.

## **Equal Education Opportunities**

### **Title IX and Section 504**

The Board of Education of the Brockport Central School District does not discriminate on the basis of sex, race, color, national origin or handicapping condition in the educational programs or activities which it operates and is in full compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The Board's policy of non-discrimination includes the following: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs; course offerings and student activities.

The District official responsible for the coordination of activities relating to the above compliance is the Assistant Superintendent for Human Resources, Brockport, NY 14420, (585) 637-1915. This official will provide information including complaint procedures to any student, employee or person who feels that their rights have been violated by the District or its officials.

# Release of Directory Information

The Family Educational Rights and Privacy Act (FERPA) limits access to certain student documents. As part of FERPA, certain information called “directory information”, is not considered confidential information and may be released to outside agencies under the Freedom of Information Act. Brockport Central School District considers a student’s name, address and telephone number as “directory information” and will release that information to colleges, military recruiters and news media unless notified not to release by parents.

The District also uses directory information for publications such as newsletters and brochures and in articles posted on the BCSD website.

Parents and students aged 18 or older have the right to tell us that any or all of the above directory information should not be released without prior consent. If you wish to exercise that right, please notify us in writing, telling us what information you do not want us to release without prior consent. Send letters to:

Registrar’s Office  
Brockport Central School District  
40 Allen Street  
Brockport, NY 14420

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## Student Records

The District has adopted Policy and Regulation 7240 regarding student records. Individual copies of that policy and regulation are available at each school or the Administration Office. Policy and regulation require that student records, with the exception of directory information, are not open to the general public without written consent. Records will be available to various persons, institutions or agencies, for specific reasons in accordance with BOE policy, related to the student or the school system.

Parents can inspect and review their children’s records. Students age 18 or older have the same right. If parents, or students 18 or over, believe that any record is wrong or misleading or violates the student’s rights, they may ask the District to amend the record and may have a hearing held to present evidence about the record if they wish. The District will provide copies of student records to the parent or student age 18 or over.

Anyone who believes the District has violated the federal laws governing student records may file a complaint with the federal government by writing to: The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.



# Graduation Requirements

4	English
4	Social Studies <i>Distributed as follows:</i> U.S History (1) Global History and Geography (2) Participation in Government (.5) Economics (.5)
3	Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)
3	Mathematics
1**	World Languages
1	Visual Art, Music, Dance, and/or Theater
2	Physical Education (participation each semester)
.5	Health
3.5	Electives

## 1.) Pathways

A student must either:

- earn the [Seal of Civic Readiness](#); or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all [the requirements for earning the CDOS Commencement Credential](#). Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference Multiple Pathways and Department Approved Alternative Examinations.

## 2.) Traditional Appeals All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)

## 3.) Special Endorsements

**Honors:** A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3- part technical assessment.

**Seal of Biliteracy:** A student meets the criteria for earning the [NYS Seal of Biliteracy](#).

**Seal of Civic Readiness:** A student meets the criteria for earning the [NYS Seal of Civic Readiness](#). Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

## 4.) World Languages Exemption

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

## 5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)

## 6.) Flexibilities due to the COVID-19 Public Health Emergency

### Exemptions:

Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#)

**Special Appeals:** Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: [Special Appeals Memo](#) and FAQ.

**Special Determination:** Students who are scheduled to graduate in June 2022 and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).

## 7.) Exemptions from the Regents Exam in US History and Government (Framework) Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: FAQ on Cancellation of Regents Exam in US History and Government (Framework)

**Total:**  
**22**

# Graduation Requirements

## Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 <sup>†</sup>	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 <sup>†</sup> or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 <sup>†</sup> or above	1	55 <sup>*A</sup>	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 <sup>†</sup> or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 <sup>†</sup> or above <sup>†</sup>
Math	1	65 <sup>†</sup>	1		1		1	55 <sup>*A</sup>	1	
Science	1	65 <sup>†</sup>	1		1		1	55 <sup>*A</sup>	1	
Social Studies	1	65 <sup>†</sup>	1		1		1	55 <sup>*A</sup>	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 <sup>†</sup> if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 <sup>*A</sup> if Regents Exam	1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 <sup>†</sup> or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

Students seeking the Regents diploma with advanced designation must:

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass **two additional** Regents **exams** or Department approved alternatives **in mathematics**; and
- Pass **one additional** Regents **exam** or Department approved alternative in science
  - Students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (**one life and one physical**); and
- Complete a **sequence**:
  - Earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
  - Complete a 5 unit sequence in the Arts, or
  - Complete a 5 unit sequence in CTE

### Traditional Combination

ELA (1), Global History and Geography, US History and Government, Math (3), Sciences (1 life science, 1 physical science) = 8 assessments

### Pathway Combination (other than STEM)

ELA (1), Social Studies (1), Math (3), Science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.

### STEM (Mathematics) Pathway Combination

ELA(1), Social Studies (1), Math (4), Sciences (1 life science, 1 physical science)=8 assessments

### STEM (Science) Pathway Combination

ELA(1), Social Studies (1), Math (3), Science (at least 1 life science, at least 1 physical science) =8 assessments

\*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements](#); Local diploma for Students with Disabilities.

^In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

† English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time.

Reference [New York State Diploma/Credential Requirements](#); Local diploma for English Language Learners.

‡ The 4<sup>th</sup> mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

| For the Purposes of determining a student's diplomas type, exemptions and Special Appeal should be considered passing scores. Both examinations and [Special Appeals](#) may be applied to all diploma types.



# Pathway Requirements

Under the “4+1” pathway assessment option, students must take and pass four required Regents exams or [NYSED-Approved Regents Examination Alternatives](#) (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.



## Arts Pathway

- an additional Arts course (or sequence) culminating in a Department-approved pathway assessment; and
- the culminating [Department-Approved Pathway Assessment in the Arts](#); or
- the [Individual Arts Assessment Pathway \(IAAP\) requirements](#).

## Career and Technical Education (CTE) Pathway

- a [NYSED-Approved CTE Program](#); and
- the culminating 3-part technical assessment.

## Career Development and Occupational Studies (CDOS) Pathway

- the [CDOS Commencement Credential requirements](#) (option 1 or option 2).

## Civics Pathway

- the [Seal of Civic Readiness requirements](#).

## Humanities Pathway

- an additional social studies or English language arts course culminating in a Regents exam or NYSED-Approved Regents Examination Alternative; and
- the culminating Regents exam or [NYSED-Approved Regents Examination Alternative](#).

## STEM Pathway

- an additional science or mathematics course culminating in a Regents or NYSED-Approved Regents Examination Alternative; and
- the culminating Regents exam or [NYSED-Approved Regents Examination Alternative](#).

## World Languages Pathway

- adequate World Languages coursework (based on student proficiency); and
- the culminating [Department-Approved Pathway Assessment in World Languages](#).

# General Academic Information

## Unit of credit

A unit is the measure of credit which a student earns for successfully completing a subject for one school year. These courses meet for the entire year for one class period. Other courses meet for half the year. The student receives 1/2 unit of credit, with the exception of PE which meets throughout the school year and receives 1/2 unit of credit.

## Passing grade

To earn course credit, a student must attain a final grade average of at least 65%.

## Graduation participation policy

In order to participate in the June Commencement ceremony, you must complete all requirements for graduation by June.

## Course load

There is an extensive course selection process used at BHS each year to design the current year's schedule. At the start of each semester, the only changes that may be considered in a student's schedule will be level changes after a discussion between student, teacher, counselor, parent and assistant principal. For example, a student could be moved from Economics Honors to Economics.

In the case of extenuating circumstances, consideration of a dropped course will be made at the administrative level; however, the dropped course will be reflected in the student transcript as Withdrawal Failure (WF) or Withdrawal Passing (WP).

The Board acknowledges that the 6 ½ credit minimum requirement may not be feasible in particular circumstances. Each individual case will be referred to the Principal for consideration and final determination. This process will involve consultation with the Superintendent and their designee.

## Alternative methods to obtain high school credit:

### Credit by examination

As part of the Regents Action Plan, students may earn credit toward a diploma through the credit by examination alternative. To pursue this option, students must receive parental permission, receive a recommendation from a prior teacher in the subject area, earn a score of at least 85% on a qualifying pretest, and complete a project or oral exam to demonstrate proficiency in the subject matter.

*\*The application form for credit by examination is available in the Counseling Office.*

## Independent study

Independent study, for credit, may be available to meet special individual needs of students in grades nine (9) through twelve (12) in those subject areas approved by the high school principal. Requests for independent study must be made to a sponsoring teacher and receive approval from the department chair, the student's counselor, parent, teacher, and the high school principal prior to beginning the independent study.

## Dual credit for college courses

Select Brockport High School courses afford students the opportunity to earn college credit. See page 11 for a list of dual credit course offerings. Individual class instructors will guide students through the process of registering in the appropriate college course.

The District shall not be required to pay tuition and other related costs for those high school students enrolled in college courses. Students who wish to enroll in college level coursework shall meet all academic, grade level and coursework requirements as set forth by administrative rules and regulations.

*\*Courses that have the option of dual credit will be specified under course descriptions (ex. 3.0 MCC).*

# Special Academic Programs

## Advanced Placement (AP) Program

The Advanced Placement Program is a program of college-level courses and exams for high school students. Many of the nation's colleges give credit and/or advanced placement to students whose AP examination grades are considered acceptable. Each college uses the AP program in a unique manner; some colleges participate in the program less fully or not at all. Students who are interested in the Advanced Placement Program are urged to learn the policies at colleges they are considering by corresponding directly with appropriate officials there.

Brockport offers Advanced Placement courses with the expectation that students enrolled in each course take the AP examination in May as a part of the course credit. There is a fee that College Board sets for the exams which is published each fall. Students will register with assistance from each of their AP teachers during the first few weeks of school in the AP classroom for access to learning modules from the College Board. This registration will also automatically order each student an exam for each course in which student is enrolled. Students who qualify for free/reduced lunch will receive a reduced exam fee. Students who do not qualify for free/reduced lunch but have financial difficulty should contact the principal as soon as possible in the fall to discuss payment options. Methods of payment and deadlines will be released each fall.

Information about specific AP courses can be found at the College Board website at <https://apstudent.collegeboard.org/home>.

## English Language Learners (ELL)

Limited English-proficient students are assigned to a small group setting. The primary focus of the program is to assist these pupils in the development of listening, speaking, reading and writing proficiencies in the English language. The ELL teacher assists students in making the cultural transition along with working cooperatively with selected content area teachers to reinforce language and content area skills. Individual cultural and academic needs are taken into consideration.

## Liberty Partnerships Program (LPP)

This program is funded by a competitive grant through the NYS Department of Education. LPP provides free services to students during the school day as well as community service activities and field trips related to mentorship and academic support. These services include college tours, career awareness and exploration, cultural and enrichment activities, book clubs, community service projects and homework assistance. The program offers lunch time and after-school support for enrolled students.

## 3-1-3 Program

The 3-1-3 Program is an alternative enrichment program for seniors who are planning to attend college upon graduation from high school. The Brockport Central School and the State University College at Brockport cooperate in offering a combined academic program for seniors who are academically motivated and want to bridge the gap between secondary education and higher education.

The 3-1-3 program consists of three years of high school followed by a senior year during which a student takes three courses, in addition to Physical Education, at the high school (two of which must be approved for college credit) and enrolls in at least two college courses each semester. The program permits a student to meet all requirements for high school graduation and potentially complete the first year of a baccalaureate degree.

Students eligible for the 3-1-3 Program will be required to meet the following requirements:

1. Successfully complete their junior year of high school;
2. Be eligible to enroll in advanced placement courses or equivalent advanced-standing courses at the high school;
3. Meet the admission standards recommended by the State University College at Brockport.

An application process is required. The SUNY Admissions Office will review the credentials and will be responsible for making final admission decisions. See your school counselor for more information.

# BHS NCAA Approved Courses

The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this page is provided for guidance purposes only and should

not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

Please discuss your intentions with your school counselor and coach for further clarification.

English	Math	Social Studies	Science	World Languages
English I	Algebra 1A	Global I	Earth Science	
English I H	Algebra 1B	Global II	Living Environment	Spanish/French 1
Pre-AP English II	Algebra 1	AP World History I	AP Biology	Spanish/French 2
English II	Geometry	AP World History II	Chemistry	Spanish/French 3
English III	Pre-Calculus	US Hist. & Govt.	Chemistry H	Spanish/French 4
AP English III	Pre-BC Calculus	AP US Hist. & Govt.	AP Chemistry	Spanish/French 5
English IV	AP Statistics	AP US Govt. & Politics	Environ Science	
AP English IV	AP Calculus AB	Govt./Economics	AP Environ Science	
3-1-3 English IV	AP Calculus BC	Govt./Economics H	Physics	
Creative Writing		AP Microeconomics	AP Physics	
		General Psychology	AP Physics I	
		AP Psychology	Forensic Science	
		AP European History	Human Anatomy	
		Sociology	Astronomy	
		Criminal Justice		
		Students in Action		

## AP Course Offerings:

<b>Art:</b>	<b>Science:</b>
AP Studio Art Drawing & 2-D Design	AP Biology
AP Studio Art 3-D Design	AP Chemistry
	AP Physics 1
<b>English:</b>	AP Environmental
AP English Language & Composition	<b>Social Studies:</b>
AP English Literature & Composition	AP World History I & II
	AP United States History
<b>Math:</b>	AP European History
AP Calculus AB	AP Microeconomics
AP Calculus BC	AP US Government and Politics
AP Statistics	AP Psychology
<b>Music:</b>	<b>Technology:</b>
AP Music Theory	AP Computer Science

## Dual Credit Course Offerings:

*These courses offer opportunities to earn dual credit. This is based on college guidelines.*

<b>Health:</b>	<b>Business:</b>
Life and Death	Entrepreneurism
	MS Office
<b>Technology:</b>	Keyboarding and Essential Computing Skills
Electronics I	Personal Financial Planning
DDP Foundations of Technology	Introduction to Business
Design Drawing for Production	<b>General Elective:</b>
<b>Math:</b>	Exploring the Teaching Profession
Pre- Calculus	Teaching is an Art
Pre- BC Calculus	<b>Social Studies:</b>
AP BC Calculus	US History * <i>anticipated</i>
AP Statistics	European History* <i>anticipated</i>
<b>English:</b>	<b>World Language:</b>
Creative writing	Spanish/French- Level 4
	Spanish/French- Level 5



# New York State Seal of Civic Readiness Program Brockport High School



## What?

Brockport Central School District is pleased to announce participation in the New York State Seal of Civic Readiness. BCSD believes in the importance of empowering all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world and are offering pathways to earn this accredited honor. The New York Seal of Civic Readiness (NYSSCR) honors high school graduates who have attained a thorough understanding of and commitment to participatory government, civic responsibility, and civic values. This distinction will be celebrated on graduation day with a diploma endorsement and the opportunity to wear a medallion.

## Who?

The Seal of Civic Readiness is awarded to high school students who can demonstrate mastery of: civic knowledge, civic mindsets, civic skills and actions and civic experiences both inside and outside of the classroom.

In collaboration with the NYSSCR committee, Social Studies Teachers and the counseling department, students will be supported through the process.

All applications will be supported to the best of the District's ability. We commit to work with the community to support all students in all pathways to reach the NYSSCR.

## Why?

- Demonstrate the student's understanding of a commitment to participatory government; civic responsibility and civic values
- Recognizes the value of civic engagement and scholarship
- Enhance college applications and scholarship opportunities

## How?

BHS will follow the NYSSCR framework to guide students to earn the necessary 6 points (pictured below) throughout their coursework in high school. School counselors and your Social Studies teacher will be able to help you plan your pathway.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

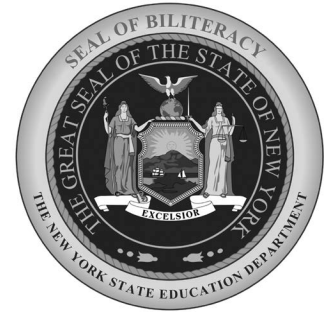
\*Students may receive these points more than once.

The Capstone Project will be completed through the Students in Action course.

## When?

Interested students can start planning to earn this distinction by selecting courses accordingly.

# New York State Seal of Biliteracy Program Brockport High School



## What?

Brockport Central School District is pleased to announce participation in the New York State Seal of Biliteracy Program. In recognition of the importance of a love of languages, biliteracy and a culturally diverse community, many states are offering pathways to earn this accredited honor. The New York State Seal of Biliteracy (NYSSB) honors high school graduates who have attained a high level of proficiency in one or more languages, in addition to English. This distinction will be celebrated on graduation day with a diploma endorsement and the opportunity to wear a medallion.

## Who?

The Seal of Biliteracy is awarded to high school students who can demonstrate mastery of two languages (one of which is English) through the completion of a variety of checkpoints. Mastery is defined in the attached criteria charts.

In collaboration with the NYSSB Committee, World Language Teachers and the counseling department, students will be supported as/if appropriate through the process.

All applications will be supported to the best of the District's ability. We commit to work with the community to support all students in all pathways to reach the NYSSB.

## Why?

- Become a global citizen
- Celebrate a love for languages
- Celebrate cultural diversity
- Enhance college applications, scholarship opportunities
- Engage in civic readiness
- Honor your heritage/home language
- Increase future employment opportunities
- Reach 21st Century skills
- Strive to excel in your second language

## How?

BHS has established two pathways to pursue the NYSSB. Please complete the survey on the Brockport High School webpage under the World Languages Academic Program if you are interested and for additional information.

## When?

Interested students will apply to the NYSSB Committee by November 30 of their Junior or Senior year.

However, students can start planning to earn the NYSSB by setting personal goals earlier and selecting courses accordingly.



# Counseling Services

## School Counselors

The Brockport High School counseling program follows the professional model endorsed by the American School Counselor Association: "Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development."

## School Psychologist

The school psychologist has specialized competencies in assessment, remediation strategies and research. Understanding of the learning process, interpersonal relationships and personality dynamics are areas in which they provide help. Within the school, they serve as consultants and diagnosticians with respect to the behavior and educational management of the individual child's learning situation. In addition to being a standing member of the District Committee on Special Education (CSE), the high school psychologist is also responsible for coordinating and chairing subcommittee on special education meetings at the building level.

## School Social Worker

The social worker is trained in the dynamics of human development, interpersonal relationships, and techniques of community organization and action. The social worker works with parents, students, school personnel and community agencies in helping students participate more fully in their school program. The social worker fosters communication between home and school and actively works with families to promote positive problem-solving skills. The school social worker may also assist in linking students and families to appropriate community agencies for assistance.

## Delphi Rise Prevention Counseling

This program addresses a number of protective factors by teaching skills, information dissemination, education, positive alternatives and early intervention. Delphi counselors have direct contact and involve students who may be "at risk" for substance abuse with the context of the school environment and access to preventative services. The Delphi counselor provides assessments, individual counseling services, group counseling, evidence-based programs, resources and referrals. Services are provided at no cost.

# Inclusive Education Services

## Special Education Teachers

Special Education teachers are trained to work with students who have been identified by the Committee on Special Education (CSE) as having a disability. A variety of special education programs, ranging from consultant-teacher classes to self-contained classes are available within the District. Special Education teachers work closely with parents, school administrators, counselors and other classroom teachers in order to develop individualized educational programs.

## Individualized Transition Plans

Students also have an Individualized Transition Plan (ITP) which is required by law when the student reaches age 14. The ITP helps students prepare for careers, employment, post-secondary education and other aspects of adult life.

Our students play the most important role in this process as they practice goal-setting and decision-making skills with our transition counselor.

## Individualized Education Programs

The student IEP is both a process and a product which contains several elements that are required by law. They include:

- A summary of the student's present performance level
- Long-term educational goals
- Short-term objectives for meeting each goal
- A list of special education and support services, materials, and interventions to be provided, including timetable and personnel

## Grade-level Programming

This program offers support with organization, study skills, literacy skills and math skills through abbreviated instructional lessons within the resource room.

## Consultant Teacher Services

Consultant teacher services are provided for students with mild handicapping conditions. Special Education teachers go into the student's content class(es) to assist with instruction. Special Education consultant teachers work as a team with the student's classroom teachers to ensure individual needs are met.

## Appropriate Learning Environments

"Least restrictive environments" at BHS include self-contained classrooms with teacher/student ratios of 12:1:1.

# School Health Services

## School nurses

School nurses work with children, parents and other professionals of the pupil services team. Their responsibilities include treatment of students' unique health conditions by executing medical regimens as prescribed by licensed physicians and practitioners, performing health assessments to identify acute illness and required emergency care, maintenance of health records and medical documentation, oversight of compliance of immunization requirements and annual screenings required by NYSED guidelines and law. They are members of several interdisciplinary teams and committees to contribute, plan and implement procedures related to school health and safety issues.

# School Library Services

The mission of the High School Library Program is to ensure that students and staff are effective and critical users of ideas and information. Our goal is to support and enrich the educational program by providing instruction, materials and services to the diverse population of students and staff in the High School.

Resources include over 18,000 books, an extensive up-to-date reference collection, current periodicals and daily newspaper. The library also provides access to eBooks and audio books through Overdrive as well as videotaping and streaming services from BOCES 2.

The high school has a web-based catalog, which allows students and staff to search for, and place holds on, books in our collection. In addition to a web-based catalog, the library also subscribes to several products through the Internet. These include reference and periodical databases such as *ProQuest*, *Teen Health and Wellness*, and *Science in Context*. These programs provide students and faculty with access to thousands of full-text newspaper and magazine articles, reference books, television and radio transcripts, literary criticisms, eBooks and other reliable sources. These online resources allow for remote access and these remote options make the library resources available 24 hours a day/7 days a week!

Teachers and students can also access the regional union catalog, 5 Systems, which searches five regional school library systems at once. It is accessed through the Internet. The High School Library uses the School Library System (BOCES 2) interlibrary loan service to borrow books for students and staff from academic, public, and school libraries. Our library also has online access to the Monroe County Library System and Drake Memorial Library at The College at Brockport.

As a member of the instructional staff, the Teacher Librarian provides individual and group instruction in the use of print and online resources to facilitate the research process.

Students are also encouraged to use and enjoy our resources for recreational reading. Collections of popular magazines, contemporary fiction and non-fiction books provide both students and staff with plenty of choices. The library staff also conducts book discussion groups throughout the year. This all provides an added dimension to the role of the Library Media Center in the students' total learning experience.

In order to provide students with ample opportunity to take advantage of these resources, library hours is open until 5 p.m. Monday through Thursdays and until 3 p.m. on Fridays.



# Academic Intervention Services (AIS)

Academic Intervention Services (AIS) are non-credit bearing services designed to help students achieve the learning standards in English language arts, mathematics, social studies, and science. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction)
- Student preparation for NYS Regents exams required for graduation

AIS is a state-mandated support service designed to help students who need additional time, instruction and/or support to achieve academic success as defined by the New York State standards. Students are identified as eligible for AIS if their performance is below the New York State or district-established standard on one or more of the required assessments. AIS services vary in intensity depending on student needs. Students with the most intense needs would receive scheduled services for a longer duration and with more individualization.

## High School Guidelines for AIS

In order for students to be appropriately placed for services, multiple measures are used to make determinations.

For those students who have been assessed through the 8<sup>th</sup>

- Grade NYS assessment, the following benchmarks are used as a baseline: Students who score at a level 1 or a lower level 2 will receive the most intensive services.
- Students who score at an upper level 2 will receive services at a monitor level through Tier I instruction from their English teacher. services at a monitor level through Tier I instruction from their English teacher.

## Algebra AIS

This class is a non-credit bearing class that is mandated by NYS. All students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 Mathematics state assessment shall be considered for AIS. Other measures used to help identify students who need AIS include previous assessments, MAP, i-ready, and teacher recommendation. The purpose of this class is to provide extra support that is targeted towards closing the academic gaps and promoting personal confidence in math. Some instructional strategies will include scaffold instruction, pre-teach vocabulary, pre-teaching topics, teacher modeling, and note-taking strategies.

## Literacy Lab Course Description

**Grades:** 9-12

**Prerequisite:** None

**Examination:** None

**Length:** Full Year

**Credit:** 1.0

Literacy Labs are pass/fail credit bearing services designed to help students achieve the learning standards in English language arts, mathematics, social studies, and science. Literacy lab meets all of the NYS AIS criteria and also provides additional opportunities for students to build their literacy skills. The Literacy Lab intervention is designed to improve students' literacy skills through the instruction and practice of reading and writing strategies. Students will:

- Improve reading fluency and stamina
- Experience a literacy-rich environment in which assignments are differentiated and scaffolded in order to meet their individual needs and build upon their strengths.

In addition to using NYS assessment scores, or for students who did not sit for and receive a score, the following measures will be considered:

- Report card scores indicating performance in English class
- Report card scores indicating performance in other core class areas
- Teacher recommendation based on class assessments, participation, performance and/or engagement
- Case managing team including but not limited to: school counselor, school psychologist, administration, school social worker, elective teachers and AIS teacher
- SRI, MAP Growth, i-Ready and/or F&P assessments
- Learn and practice a variety of reading strategies to improve comprehension
- Read and analyze literature using graphic organizers
- Learn about and practice identifying and analyzing an author's use of literary elements/devices
- Set literacy-based goals
- Practice writing using guided outlines and other graphic organizers
- Learn and practice test-taking strategies
- Reflect on our progress many times throughout the year
- Discuss the importance of being effective readers and writers in everyday life
- Develop their vocabulary through instruction on Tier 2 vocabulary words



# Art Department



All students are required to complete one (1) unit of Art or Music. A five-unit sequence is achieved by completing Studio in Art and additional courses that total four units of art. The submission of a portfolio is required by those students planning to use art as a sequence for their Regents diploma for Advanced Designation. Advanced Placement credit is available for students taking Advanced Studio in Art, Portfolio Development, and 3-D Art and Design.

For an Advanced Designation Diploma, students must earn at least three credits in World Language and pass the Regional Exam with a 65 or higher or take one credit of language PLUS a sequence of 5 credits in one of the following areas of study: Technology or Art or Music or Business or WEMOCO. See your Counselor for more information.

## Studio In Art

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local & Portfolio Assessment

Studio in Art is a comprehensive foundation course that develops 21st century critical thinking skills, creativity and problem-solving skills. It provides the student with a range of art experiences emphasizing visual perception and the development of drawing and design skills in creating works of art. Students gain knowledge of art materials and resources, respond to and analyze works of art and gain understanding of the cultural dimensions and contributions of art. Studio in Art meets the one unit of art or music requirement for graduation. It is the prerequisite for all other advanced level courses in the BHS Art program. A sketchbook is required and a portfolio is initiated.

## Drawing & Painting I

**Grades:** 10-12

**Prerequisite:** Studio in Art

**Examination:** Portfolio Assessment

This is a course designed to develop the student's artistic skills in drawing and painting through the exposure to a variety of techniques and materials. There is a continued study of the cultural and historic influences on art-making as well as the development of creativity, critical thinking and problem solving skills. A sketchbook is required of each student.

## Drawing & Painting II

**Grades:** 11-12

**Prerequisite:** Drawing and Painting I

**Examination:** Portfolio Assessment

Drawing & Painting II offers in-depth study of a wide variety of media and techniques. Students will study and be inspired by the art works of contemporary and master artists and art movements. Students are exposed to a wide array of visual experiences that encourage creativity, critical thinking and problem solving. A sketchbook is required of each student. Work must be saved for portfolio development.

\*Senior may take Drawing & Painting II and AP Studio Art Drawing & 2-D Art and Design or AP Studio Art 3-D Art and Design simultaneously.

## Studio in Ceramics I

**Grades:** 10-12

**Prerequisite:** Studio in Art

**Examination:** Portfolio Assessment

Ceramics I is an introductory course that will acquaint the student with the processes and techniques of handcrafted clay construction. Students will be encouraged to create

individual designs in clay and understand the relationships of form and function. This course includes experimentation with various methods of clay hand-building. Students will also be made aware of the historic and contemporary uses of clay as well as how rendering of clay objects employs the same basic elements of artistry and craftsmanship that are common to all forms of art.

## Studio in Ceramics II

**Grades:** 10-12

**Prerequisite:** Studio in Ceramics I

**Examination:** Portfolio Assessment

This course is designed for students interested in developing further clay construction and glazing skills. This course covers many advanced and sculptural approaches to working with clay. Students draw upon their knowledge of the historic and aesthetic aspects of clay construction, as they strive to create ceramic pieces of greater complexity.

## Studio in Jewelry & Metals

**Grades:** 10-12

**Prerequisite:** Studio in Art

**Examination:** Portfolio Assessment

The primary focus of this course is to acquaint students with the process of metalsmithing. Students will be expected to apply their knowledge of the basic principles and elements of art learned in Studio in Art to designing jewelry or small sculptural items. Students will learn the basics of various hand and power tools as well as silver soldering techniques. A variety of materials will be used.

## Photography I

**Grades:** 10-12

**Prerequisite:** Studio in Art or DDP

**Examination:** Local and Portfolio Assessment

This course is designed to give students an understanding of photography as both a means of communication and as an art form. Topics will include: the history of photography, use of a SLR camera, developing film, making quality prints, mounting photographs for display, careers in photography and the critical evaluation of photographs using appropriate terminology. Students will create a portfolio of their photographic work.

## Photography II

**Grades:** 10-12 **Length:** Semester  
**Prerequisite:** Photo I **Credit:** .5  
**Examination:** Portfolio Assessment

This course builds upon the traditional photographic processes learned in Photo I as well as the use of computer and digital technology, the use of a digital camera and digital imaging software in the making of photographic images. Students will complete a portfolio of work demonstrating their knowledge of these advanced skills.

## Studio in Computer Art

**Grades:** 10-12 **Length:** Semester  
**Prerequisite:** Studio in Art **Credit:** .5  
**Examination:** Portfolio Assessment

This course is designed to familiarize students with computer graphics applications, creative problem solving and innovation skills. Students will work with Adobe Creative Suite, Photoshop, Illustrator and iMovie. Students will learn basic illustration, drawing, painting, multimedia, photo manipulation skills and the Mac computer interface. A digital portfolio of artwork will be created.

## Studio in Media Arts

**Grades:** 11-12 **Length:** Semester  
**Prerequisite:** Studio in Art and Studio in Computer Art. **Credit:** .5  
Photo II highly recommended.

**Examination:** Portfolio Assessment

This course will introduce students to visual and media literacy while encouraging students to be creative, critical thinkers. Students will work with the Adobe Creative Suite, (Photoshop, After Effects), video editing software, (iMovie) and 3D animation software. Students will explore techniques including 3D rendering and animation, basic cinematography, and movie-making. This course incorporates the use of digital photography, digital video, and the Mac computer interface. A digital portfolio of artwork will be created.

## Studio In Sculpture

**Grades:** 10-12 **Length:** Semester  
**Prerequisite:** Studio in Art **Credit:** .5  
**Examination:** Portfolio Assessment

This course will introduce students to the fundamental skills used to create three-dimensional designs and sculptural works of art. With an emphasis on studio production, students will explore a variety of materials, sculptural processes and basic design concepts of form, mass, and space in sculpture. Students will learn the proper and safe use of basic tools required to create three-dimensional forms. The course will include both traditional and contemporary approaches through an ongoing discussion of the history of sculpture and research of contemporary artists.

## Studio in Printmaking

**Grades:** 10-12 **Length:** Semester  
**Prerequisite:** Studio in Art **Credit:** .5  
**Examination:** Portfolio Assessment

Studio in Printmaking introduces students to the creation and production of multiple images using a single design process and creative use of material and techniques of the relief, monoprint, collagraph, and silkscreen printing processes. This course will include both traditional and contemporary approaches to the media.

## AP 2-D Art and Design and AP Drawing

**Grades:** 12 **Length:** Full Year  
**Prerequisite:** Drawing & Painting II or Photo I, Photo II and Studio in Computer or Teacher Permission **Credit:** 1.0

**Examination:** AP and Portfolio Assessment

This college-level course is an opportunity for students to explore more advanced art techniques while fulfilling the Advanced Placement requirements for either the Drawing Portfolio or Two-Dimensional Design Portfolio. Students may earn college credits by submitting a specific portfolio of work. Registration in both AP Studio and Portfolio Development is recommended. Students may be enrolled in Drawing and Painting II and AP simultaneously.

## AP 3-D Art and Design

**Grade:** 12 **Length:** Full Year  
**Prerequisite:** Studio in Art, and two of the following: Studio in Ceramics I, II, Studio in Sculpture, Studio in Jewelry and Metals or Teacher Permission **Credit:** 1.0

**Examination:** AP and Portfolio Assessment

This college-level course addresses a broad interpretation of sculptural issues in depth and space. Students will explore a variety of three-dimensional forms and techniques. Such approaches may be additive, subtractive and/or fabricated, including traditional sculpture, ceramics or metalwork. Students will receive individualized instruction to successfully complete the 3-D Design Portfolio requirements for Advanced Placement credit and prepare a college art program admission portfolio.

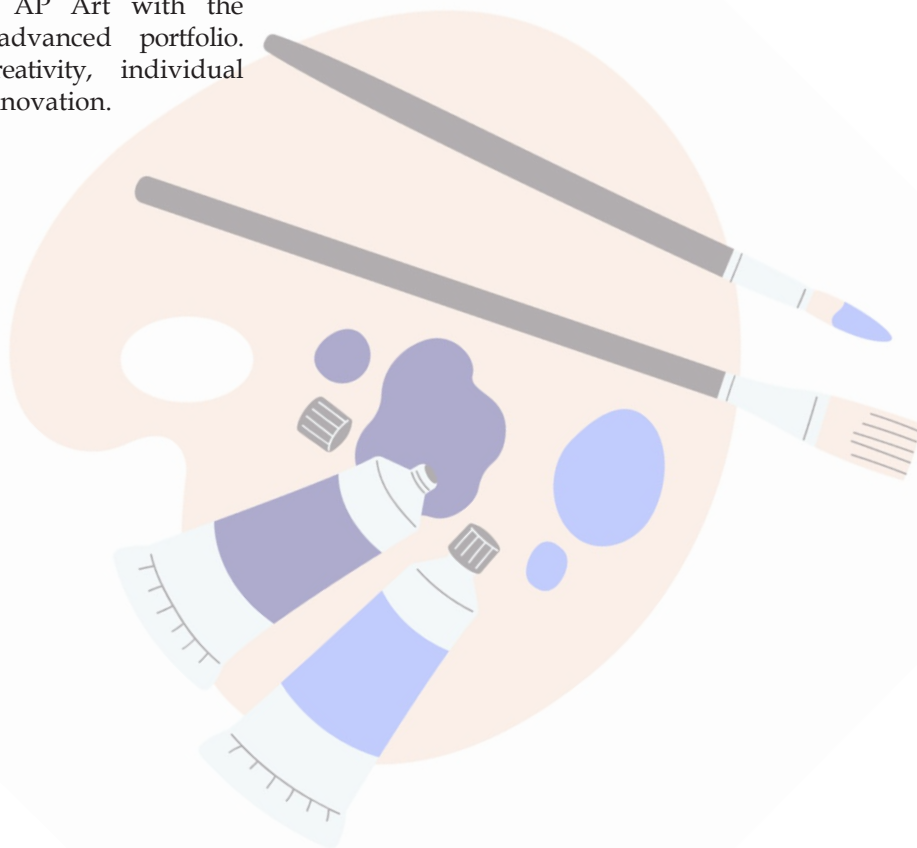
## Portfolio Development

**Grade:** 12 **Length:** Full Year

**Prerequisite:** Enrollment in AP  
Studio Art Drawing & 2-D or  
Design or 3-D Design or  
Drawing and  
Painting II or Photo I  
& Photo II or  
Teacher Permission

**Examination:** Portfolio Assessment

This course provides students enrolled in AP Drawing, AP 2-D Art and Design or AP 3-D Art and Design to further develop their portfolios. It also provides advanced students not taking AP Art with the opportunity to develop an advanced portfolio. Classwork will emphasize creativity, individual expression, problem solving and innovation.





# Business and Career Education Department

Students may take any Business class as long as they have fulfilled the prerequisite requirements.

OR

Students will be eligible to receive a NYS Career and Technical Education (CTE) endorsement seal on their diploma if they complete one of the three pathways outlined below, complete a work-based learning experience and pass the national industry assessment.



## BHS CTE Endorsement in Business-Select One of the Three Pathways (5 credits each)

The Business Department offers three pathways through which a student can attain a CTE Endorsement on their high school diploma. This diploma designation indicates a student has completed a sequential and rigorous series of business classes, participated in a work-based learning experience, and passed a national industry assessment.

### Required Foundation Courses (2.5 credits)

- \*Microsoft Office (1)<sup>cc</sup>
- \*Career and Financial Management (1/2)
- \*Career Internship (1)

### Choose one of the three pathways below:

#### Finance Pathway

(2.5 credit total)

##### Required courses:

- PFP (1/2)<sup>cc</sup>
- Accounting (1)<sup>m</sup>
- Entrepreneurism (1)<sup>cc</sup>

#### Marketing Pathway

(2.5 credit total)

##### Required courses:

- Intro. to Business (1/2)<sup>cc</sup>
- Intro. to Marketing (1)<sup>cc</sup>
- Sports and Entertainment Marketing (1)

#### General Business Pathway

(2.5 credits total)

##### Required Courses:

Intro. to Business (1/2)<sup>cc</sup>

##### Pick two of the following:

- Accounting (1)<sup>m</sup>
- Entrepreneurism (1)<sup>cc</sup>
- Intro. to Marketing (1)<sup>cc</sup>

For an Advanced Designation Diploma, students must earn at least three credits in World Languages and pass the Regional Exam with a 65 or higher or take one credit of language PLUS a sequence of 5 credits in one of the following areas of study: Technology or Art or Music or Business or WEMOCO. See your Counselor for more information.

\*Required for a Regents Diploma with Advanced Designation in CTE with Distinction.

<sup>cc</sup> Denotes Dual College course through MCC

<sup>m</sup> Denotes course may be used as a 3rd unit of Math

## Full-Year Courses:

### Accounting

**Grades:** 10-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

This interdisciplinary business course option is designed to meet the third unit of a Math sequence and/or one of the Business pathways. This course encourages critical thinking and decision-making. Students will be introduced to the general practices used in bookkeeping and accounting. Topics include: double-entry techniques for recording transactions, introduction to the accounting cycle, automated accounting, accounts payable, accounts receivable, payroll procedures, internal controls and financial statements. Students will enjoy using online working papers to complete assignments from anywhere. The course culminates in using an online simulation of a business owner setting up their accounting system online. *This course may be used for a third unit of math credit depending upon individual graduation plans. Please refer to your counselor for more information.*

### Entrepreneurism

**Grades:** 11-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

3.0 MCC

In this class you will learn how to select products and services to sell, determine who your customers are, learn how to market and finance a business, manage employees and more. You will also learn how to put together a business plan and will create a complete plan by the end of the course. This hands-on course requires you, as the student and potential entrepreneur, to overcome challenges and think creatively to solve problems and accomplish numerous tasks. You will be required to work collaboratively with your classmates throughout the course and your effort will directly affect your success. Our new online program for this course allows students to create business plans using professional guides and templates that will ultimately enhance the experience. We are now also using virtual simulations to enhance student learning in this class. This simulation guides students through various ownership and management topics as they run their own virtual store. Students are free to make all decisions for their virtual business and compete against other student businesses to see who ends up being the most successful. *This course may be used to earn three (3) college credits through Monroe Community College.*

### Introduction to Marketing

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Project Assessment and Local

**Length:** Full Year

**Credit:** 1.0

Marketing is one of the most important functions in today's American and international companies. It is also the most visible area of business around us. Students explore the broad and exciting world of marketing and its role in today's economic society. Marketing is a management process that involves providing the right product to the right people, at the right time, in the right package and at the right price. The main goal is to satisfy customers better than the competitors but do so profitably. *Not to be taken concurrently with Sports and Entertainment Marketing.*

### Math and Finance

**Grades:** 11-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

Math and Finance provides a challenging, relevant and practical mathematical approach to real-world financial and personal responsibility. Students acquire fluency in the language of money. Necessary financial literacy skills are taught, while mathematical skills required to make sound and solid financial plans and decisions are reinforced. This interdisciplinary business course option is designed to meet the third unit of a Math sequence and/or be included in a Career and Technical Education cluster. *This course may be used for a third unit of math credit depending upon individual graduation plans. Please refer to your counselor for more information.*

### Sports and Entertainment Marketing

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

This is an exciting, revamped course designed to teach marketing principles for two enormous industries: Sports and Entertainment. Students will study current events in each category and emulate marketing campaigns using a variety of management, marketing, and creative skills. In this course, students will start their own sports franchise, draft players, and choose the team name, location, logo, and all other details involved in running a team. In addition, students will have a brand-new virtual simulation program where they will learn all aspects of running a stadium. From selecting the ticket pricing, to hiring security and staff, to booking concert events, to advertising sports games; students will make decisions about all aspects of running their stadium and compete with other students in the class to see who is the most profitable. *Not to be taken concurrently with Introduction to Marketing.*

## Microsoft Office

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

4.0 MCC

In today's digital world effective use of computers is critical for success in any career. This course will allow students to develop the essential skills necessary upon entering college or the work force. Hands-on activities will focus on keyboarding skill development, introduction to Windows environment and Microsoft Office for Microsoft 365 including: MS Word, Excel, Access and PowerPoint for the creation of basic business documents and file management. This course is extremely helpful to college-bound students. Students wanting to master keyboarding skills should consider taking Keyboarding and Essential Computing Skills instead. *This course may be used to earn four (4) college credits through Monroe Community College.*

*\*Required for CTE Endorsement*

## CIP: Career Internship Program

**Grade:** 12

**Examination:** Local

**Length:** Semester/Full Year

**Credit:** 1.0

**REQUIREMENTS:** Minimum GPA 83%, excellent attendance records, letter of recommendation from a teacher, counselor or staff member who can recommend you to the program. Apply by March 28, 2024, and schedule an interview with Mrs. Sodoma by May 10, 2024.

The Career Internship Program is a structured opportunity for self-motivated, strong academic seniors to associate with executives and professional personnel in the work environment. It is designed to allow time for students to get real life experiences in the world of work prior to declaring a major in college.

In lieu of taking a high school course and sitting in class, students are dismissed early from school to travel to their internship site. Their new classroom is the internship site. Typically, this time period is around 1 p.m. For one full unit of credit, students must receive 108 hours at their approved internship site and attend weekly seminars.

*\*Required for CTE Endorsement*

## Semester Courses:

### Career and Financial Management

**Grades:** 9-12

**Prerequisite:** None

**Length:** Semester

**Credit:** .5

This course introduces the student to the career selection process and the realities of the working world. Students learn how to complete several self-assessments, explore career options, and create career plans, as they plan for post-secondary education and their career goals. In addition to resume writing and interview preparation, students will learn to select, apply for, and maintain employment. Students will also learn about leadership ethics, transferable skills, "grit" and mindset.

*\*Required for CTE Endorsement*

## Keyboarding and Essential Computing Skills

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

3.0 MCC

In today's digital world effective use of computers is critical for success in any career. This course will allow students to develop the essential computer skills necessary to be college and career ready. Hands-on activities will focus on keyboarding skill development, introduction to Windows environment and word processing using Microsoft Word for Microsoft 365 via 2019 for the creation of basic business documents, computer concepts and file management. This course is extremely helpful to college-bound students. *This course may be used to earn three (3) college credits through Monroe Community College.*

## Business and Personal Law

**Grades:** 10-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

Businesses of all sizes, including sole proprietorships, are subject to laws and regulations placed by the federal, state, and local governments. Emphasis is placed on Civil Law, including court structure, business and individual contracts, warranties, quarantines, and other financial obligations. Special attention is given to the areas of credit protection, employment laws and personal property protection.

## Introduction to Business

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

3.0 MCC

Introduction to Business is a foundation business course that fosters student awareness of the important role business plays in today's global society. Students gain awareness of how economic systems, sources and resources are used to produce goods and services for use and consumption by society. There is also a focus on how individuals contribute to the business and the economic process both nationally and globally. *This course may be used to earn three (3) college credits through Monroe Community College.*

## College Preparation 11

**Grade:** 11

**Prerequisite:** College-bound

**Examination:** Local

**Length:** Spring semester

**Credit:** .5

This class will help you get started on your college planning. Students will spend time in class getting ready to take the SAT or ACT tests by learning about testing strategies and practicing online testing using a variety of online sources. Some students have never been on a college campus nor have any idea what to ask college representatives. We will take you on college visits with Admissions Representatives to talk about their college and give you an opportunity to ask questions, see classrooms, dorm rooms and college life. In the past we visited State University College at Brockport and several other local colleges, attended the annual College Fair at the Convention Center in downtown Rochester and have had admission reps



from area college speak to the students. Learn what you need to know before you start visiting college campuses on your own. Get ready to start planning for your "SENIOR YEAR" and the college admissions process by taking this valuable course.

## College Prep 12

**Grade:** 12 **Length:** Fall semester  
**Prerequisite:** College Bound Seniors **Credit:** .5  
**Examination:** Local

This class is not the same as College Prep 11. This class is intended for seniors who feel, "There is so much to do my senior year and such little time to get everything done." This class offers time to students who want assistance while completing college applications, writing college essays, applying for scholarships, and discovering life in college is more than just getting accepted. We will be touring area colleges and making connections about what type of college campus is the right fit for you. In this class you will have time to do all of that and continue to research colleges/ programs, while comparison shopping. We can also provide you time to study in class to take the SAT/ACT entrance exams over again or in many cases for the first time. Don't miss out on an opportunity to have structured class time for you to work closely with your teacher while perfecting your college application and have comfort in knowing there is someone you can ask for advice while meeting deadlines. This course is designed for the serious-minded student.

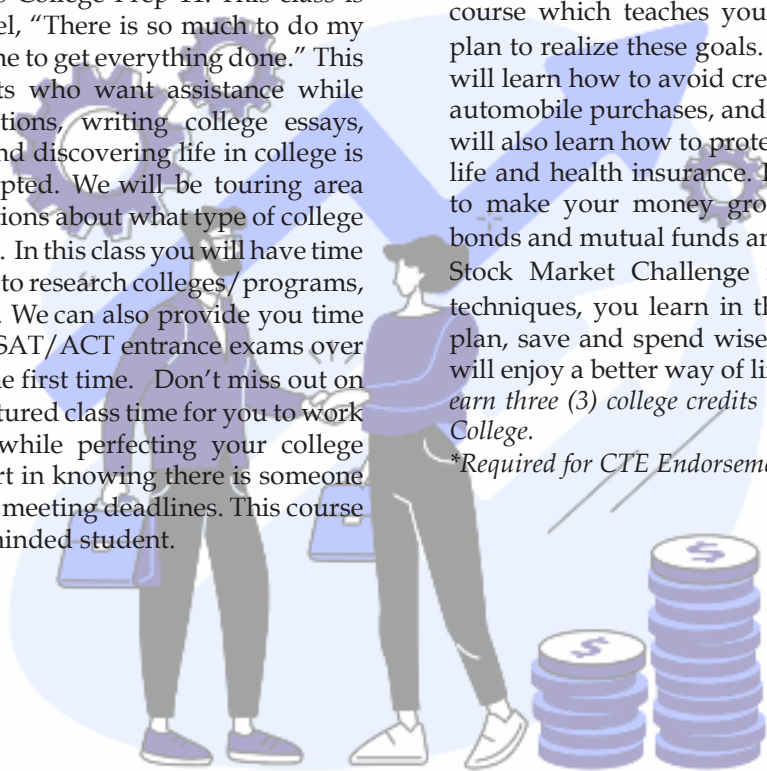
## Personal Money Management

**Grades:** 10-12 **Length:** Half Year  
**Prerequisite:** Career and Financial Management **Credit:** .5  
3.0 MCC

**Examination:** Local

After students conduct career planning in CFM and learn basic banking concepts, they want to know about practical money management to help them stay away from bad debt, make major purchases, plan for college loans, and save for the future. This is a very practical course which teaches you how to create a financial plan to realize these goals. By taking this course, you will learn how to avoid credit trouble, save money on automobile purchases, and buy a desirable home. You will also learn how to protect your family with proper life and health insurance. Finally, you will learn how to make your money grow by investing in stocks, bonds and mutual funds and competing in the annual Stock Market Challenge in the Spring. Using the techniques, you learn in this class will allow you to plan, save and spend wisely so you and your family will enjoy a better way of life. *This course may be used to earn three (3) college credits through Monroe Community College.*

*\*Required for CTE Endorsement*



# English Department



Four years of English credit are required to graduate from Brockport High School. Grade-level curricula are developed according to the New York State Next Generation English Language Arts Standards, and we do offer college-level courses for eligible students, the curricula for which align with applicable guidance from Monroe Community College (Dual Enrollment), the State University of New York College at Brockport (3-1-3) and/or The College Board (AP). Over the course of their four years at BHS, students must demonstrate competency in reading complex texts of various types and purposes, writing in similarly various modes, speaking and listening to communicate and collaborate effectively, and following the conventions of the English language. Additionally, students are required to successfully complete the New York State Regents Examination in English Language Arts in order to graduate.

For an Advanced Designation Diploma, students must earn at least four ELA credits, as well as pass the NYS ELA Regents exam with a 65 or higher.

Brockport High School English teachers embrace and embody the “Lifelong Practices of Readers and Writers,” which have been added to the New York State Next Generation English Language Arts Standards to better represent what it means to be literate in the 21<sup>st</sup> Century. These essential habits and skills are consistently reflected in all English courses and classrooms.

## Lifelong Readers:

- think, write, speak, and listen to understand
- read often and widely from a range of global and diverse texts
- read for multiple purposes, including for learning and for pleasure
- self-select texts based on interest
- persevere through challenging, complex texts
- enrich personal language, background knowledge, and vocabulary through reading and communicating with others
- monitor comprehension and apply reading strategies flexibly
- make connections (to self, other texts, ideas, cultures, eras, etc.)

## Lifelong Writers:

- think, read, speak, and listen to support writing
- write often and widely in a variety of formats, using print and digital resources and tools
- write for multiple purposes, including for learning and for pleasure
- persevere through challenging writing tasks
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others
- experiment and play with language
- analyze mentor texts to enhance writing
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach

To ensure that all our students’ needs are being met, the BHS English Department offers multiple course options at each grade level of required coursework, including opportunities for **advancement** based on teacher recommendation for Honors/Pre-AP/AP courses and/or **enrichment** based on student interest in one of our electives. In addition to our two AP courses and 3-1-3 partnership with SUNY Brockport, both of which have been long-standing and outstanding opportunities for students to potentially earn **college credit**, we can now offer dual credit at MCC to eligible students in our Creative Writing classes as well. Students and families are encouraged to view our course offerings on the following pages and direct questions to their guidance counselor or English teacher as indicated below.

Your **guidance counselor** is the best person with whom to discuss your overall program of study, which courses are required and when, which electives may suit you best, and how your time here will best be spent toward fulfilling your future goals, including graduation, college and/ or career readiness.

Your **current English teacher** is the best person with whom to discuss any questions about your current and/ or future coursework in English specifically. If you are considering advanced coursework in your next year’s schedule, seeking his/her/their recommendation is where you should start.

## Grade 9 English Courses

### English I

**Grade:** 9  
**Length:** Full Year  
**Prerequisite:** None  
**Credit:** 1.0

**Examination:** Local

The English I curriculum has been developed according to the New York State Next Generation English Language Arts Standards for grade 9 and guides students through a sequence of skills-based units that spiral upward through their future high-school Regents English coursework. At this level, the focus is on establishing a strong foundation of literacy skills to support students' progress through all four years of required English coursework and beyond. From a great number and variety of Board-approved texts that have been selected from classic and contemporary world literature, English I teachers collaborate with one another (and with co-teachers and other service providers) to choose text(s) and plan learning activities and assessments for each unit. While different texts may be selected from the 9<sup>th</sup>-grade book list by different English I teachers and co-teaching teams, among these texts will be William Shakespeare's *Romeo and Juliet* or a similar text, and among these assessments will be at least two common checkpoints as well as a research paper with common requirements and rubrics for all English I students.

### English I Honors

**Grade:** 9  
**Length:** Full Year  
**Prerequisite:** ELA 8\*  
**Credit:** 1.0

*\*with teacher recommendation and/or interview with English I Honors teacher*

**Examination:** Local

This course is designed to challenge students who have demonstrated a high level of proficiency in both reading and writing. The reading is substantial, and the writing requirements are rigorous. Assessments will require students to use higher-order thinking skills and creativity, as well as prepare them to give informative presentations to the class. In this course, students are expected to read closely and critically from not only full-length fiction texts but also a variety of genres that will serve as a basis for student writing. Students will be asked to analyze author's craft and determine how the interaction of literary elements help to build themes and aid in creating a reader's understanding. All work is correlated to the NYS Next Generation Standards and will prepare students for their Regents Exam at the end of their junior year of high school as well as any AP English exam(s) they may take.

## Grade 10 English Courses

### English II

**Grade:** 10  
**Length:** Full Year  
**Prerequisite:** English I  
**Credit:** 1.0  
**Examination:** Local

The English II curriculum has been developed according to the New York State Next Generation English Language Arts Standards for grade 10 and guides students through the same sequence of skills-based units as they will have experienced as freshmen with a focus on strengthening their literacy skills while adding to the variety of genres to which those skills must be applied. As at other grade levels, a list of Board-approved texts has been compiled for grade 10, and English II teachers collaborate with one another (and with co-teachers and other service providers) to choose text(s) and plan learning activities and assessments for each unit. While different texts may be selected from the 10<sup>th</sup>-grade book list by different English II teachers and co-teaching teams, among these texts will be another Shakespearean play, and among these assessments will be at least two common checkpoints as well as a research paper with common requirements and rubrics for all English II students.

### Pre-AP English (II)

**Grade:** 10  
**Length:** Full Year  
**Prerequisite:** English I or Honors  
**Credit:** 1.0

*\*with teacher recommendation and/or interview with Pre-AP English (II) teacher*

**Examination:** Local

This course is designed to challenge students who have demonstrated a high level of proficiency in both reading and writing. The reading is substantial, and the writing requirements are rigorous. In addition to the major works of literature assigned in class, students will read selections of fiction and non-fiction from a list of choices supplied by the teacher. Assessments challenge students to use higher-order thinking skills and creativity. The reading and coursework are designed to develop the skills required for the NYS ELA Regents exam and prepare for AP English III. An expectation of enrollment in Pre-AP is that students intend to continue their course of study in AP English Language & Composition (III) and AP English Literature & Composition (IV) based on their progress in these courses and the recommendation(s) of the Pre-AP/AP teacher(s).



## Grade 11 English Courses

### English III

**Grade:** 11  
**Length:** Full Year  
**Prerequisite:** English II  
**Credit:** 1.0  
**Examination:** NYS Regents Examination in ELA

The English III curriculum has been developed according to the New York State Next Generation English Language Arts Standards for grade 11 and guides students through the same sequence of skills-based units as they will have experienced in two previous years of Regents English coursework. At this level, the goal is to further develop students' literacy skills as necessary for them to independently demonstrate proficiency even when responding on demand to unfamiliar texts, as will be required to pass the New York State Regents Examination in English Language Arts, which all BHS students are expected to take in June of their junior year at the latest (for a first attempt). Especially as that exam is a separate graduation requirement, however, English III teachers collaborate with one another (and with co-teachers and other service providers) to incorporate test preparation into other learning activities and assessments that relate to course texts selected from the 11<sup>th</sup>-grade list of Board-approved American literature. While different texts may be selected from that list by different English III teachers and co-teaching teams, among these assessments will be at least two common checkpoints as well as a research paper with common requirements and rubrics for all English III students.

### AP English Language & Composition (III)

**Grade:** 11  
**Length:** Full Year  
**Prerequisite:** English II or Pre-AP  
**Credit:** 1.0

*\*with teacher recommendation and/or  
interview with AP English (III) teacher*

**Examination:** AP English Language & Composition Exam and NYS Regents Examination in ELA

In this course, students are expected to read closely and critically from not only full-length fiction texts but also and especially a variety of nonfiction sources that serve as models for the types of student writing assigned throughout the course. A focused, thoughtful, analytical, and rigorous academic approach to understanding writing is maintained through extensive reading and analysis of the author's craft. Students will be responsible to study and synthesize primary and secondary source materials with proper MLA citation, write in a variety of rhetorical modes, and use the writing process with a special focus on multi-drafting and reflection to foster academic, intellectual, and personal growth that will prepare them with confidence for their future college coursework, professional, and personal lives.

## Grade 12 English Courses

### English IV

**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** English III  
**Credit:** 1.0  
**Examination:** Local  
3.0 MCC

The English IV curriculum has been developed according to the New York State Next Generation English Language Arts Standards for grade 12 and guides students through the same sequence of skills-based units as in English I-III. At this level, with additional services provided outside of English class for those students who have not yet passed the New York State Regents Examination in English Language Arts, the goal is for students who have already demonstrated reasonable proficiency to start applying their skills in new and more personalized ways that will properly culminate their high-school experiences in English and help prepare them for whatever comes next. Students will be prompted to reflect upon the relationship between their literacy skills and their future plans and will be supported in using those skills to study a wider variety

### English IV (3-1-3)

**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** English III  
**Credit:** 1.0

*\*and enrollment in the 3-1-3 Program*

*with SUNY Brockport only*

**Examination:** Local

English IV (3-1-3) is a two-semester (full-year) world literature and composition course. Composition will be the primary focus during the first semester, with papers and analyses written in response to a variety of essays and articles. The second semester will expand upon the study of world literature with rigorous short and full-length selections assigned from sundry parts of the world. Students enrolled in this course will have the opportunity to connect and respond constructively through various composition types and ultimately be expected to recognize some of the literary traditions that carry themes and ideas from one time and place to the next, creating an intellectual history of human civilization.

of text types and topics than at previous grade levels of Regents English. While English IV teachers will also collaborate with one another (and with co-teachers and other service providers) to choose texts and plan learning activities and assessments for each unit as in the younger grades, and a list of Board-approved texts for 12<sup>th</sup> grade exists in the same form as other grade levels, more emphasis may be placed on student choice in senior English classes than in earlier years of study. As in previous years, at least two common assessments and one final paper with common requirements and rubrics will be part of the coursework for all English IV students before graduation.

## AP English Literature & Composition (IV)

**Grade:** 11 **Length:** Full Year  
**Prerequisite:** English III or AP III **Credit:** 1.0

*\*with teacher recommendation and/or interview with AP English (IV) teacher*

**Examination:** AP English Literature & Composition Exam

English IV is an introductory college-level course in literature and composition which offers a transition between high school and college. Students will study classic British literature while comparing and contrasting these pieces to their 20<sup>th</sup> and 21<sup>st</sup> century counterparts of British, American, and European origin. For success, students need to be independent workers and thinkers, appreciating the importance of close reading, respectful discussion, and writing as a process. Work required outside of class is challenging but not oppressive.

### Elective English Courses

#### Creative Writing

**Grade:** 10-12 **Length:** Semester  
**Prerequisite:** English I **Credit:** .5  
**Examination:** Local 3.0 MCC

Creative Writing is an elective course for students who want to develop their writing skills, style, and voice through the study and creation of short fiction, literary non-fiction, poetry, and drama. In a writer's workshop environment where constructive and supportive feedback from the instructor and peers will promote revision and reflection, students will practice using various techniques across multiple genres through creative exercises, journaling, reading and writing assignments. While all students will be encouraged to contribute a piece to the BHS online literary magazine, *Ink & Art*, eligible students may earn dual credit at MCC\* by creating a portfolio of multiple pieces and will be required to submit at least one for publication. Other students may repeat Creative Writing for an additional .5 credit (as Creative Writing II) at BHS by meeting those same requirements during another semester.

#### Travel Literature

**Grade:** 11-12 **Length:** Semester  
**Prerequisite:** English II **Credit:** .5  
**Examination:** Local

Are you curious what the world beyond Brockport looks like? Do you want to learn about diverse cultures, past and present? This course allows you to explore remote parts of the globe, learn about the language and culture of those places, and engage with various digital platforms to further of years. Using novels, historical documents, interactive maps, vlogs, and films, you will be able to explore every continent and learn how other people inhabit our shared planet.

\* Students who are interested in and eligible for our College Now partnership with MCC may earn dual credit for MCC's **ENG113: Introduction to Creative Writing** course, which is described as follows in their catalog: "An introductory, skill-building workshop to help students develop techniques that will prepare them to write the short fiction, poetry, creative nonfiction, and/or drama expected in ENG 213 Creative Writing. Emphasis is on developing observation skills, imaginative leaps, and formal techniques such as image, metaphor, symbol, character, conflict, dialogue, the poetic line, and setting/stage directions."

# Health Education Department



*Health Education is a course designed for students in grades 9, 10, 11 or 12. All students must successfully complete 1/2 credit of health as a state requirement in order to graduate from Brockport High School.*

## Health (NYS Mandate)

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

Health is a New York State mandated course required for graduation. It is designed to teach beneficial knowledge and skills encouraging students to think critically about how the decisions they make will affect their lives today and in the future. Topics include: wellness, nutrition, stress management, understanding mental health and mental disorders, suicide prevention, healthy relationships, drug prevention, STI prevention, digital safety, hands-only CPR and more. Health is a highly engaging and interactive class that you will enjoy...because it is about you!

## Personal Wellness

**Grades:** 10-12

**Prerequisite:** Health

**Examination:** Final Project

**Length:** Fall Semester Only

**Credit:** .5

Personal Wellness will actively engage students to further build on and develop a deeper understanding of wellness and how to live a healthy lifestyle. Content is tailored to the needs and interests of the students while focusing on personal health and wellness and the development of health-enhancing behaviors/skills to avoid and reduce health risks. The course will provide content and learning experiences in healthy life skills, digital safety, conflict resolution, communication, nutrition, eating disorders, disease prevention, healthy relationships and more!

## Professional Rescuer: First Aid and CPR/AED for the Professional Rescuer

**Grades:** 10-12

**Prerequisite:** Health

**Examination:** Local

**Length:** Semester

**Credit:** .5

**Certifications:** ARC RTEFA (2 years),  
CPR/AED Pro Rescuer (2 years)

Professional Rescuer will provide the student responder with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. In addition to teaching professional rescuers (those with a duty to act and provide care) the skills needed to respond appropriately to breathing and cardiac emergencies, this program also encompasses a wide range of topics and incorporates the use of active learning methodologies. Students will assume responsibilities for their own learning and serve as resources to one another in the process. This program contains the following components: Responding to Emergencies First Aid, CPR/AED for the Professional Rescuer (Adult CPR/AED, Child CPR/AED, Infant CPR/AED).

## Life and Death

**Grades:** 10-12

**Prerequisite:** Health

**Examination:** Local

**Length:** Spring Semester Only

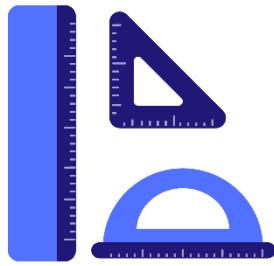
**Credit:** .5

3.0 MCC

Life and Death will provide content and learning activities that focus on issues of loss experiences, fear of death, understanding reactions to death, near-death experiences, euthanasia, suicide and current practices and trends in the care and treatment of the terminally ill. We will focus on the study of the dying process, death, ceremonies, and rituals in many cultures while exploring both theories, concepts and analyzing attitudes and practices concerning death, dying and bereavement. Life and Death will actively engage students to become familiar with medical, legal, financial, and cross-cultural issues related to death and dying.



# Math Department



All students will be required to obtain at least three credits in mathematics and all students will have to pass at least one NYS Regents exam in order to obtain a Regents Diploma.

Those students wishing to pursue a Regents Diploma with Advanced Designation will have to pass the Algebra I, Geometry and Algebra II Regents exams. College-bound students are encouraged to earn an Advanced Designation Regents Diploma.

## Algebra 1A

**Grade:** 9

**Prerequisite:** None

**Length:** Full Year

**Credit:** 1.0

The Brockport Central School District has a commitment to provide a comprehensive education and the support required to enable all students to meet the New York State learning standards. In keeping with this commitment, the district provides a variety of integrated services for all students, including those who are being supported by Special Education services. This course will integrate Academic Intervention Services to assist students in meeting the learning standards in the mathematics with a focus on algebra fundamentals.

Students will prepare for the high school program leading to the mathematics graduation requirement. Students will extend their learning from middle school and study in-depth topics of number sense, patterns and functions, function notation, solving linear equations and inequalities and linear solving systems. The curriculum is aligned to the Next Generation. One unit of credit towards graduation will be awarded upon successful completion of this course.

## Algebra 1B

**Grade:** 10

**Prerequisite:** Algebra 1A

**Examination:** Algebra Regents

**Length:** Full Year

**Credit:** 1.0

This course will cover the second half of the Algebra I Regents course. Topics will include: constructing and comparing linear, quadratic and exponential models, solving, graphing and analyzing quadratic functions and interpreting categorical and quantitative data. This course is offered 2/4 days and students will take the NYS Algebra I Regents Exam at the conclusion of the school year.

## Regents Algebra I

**Grade:** 9

**Prerequisite:** None

**Examination:** Algebra Regents

**Length:** Full Year

**Credit:** 1.0

The fundamental purpose of the Algebra I Course is to formalize and extend the mathematics that students learned in the middle grades. The focus of the course is to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also engage in methods for analyzing, solving and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. This course satisfies one year of the necessary three years of mathematics to graduate.

## Math Connections

**Grades:** 10-12

**Prerequisite:** Algebra 1B or Algebra I

**Length:** Full Year

**Credit:** 1.0

This course is for students who have completed Algebra I with a final grade of no greater than C, who need more practice in algebra concepts and a stronger foundation in geometry ideas before taking the Regents Geometry course the following year. Students will practice algebra in geometric contexts and explore, conjecture, apply and develop understanding of geometric principles using inductive and deductive approaches. This will allow students to formalize and extend students' geometric experience from the middle grades. This course satisfies one year of the three years of mathematics to graduate.

## Regents Geometry

**Grades:** 9-11

**Prerequisite:** Algebra I

**Examination:** Geometry Regents

**Length:** Full Year

**Credit:** 1.0

The purpose of the Geometry Course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Topics include: transformations, congruency, similarity, trigonometric ratios, coordinate geometry and modeling. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. This course is offered 2/4 or 3/4 days and students will take the NYS Geometry Exam at the conclusion of the school year.

## Pre-Algebra II

**Grades:** 11-12

**Prerequisite:** Regents Geometry

or by teacher recommendation

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

This is a course designed for the student who plans on continuing math in high school or in college. It is a skills-based course with an emphasis on extending algebra skills and prepares students for the Algebra II course. Topics include: study of linear, quadratic, trigonometric, logarithmic and exponential functions. This course satisfies the third credit of the graduation requirement.

## Regents Algebra II

**Grades:** 10-12  
**Prerequisite:** Successful completion of Regents Geometry or Pre-Algebra II

**Length:** Full Year  
**Credit:** 1.0

**Examination:** Algebra II Regents

This is the third of the three-year Regents sequence that is required for an Advanced Designation Diploma. Topics include: complex number systems, reasoning with equations and inequalities, trigonometry, expressing geometric properties with equations, interpreting and building polynomial functions, modeling, probability and statistics. Students will prepare for and take the Algebra II Regents exam at the conclusion of the school year.

## College Prep Math

**Grade:** 12  
**Prerequisite:** Pre-Algebra II or Regents Algebra II

**Length:** Full Year  
**Credit:** 1.0

**Examination:** Local in June

This full year course is designed to give the college bound student a fourth year of math. It will enhance their math skills to allow them to be successful in a college level math class. Course topics will include SAT/ACT preparation, advanced algebra skills, trigonometry review, statistics, and business math. This course is intended for the student who needs to focus on building a solid mathematical foundation prior to entering college.

## Pre-Calculus

**Grades:** 11-12  
**Prerequisite:** Successful completion of Regents Algebra II

**Length:** Full Year  
**Credit:** 1.0  
3.0 MCC

**Examination:** Local

This is a full-year course designed for students who intend to pursue a math or science career in college. This course consists of the study of functions and their application. Functions and models investigated include: linear, polynomial, logarithmic, exponential, and trigonometric. This is a pre-calculus course totally integrated with a graphing calculator. Students may receive college credit with MCC. **A minimum cumulative average of 80 in Algebra I, Regents Geometry and Regents Algebra II is recommended.**

## Pre-BC Calculus

**Grade:** 11  
**Prerequisite:** 85% or above final average in Regents Algebra II

**Length:** Full Year  
**Credit:** 1.0  
3.0 MCC

**Examination:** Local

This is a pre-calculus course designed for the serious math student who intends to pursue the study of calculus through participation in an AP Calculus course (AB or BC). This course includes all math necessary to prepare a committed student for the rigors of Calculus and will include units of study on limits and differentiation. Successful completion of this course is required to be eligible for AP Calculus BC. Students may receive college credit with MCC.

## AP Calculus AB

**Grade:** 12  
**Prerequisite:** Passing Pre-Calculus or Pre-BC Calculus;  
**Length:** Full Year  
**Credit:** 1.0  
4.0 MCC  
A minimum cumulative average of 80% in Algebra I, Geometry, Algebra II, and Pre-Calculus is recommended.

AP Calculus AB is a college-level course concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. A graphing calculator is used as a tool for exploration and discovery and as a problem-solving tool to execute complicated computations, to visualize theoretical concepts and to verify results. Students are expected to take the AP exam in May and may receive college credit through SUNY Brockport for Calculus 1.

## AP Statistics

**Grades:** 11-12  
**Prerequisite:** Successful completion of Regents Algebra II

**Length:** Full Year  
**Credit:** 1.0  
3.0 MCC

**Examination:** AP Statistics Exam in May

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data Describing patterns and departures from patterns, Sampling and Experimentation Planning and conducting a study, Anticipating Patterns Exploring random phenomena using probability and simulation and Statistical inferences Estimating population parameters and testing hypotheses. Students are expected to take the AP exam in May and may receive college credit depending on the college and test score.

## AP Calculus BC

**Grade:** 12  
**Prerequisite:** Successful completion of Pre-BC Calculus

**Length:** Full Year  
**Credit:** 1.0  
4.0 MCC

AP Calculus BC is a rigorous math course that encompasses all of college Calculus 1 and Calculus 2. Topics include: limits, differentiation, applications of differentiation, Integration, differential equations and models, applications of integration, L'Hopital's rule and improper integrals, infinite series, parametric functions, vectors and polar functions. Students are expected to take the AP exam in May and may receive college credit through SUNY Brockport for Calculus 1 and/or Calculus 2.

# Music Department



All students are required to complete one (1) unit in art or music. Courses fulfilling this required unit are:

- Band
- Chorus
- Explorations in Music
- Orchestra

A five-unit sequence in music may also be obtained by taking three years of chorus/orchestral band and two years of theory courses. Students are able to participate in two performing ensembles.

Chorus, Orchestra and Band meet regularly as ensembles during the school day. Additional requirements for these large groups include class lessons and concerts. Students are excused from lessons to attend announced tests in their other academic classes.

In place of three credits of World Languages, for an Advanced Designation Diploma, a five-unit sequence in music may also be obtained by taking three years of Choir, Orchestra or Band and two years of Music Theory, totaling 5 credits, plus one credit of World Languages.

## Explorations in Music

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

Musical exploration includes: basic music theory, music writing techniques, introductions to piano, ukulele, guitar and various hand percussion, the history of western music, the history of Rock 'N' Roll and the basics of sound science. Students experience these topics through active participation and involvement in hands-on activities, research projects and group work. *Note: This course fulfills the New York State art/music requirement for graduation.*

## Piano Class

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

This all-levels course covers introductory through advanced piano skills, including basic music theory, note reading, playing by ear, chords and various styles of playing and musicianship. This course also includes the history of western through popular music, influential piano players and piano and keyboard history. *Note: This elective course does not fulfill the New York State art/music requirement for graduation.*

## African Drumming

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

This course will provide an opportunity for experiences in playing African drums and other world percussion instruments. Students will perform traditional African rhythms and learn how they are used throughout the African culture. Activities will emphasize aural learning by ear. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Guitar Class

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

This all-levels course covers introductory through advanced guitar skills, including rhythm, open and barre chords, tab reading, basic music theory, picking techniques, blues techniques and various styles of playing and musicianship. This course also includes the history of Rock 'N' Roll, influential guitar players, guitar models and guitar care. *Note: This elective course does not fulfill the New York State art/music requirement for graduation.*

## Ukulele Class

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

Participation in this course allows students to gain a foundational understanding of the ukulele and its history, while developing correct technique and performance skills. Instruction is formatted to fit the needs of students at all levels, as we investigate basic music reading skills, tablature, picking and strumming styles, ukulele accessories and equipment, ukulele relatives, applicable genres and styles and the history and culture of the ukulele. *Note: This elective course does not fulfill the NYS art/music requirement for graduation.*

## Music Theory

**Grades:** 10-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

This course teaches the basics of music in depth. First semester studies includes: the structure of music: notation, melody, rhythm, scales, triads, intervals, sight singing, rhythmic and melodic dictation. Second semester includes: an introduction to harmony, basic keyboard skills and beginning composition.



## AP Music Theory

**Grades:** 11-12

**Prerequisite:** Music Theory

**Examination:** AP and Local

**Length:** Full Year

**Credit:** 1.0

AP Music Theory is an extension of Music Theory I. In AP Theory, the concepts of rhythm, melody and harmonic structure are extended through listening, analysis, sight-reading and composition. Units of study include: Secondary Dominants, Modulation, Altered Chords, Counterpoint, Score Analysis, Conducting and Arranging.

## Music and Technology

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** .5

Music and Technology is an elective course designed to be an in-depth study of the uses of technology in learning and creating music. This course is intended to provide students with enrichment and extension of their musical knowledge. Students will explore a wide variety of music writing software and methods, as well as historical aspects and the ever-changing landscape of electronic music creation. Through describing, creating and performing, students will gain direct knowledge and skill development of the written and aural aspects of music and technology applications. Through this study, students will gain self-confidence in their own musicianship both now and in future musical activities.

*Note: This elective course does not fulfill the New York State art/music requirement for graduation.*

## Band

**Grades:** 9-12

**Prerequisite for Band Ensembles:**

**Examination:** Local Prior study of a band instrument and/or demonstrated proficiency through the audition process.

**Length:** Full Year

Brockport High School offers two credit-bearing large ensembles: the Wind Ensemble and Concert Band. These groups are divided by experience levels of those students participating. Both groups present public performances at least three times per year. Repertoire consists of music from all periods of music history. Lessons are organized in groups of like instruments and comparable achievement. All students involved with the band form the marching band, which is part of the requirement for band, not an extracurricular activity.

## Choir

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

Brockport High School has one credit-bearing choir. Repertoire consists of music from all periods of music history. Students will learn to read music and to use their individual voice in performances. Vocal music lessons are organized in groups by experience/achievement level.

## Orchestra

**Grades:** 9-12

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

The Senior High Orchestra is the culmination of the years of study of an orchestral-stringed instrument which traditionally starts in the fourth grade. Repertoire is selected from early classical through the music of today. Orchestra lessons are organized in groups by experience/achievement level. Students who are interested in learning a string instrument for the first time are welcome but are encouraged to speak to Mr. Goehle before registration.

## Chamber Orchestra

**Grades:** 9-12

**Prerequisite:** Member of the Orchestra in good standing, audition

**Examination:** None

**Length:** Full Year

This course will allow students to explore more involved and challenging pieces of music from the string orchestra repertoire. Instruction will focus on improving musical skills within an ensemble, culminating in multiple performances throughout the year. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Unaccompanied Minors

**Grades:** 9-12

**Prerequisite:** Member of choir in good standing, audition

**Length:** Full Year

This course will provide participants with an experience of a variety of styles of a cappella music, in the ensemble setting. Instruction in unaccompanied settings geared toward concert performance is the main focus of the course. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Treble Choir

**Grades:** 9-12

**Prerequisite:** Member of choir in good standing, audition

**Examination:** Local

**Length:** Full Year

This course will provide participants with an experience of a variety of in singing choral styles and performance practices in the ensemble setting. Instruction in many idioms from traditional to jazz to pop in a cappella and accompanied settings geared toward concert performance will be the main focus of the course. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Vocal Jazz

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** Member of choir in good standing, audition

**Examination:** Local

This course will provide participants with an interpretive experience of jazz styles and performance practices in the ensemble setting. Instruction in jazz idioms and improvisation geared toward concert performance will be the main focus of the course. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Symphonic Orchestra

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** Participant must be a band or orchestra member in good standing.

**Examination:** None

*requirement for graduation.* The Symphonic Orchestra provides instrumental students from Band and Orchestra with an opportunity to perform repertoire from the symphonic orchestral literature. Focus will be on music from the classical through romantic era, as well as pop, film, and musical scores. *Note: This course does not fulfill the New York State art/music.*

## Blue Notes

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** Membership in band, audition, students who are not band members who play guitar, piano or bass may be considered for membership

**Examination:** Local

This course will provide proficient players the opportunity to showcase their talent while increasing their knowledge in the performance practices of jazz idioms. The learning will be performance based with a number of concerts taking place during the school year. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Jazz Ensemble

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** Membership in band; students who are not band members who play guitar, piano or bass may be considered for membership.

**Examination:** Local

This course will provide participants with an interpretive experience of jazz styles and performance practices in the ensemble setting. Instruction in jazz idioms and improvisation geared toward concert performance will be the main focus of the course. *Note: This course does not fulfill the New York State art/music requirement for graduation..*

## Percussion Ensemble

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** Membership in major ensemble

**Examination:** Local

This course will provide students the opportunity to play a variety of percussion repertoire, as well as give students a chance to develop their musicianship, ensemble and technical skills and have fun in the process. *Note: This course does not fulfill the New York State art/music requirement for graduation.*

## Heart Strings

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** Membership in music class, audition based

**Examination:** Local

This course will provide students the opportunity to play in a modern rock and pop group and gaining experience in arranging modern music. This course will give students a chance to develop their musicianship and is geared toward concert performance. *Note: This course does not fulfill the New York State art/music requirement for graduation.*



# Physical Education Department

*Physical Education is a mandated course for all students in New York State public schools and is a requirement for graduation from Brockport High School. Students receive 1/2 credit per year for the successful completion of physical education for a total of two credits upon graduation.*

## Physical Education

**Grades:** 9-12  
**Prerequisite:** None  
**Examination:** None

**Length:** Full Year  
**Credit:** .5

Physical Education at Brockport High School is based upon the following goals: acquiring the knowledge to develop and maintain an optimal level of personal fitness; developing a higher level of competence in skills and knowledge of movement and sport; developing and maintaining a positive attitude toward fitness, movement, and sport. The Physical Education curriculum is based on a selective program, whereby students may choose from several activities in order to meet the above-stated goals.

### *Selective activities available:*

#### **Lifetime Activities:**

Badminton, tennis, archery, swimming, weight training, fitness walking, circuit training, resistance training, cooperative games, water games, adventure activities, table tennis, pickleball, ice skating, inline skating, mountain biking, rock climbing, geocaching, bowling, and disc golf.

#### **Team Sports:**

Flag football, soccer, volleyball, basketball, softball, floor hockey, kickball, wiffleball, handball and ultimate frisbee.

*"To dream anything that you want to dream—that is the beauty of the human mind. To do anything you want to do—that is the strength of the human will. To trust yourself to test your limits—that is the courage to succeed."*

*Bernard Edmonds*

# Science Department



To meet New York State graduation requirements for science, a student must successfully complete three units of science. Two of the units must be Regents level (one being Living Environment). In addition, a student is required to pass at least one Regents exam.

For an Advanced Designation Diploma, students must earn at least three science credits, as well as pass two NYS Science Regents exams with a 65 or higher, at least one must be in a physical science (Earth, Chemistry or Physics) and one in a Living Science (Living Environment).

## Earth Science - Regents

**Grade:** 9-10

**Prerequisite:** None

**Examination:** Regents

**Length:** Full Year

**Credit:** 1.0

This course investigates the earth and earth processes. Content areas include measurement, motions of the earth in space, energy and moisture in earth processes, erosion and deposition of rocks, structure and movement of the earth's crust and interior and geological history. Students are required to successfully complete a minimum of 1,200 minutes of lab work with write-ups in order to take the NYS Earth Science Regents Exam.

## Living Environment - Regents

**Grade:** 9-10

**Prerequisite:** None

**Examination:** Regents

**Length:** Full Year

**Credit:** 1.0

Living Environment includes the study of the chemical nature of biological processes in cells and organisms such as respiration, photosynthesis, ecology, reproduction, genetics, evolution, and classification. Classes are taught with a strong emphasis on differentiated lessons which incorporate a wide variety of learners. Students are required to complete a minimum of 1200 minutes of lab work complimented by formal lab write-ups in order to qualify for the year end NYS Regents Exam.

## Chemistry - Regents

**Grades:** 10-12

**Prerequisite:** Earth Science, Living Environment, Algebra, Geometry

**Length:** Full Year

**Credit:** 1.0

The course is designed for college-bound students seeking a science sequence. This course emphasizes problem solving skills as well as the application of mathematical skills learned in Algebra and geometry. Topics covered: include the properties of matter, chemical and physical changes, and energy changes during reactions. Real world applications of chemical principles are emphasized. Students must demonstrate mastery of lab safety requirements before participating in laboratory activities. Students will be required to successfully complete a minimum of 1,200 minutes of lab work with write-ups (or equivalent) in order to take the New York State Regents Chemistry Exam.

## Physics - Regents

**Grades:** 11-12

**Prerequisite:** Two years of Regents Science, completion of Algebra and Geometry

Regents is required; completion or concurrent enrollment in Algebra 2

**Length:** Full Year

**Credit:** 1.0

3.0 MCC

**Examination:** Regents

This course, designed for students with average and above average science and math ability, emphasizes fundamental concepts of Physics. Major units of study include: mechanics, energy, electricity and magnetism, wave phenomena and modern physics. Algebra and some trigonometry skills are used in problem solving. The course will include required lab periods. The student will be required to successfully complete a minimum of 1,200 minutes of lab work with write-ups to take the New York State Regents Physics exam.

## Forensic Science

**Grades:** 11-12

**Prerequisite:** Regents Earth Science Living Environment and a third science credit

**Length:** Full Year

**Credit:** .5

**Examination:** Local

This course is designed for students with a background in Living Environment and Chemistry. Students taking Forensic Science will apply chemistry and biology laboratory skills to real-life criminal investigations. Students will use higher-level thinking skills to piece together the written information with lab results and form logical conclusions.



## Environmental Science

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Earth Science, Living Environment **Credit:** 1.0  
**Examination:** Local and/or Final Project

This course includes the study of natural ecosystems. Students will gain an understanding of the characteristics of natural systems through the identification of basic environmental concepts. Areas of study may include: population studies, forestry, energy alternatives, aquatic environments, human impacts on the environment, resource management and environmental careers.

## Astronomy

**Grades:** 11-12 **Length:** Semester  
**Prerequisite:** Geometry **Credit:** .5  
**Co-requisite:** Any level Chemistry or Physics and Algebra II  
**Examination:** Local

Astronomy contains all the other sciences and more. This course will use knowledge gained in several Brockport High School classes to increase a student's understanding of the universe. We will use skills gained in Earth Science to study planets and moons. We will use skills learned in life sciences to examine the potential for extraterrestrial life. We will use chemistry and physics to examine the characteristics of planets, stars, and galaxies. We will use math to make scale models of different parts of the universe, to calculate the mass of celestial objects and to measure the distance to the stars. We will use world history to explore how astronomy has developed as civilization has evolved.

## Human Anatomy and Physiology A

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Earth Science, Living Environment, Chemistry/Physics **Credit:** .5  
**Examination:** Local

This one-semester course is an introduction to the fundamental structure and function of the body. It covers the systems of the body in detail, including the skeletal system, the muscular system, the nervous system, and special senses and shows how these systems interact as one unit. Students should be prepared for a moderate degree of memorization of facts, have good reading skills, be able to manipulate scientific data (i.e., graphs) and be comfortable with the dissection of specimens. Field trips and guest speakers are planned occasionally. Students who plan a career in medicine such as a nurse, physician, physical therapist, or medical secretary are encouraged.

## Human Anatomy and Physiology B

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Earth Science, Living Environment, Chemistry/Physics **Credit:** .5  
**Examination:** Local

This one-semester course is an introduction to the fundamental structure and function of the body. It covers the systems of the body in detail, including the digestive system, the respiratory system, blood and the cardiovascular system, and the urinary system. Students should be prepared for a moderate degree of memorization of facts, have good reading skills, be able to manipulate scientific data (i.e., graphs) and be comfortable with the dissection of specimens. Field trips and guest speakers are planned occasionally. Students who plan a career in medicine such as a nurse, physician, physical therapist, or medical secretary are encouraged.

## Conceptual Science

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Earth Science & Living Environment **Credit:** 1.0  
**Examination:** Local

This course investigates fundamental principles of physical science through a student-centered problem-solving approach. The disciplines of chemistry and physics are the two areas of focus. Students are encouraged to develop science process skills, critical thinking, and inquiry. Topics of study include water usage, energy storage and consumption, foundational chemistry principles, Newton's laws, motion, and energy transfers.

## AP Biology

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Earth Science, Living Environment & Chemistry **Credit:** 1.0  
**Examination:** AP and Final Exam

AP Biology is designed as a college-level introductory course so that a student will be eligible for college credit, advanced standing, or both. Major areas covered are biochemistry, cells, photosynthesis, respiration, cell division, heredity, molecular genetics, evolution, classification, ethology, ecology, experimental design, and analysis. Students can obtain college credit through the AP Examination offered by the College Board or through the 3-1-3 program at The College at Brockport.

## AP Chemistry

**Grades:** 11-12

**Length:** Full Year

**Prerequisite:** Earth Science, Living Environment, Regents Chemistry, & Algebra II

**Credit:** 1.0

**Examination:** AP and Local

AP Chemistry is a college-level course for students with a strong interest in science. The course covers topics presented in a first-year college course in general chemistry. Topics include structure of matter, properties of matter, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. The course aims to develop student skills in critical thinking, inductive and deductive reasoning, scientific inquiry, problem-solving and precision in the use of evidence to support claims. Pacing is vigorous and strong reasoning and mathematical skills are required. Students can obtain college credit through the AP examination offered by the College Board.

## AP Environmental Science

**Grades:** 11-12

**Length:** Full Year

**Prerequisite:** Earth Science, Living Environment, Regents Chemistry, concurrent enrollment in or successful completion of Algebra II, or by permission of instructor

**Credit:** 1.0

**Examination:** AP and Local

AP Environmental Science is designed as a college-level introductory course so that a student will be eligible for college credit, advanced standing, or both. The goal of this course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them.

## AP Physics I

**Grades:** 10-12

**Length:** Full Year

**Prerequisite:** Living Environment, Regents Geometry

**Credit:** 1.0

**Examination:** AP and Local

AP Physics 1 (Algebra Based AP Physics) is the equivalent to a first-semester college course in algebra-based physics but is designed to be taught over a full academic year, allowing time for AP teachers and students to develop deep understanding of the content. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work and energy; as well as fluids. Students can obtain college credit through the AP examination offered by the College Board, through the 3-1-3 program at SUNY Brockport, or through the MCC Dual Enrollment program.

# Social Studies Department



The intent of the NYS Seal of Civic Readiness is to encourage the study of civics and civility through experiential learning; certify attainment of civic readiness; recognize the value of K-12 Social Studies education in schools as a means to build civic knowledge; empower students as agents of positive social change. The NYS Seal of Civic Readiness shall be awarded to students who meet the criteria of this subdivision and complete all criteria prescribed by the Commissioner at a New York State high school.

All students are required to take four years of Social Studies. The State of New York also requires that students demonstrate competency in both Global History and Geography and United States History and Government. The requirement in both courses may be satisfied by passing a Regents exam. The Global History Regents Exam is offered at the conclusion of the two-year course (at the end of the sophomore year). The U.S. History and Government course ends the 11th year with a Regents Exam. Students are also required to take one semester of economics and one semester of Participation in Government. Both courses are offered senior year and end with a local exam or a project-based assessment.

For an Advanced Designation Diploma, students must earn at least four social studies credits, as well as pass both the Global History and Geography and the US History and Government NYS Regents exams with a 65 or higher.

## Global History & Geography I - Regents

**Grade:** 9  
**Length:** Full Year  
**Prerequisite:** None  
**Credit:** 1.0  
**Examination:** Local

This is Part I of a state-mandated, two-year course. The content will be taught chronologically, and the topics include an Introduction to Global History, The Ancient World, Expanding Zones of Exchange and Encounter and Global Interactions and First Global Age. The content will begin with the River Valleys and end with the Enlightenment. Because the assessments have changed at the State level, the course will concentrate on document analysis, document-based questions and thematic essays.

## AP World History I & II

**Grades:** 9-10  
**Length:** Two Years  
**Prerequisite:** None  
**Credit:** 2.0  
**Examination:** Local/AP

The two-year course is for highly motivated students who possess strong reading and writing skills and a strong work ethic. The scope and sequence include a study of world history from the Neolithic Revolution to the present day, focusing on the evolution of global processes and contacts, in interaction with different types of human societies. The course will prepare students for an Advanced Placement examination in May of the sophomore year. If completed successfully, students may receive college credit.

## Global History & Geography II - Regents

**Grade:** 10  
**Length:** Full Year  
**Prerequisite:** Global History and Geography I  
**Credit:** 1.0

**Examination:** Regents

This is Part II of the two-year, state-mandated course. The content will continue where the previous year concluded and will include: An Age of Revolution, Crisis and achievements, The 20th Century Since 1945 and Global Connections and Interaction

## United States History & Government - Regents

**Grade:** 11  
**Length:** Full Year  
**Prerequisite:** Global History and Geography I & II  
**Credit:** 1.0

**Examination:** Regents

This course will examine the social, economic, and political history of the United States in chronological order to determine the extent to which the basic principles set forth in the Declaration of Independence and the Constitution have expanded over time. The course requires students to develop and practice skills of critical thinking, reading, writing, listening, speaking, and processing information from primary and secondary documents.



## AP United States History

**Grades:** 11 or 12 **Length:** Full Year  
**Prerequisite:** Summer Project **Credit:** 1.0  
Recommendation of  
Summer Reading Project  
**Examination:** Regents/AP Exam

The Advanced Placement US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States History. The program prepares students for intermediate and advanced college courses by initiating demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a particular event in history, their reliability and their importance—and to weigh the evidence and various interpretations of events presented in historical academia. The course will thus focus on developing the skills necessary to arrive at conclusions based on an informed judgment and to present findings and evidence clearly and persuasively in essay format. The course will follow chronology, beginning with the arrival of Europeans to America and ending with the year 1980. Students will take the AP exam in early May (for which they may receive college credit) and the US History and Government Regents Exam in June.

## Economics

**Grade:** 12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local/Project

This semester course is mandated for all seniors. Topics of study include: basic economic concepts such as supply and demand; scarcity; the Capitalist Economic system of the US and how it operates; the interdependence of today's Global Economy and the fundamental differences between diverse economic systems utilized throughout the world and their operations.

## Economics Honors

**Grade:** 12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local/Project

This course enriches the study of economics. Topics of study include: basic economic concepts, economic system of the US, economic interdependence and differing economic systems.

## Government

**Grade:** 12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local/Project

This mandated course will focus on the development of ethics, media literacy and the mechanism of rhetoric. Students will also study the structure and function of American politics and government. In addition, students will be expected to participate in a community event to better understand what

citizenship involves.

## Government Honors

**Grade:** 12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local/Project

This honors course will focus on the development of ethics, media literacy and the mechanisms of rhetoric. Students will also study the structure and function of American politics and government. In addition, students will be expected to participate in a community event to better understand what citizenship involves. Students will also discuss current events and analyze how they shape public policy.

## AP Microeconomics/ AP US Government and Politics

**Grade:** 12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** AP

The purpose of the microeconomics portion of the class is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the US Government and Politics portion of the class will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US political reality.

## General Psychology

**Grades:** 11-12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local

The intent of this semester course is to introduce the terms and concepts psychologists use to illustrate the special fascination of the topics that draw people to the field of psychology, and to explain the significance of psychological findings for the student's own life. Experiments, activities, and discussions will be used to help achieve the course goals. The academic outline includes the following topics: history of psychology; classical and operant conditioning; developmental psychology; personality theories and abnormal psychology.



## AP Psychology

**Grades:** 11-12

**Prerequisite:** None

**Examination:** Local and AP

**Length:** Full Year

**Credit:** 1.0

In this course, students will study the history, development, and various fields of Psychology. The course of study will cover a range of topics in detail and will culminate in May with the AP Examination. General Psychology, the one semester course, is NOT a prerequisite for the AP course. Psychology has an important and broad role in dealing with many issues we face: aggression, child-rearing, mental health and illness, learning, product design, stress, neurobiology and others. The issues to which we can apply psychology are limitless. This course will give students a better understanding of why people behave as they do and will provide insights into your own attitudes and reactions.

## Sociology

**Grades:** 11-12

**Prerequisite:** None

**Examination:** Local/Project

**Length:** Semester

**Credit:** .5

This semester course strives to give students an introduction and insight into how their social environment influences their lives. The course focuses on society and the social worlds students create. Students complete outside readings, projects, writing assignments and participate in seminar type classroom discussions. Topics covered include culture, socialization, social institutions, and contemporary social issues including war, euthanasia, AIDS, types of abuse, including domestic violence, the effects of social media, our forms of entertainment, current events, and their implications on our society.

## Criminal Justice

**Grades:** 10-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

This is an exploratory course in Constitutional Law and the Bill of Rights as it pertains to citizens and young adults in the United States of America. Topics covered include freedom of speech and expression, privacy rights, gun control issues, the rights of those arrested and on trial, the prison system in the United States, and the relationship of these topics to the protections guaranteed in the Constitution and Bill of Rights. Emphasis is placed on the First, Second, Fourth, Fifth, Sixth, and Eighth Amendments. The topics are explored through various case studies, including Supreme Court cases, major events in U.S. history, and current events. Students also have regular opportunities to present topics for exploration and discussion. The course is largely discussion based, and uses video, news stories, and movies to help guide instruction.

## Sports and Society

**Grades:** 11 and 12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5

The course will examine major social and cultural changes through the lens of sports in society. Beginning with the impact of Imperialism in bringing baseball to America, students will examine the social and cultural shifts experienced in the United States during the 19th, 20th and 21st centuries. Students will examine gender and racial inequalities, cultural/societal shifts, and ethics through an analysis of how these shifts in sports often times mirror shifts in society.

## AP European History

**Grades:** 11-12

**Prerequisite:** None

**Examination:** Local and AP

**Length:** Full Year

**Credit:** 1.0

The course will demand that students demonstrate an understanding of basic chronology of major events and trends from approximately 1450 to the present. Students will learn about the cultural, economic, political, and social developments that have shaped today's world. In addition to providing a basic narrative of events and movements, the goals of the AP European History program are to develop:

(a) an understanding of some of the principle themes in Modern European History; (b) an ability to analyze historical evidence; and (c) an ability to analyze and express historical understanding in writing.

## Students in Action

**Grades:** 10-12

**Length:** Full Year

**Prerequisite:** None

**Credit:** 1.0

**Examination:** Local

This course prepares students to meet the challenges of leadership in today's complex global environment. The coursework will teach students the skills and best practices necessary to communicate and work with diverse groups of people toward common goals to implement beneficial societal changes in the school or community. Students will develop and enhance intrapersonal and interpersonal skills as well as learn the philosophical foundations and fundamentals of effective leadership. Finally, students will utilize their newfound skills by designing or embracing a community-based project as a culminating activity to make a difference in the lives of others. The NYS Seal of Civic Readiness shall be awarded to students who meet the criteria of this subdivision and complete all criteria prescribed by the Commissioner at a New York State high school approved by the commissioner to offer the NYS Seal of Civic Readiness.



# Technology Department



The Tec The Technology Department offers many practical courses that students can use throughout their lives. Many people may think that these courses are only for students entering the work force directly after graduation. While this is the case for some, it is certainly not true of all students enrolled in technology courses. For students pursuing a career in the varied areas of engineering, architecture, electronics, construction and building, our department offers courses that will form the foundation for more advanced studies in college. Participation in these courses at Brockport will give students a head start in those widely diversified areas.

*For an Advanced Designation Diploma, students must earn at least three credits in World Language and pass the Regional Exam with a 65 or higher or take one credit of language PLUS a sequence of 5 credits in one of the following areas of study: Technology or Art or Music or Business or WEMOCO. See your Counselor for more information.*

The Technology Education Department is pleased to offer two sequences that let you choose a series of classes that aligns with your interests. The two sequences are Applied Technology and Engineering Technology. Students looking to obtain a NYS CTE endorsement should select courses from our Engineering sequence.

APPLIED TECHNOLOGY SEQUENCE	Credits	College Credit
DDP Foundations of Technology EbD	1	MCC
Broadcasting & Video Production	1	
Production Systems	1	
Residential Construction	1	
Transportation Systems	1	
Computer Aided Design (CAD)	.5	MCC
Creativity & Innovation	.5	
Electronics	.5	MCC
Intro to Computer Science/Video Game Design	.5	

ENGINEERING TECHNOLOGY SEQUENCE	Credits	College Credit
DDP Foundations of Technology EbD	1	MCC
Civil Engineering and Architecture	1	
Mechatronics and Computer Integrated Manufacturing	1	Anticipated MCC
Computer Science	1	MCC
Principles of Engineering	1	MCC
Capstone Engineering- Senior Year	1	

## APPLIED TECHNOLOGY COURSES

### **Design Drawing for Production, Foundations of Technology (DDP)**

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local 3.0 MCC

DDP is a one-unit course that is taken primarily by 9th graders. Students will experience challenging design and problem-solving activities. The Design/Production process will focus on the steps taken from the design concept to the completion of technical drawings, illustrations and building prototypes. **DDP can be used to fulfill a student's Fine Art graduation requirement.**

*\* This course can be taken for college credit.*

### **Broadcasting & Video Production**

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local

Broadcasting & Video Production is a full year course focusing on the production of regular news programs to be aired in the school. Students will learn about all aspects of pre-production, production, and post-production and will produce their own side projects such as commercials and short films. Coverage of school and community events will be emphasized, including sports games, music and theatre productions and other events. Students will have full access to and be expected to master equipment in the studio and production room. No previous experience is required.

### **Production Systems**

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local

This is a highly recommended Freshmen course in Technology Education. It is an excellent course for students who enjoy hands-on activities involving the design and production of a product. Students will use tools and equipment found in the manufacturing and construction industries. This competency-based course prepares students for entry-level positions in the carpentry and cabinetmaking industry. Included in the course are cabinet design and styles, the use of advanced machines and equipment, computer-aided manufacturing, special materials, and commercial wood finishes including green, sustainable techniques and materials. Students will demonstrate their knowledge and skills by designing and building advanced wood projects.

### **Residential Construction**

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** Production **Credit:** 1.0  
**Examination:** Local

Residential Construction covers the process of building a new home. This course is geared toward students interested in any area of the construction trades. This course will explore old and new building techniques, materials, and equipment. Students will have access to a variety of tools and equipment used in the construction industry today. Students will safely experience the residential construction process by designing, planning and building of their very own structure.

### **Transportation Systems**

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local

This course explores the entire transportation industry, including land, sea, air, and space transportation. Students will produce several projects/models relating to each of these modes of transportation. Creative thinking and problem solving are key components of this course. Typical projects include: Flight Simulator, motor assembly, CO2 racecars, boat hull design and aircraft wing design.

*\*All motorboat operators regardless of age will need a boating safety certificate beginning in 2025. Students will be eligible to earn a New York State Boater Safety certificate for a small registration fee. See teacher for details.*

### **Computer Aided Design (CAD)**

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local 3.0 MCC

This is a course for the student who is interested in any technological and/or engineering career. This course uses AutoCAD and Inventor software to explore the numerous applications of Computer Aided Design. Students will create computer drawings that will someday build a product or solve a problem. Students will experience the evolution of creating 2D shapes and transforming them into a virtual 3D product.

*\*Anticipated dual enrollment pending future approval*

### **Creativity and Innovation**

**Grades:** 9-12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local

A 1/2-unit course which encourages the solving of technical, real-world problems using unconventional approaches. Topics include methods of approaching and developing a student's creativity and innovation. The cultural impact of creativity and innovation will also be explored. Given a defined supply of various materials, students will use hands on laboratory skills to design, create and construct solutions to their stated technical problems. You will be encouraged to "think outside the box" and then build it.



## Electronics

**Grades:** 9-12 **Length:** Semester  
**Prerequisite:** Production **Credit:** .5  
**Examination:** Local 3.0 MCC

Electronics involves the study of the use of operation of electronic components and test equipment. Students will study circuit theory and apply their knowledge to build and solder electronic projects and complete lab experiments. In addition, students will build multiple house wiring circuits with Romex, switches, outlets, and light receptacles. This class will also focus on learning advanced electronic concepts through hands-on applications found in modern day electronic devices.

*\* This course can be taken for college credit.*

## Introduction to Computer Science -Video Game Design

**Grades:** 9-12 **Length:** Semester  
**Prerequisite:** None **Credit:** .5  
**Examination:** Local

This is a computer science course that explores the creation of both computer animation and video game design. Students will use modern java-based programming software to learn the foundations of programming. This is an introductory design course in which students are not required to have any programming knowledge or advanced computer skills.

*\*Coursework is accomplished by creating code using CodeHS.*

## Principles of Engineering (POE)

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local 3.0 MCC

The POE class focuses on the development of students' problem-solving, teamwork, math/science, and communication skills. Topics of study include: engineering fields, processes, power transfer methods (simple machines, linkages, gears, pneumatics, hydraulics and motors), industrial applications of statistics and applied physics (material strength, projectile motion, thermodynamics and statistics).

## Mechatronics and Computer Integrated Manufacturing

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local

The purpose of this course is to expose students to the fundamentals of computerized manufacturing technology. Topics of study include: shop math, 2D and 3D CAD, G & M code programming, computer numerical control (CNC) equipment, computer-aided manufacturing (CAM) software, automation control, electric systems, and robotics. This course reinforces technical drawing standards and CAD modeling skills developed in DDP. Mechatronics engineering uses a combination of mechanical, electrical, computer and

software skills to work with smart technologies, such as robots, automated guided systems, and computer-integrated manufacturing equipment.

## Civil Engineering and Architecture

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local

A one-unit course dealing with an overview of the fields of Civil Engineering and Architecture, emphasizing their interrelationship and dependence upon each other. Students use state of the art software to solve real-world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, Project Documentation and Presentation.

## Computer Science

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local

Computer Science introduces students to computer science through programming with the **Java** programming language used in industry and business world-wide. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems.

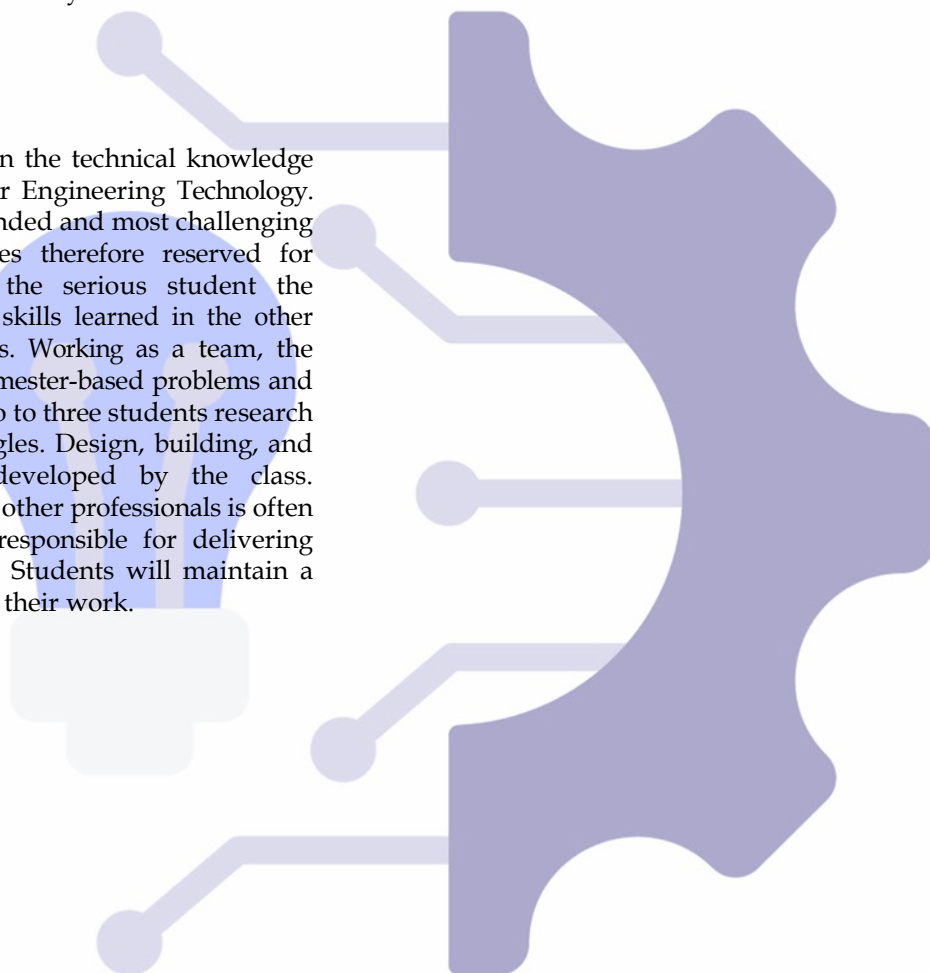
*\*Course may be taken for AP college credit*

## Capstone Engineering (formerly EDD)

**Grades:** 12 **Length:** Full Year  
**Prerequisite:** Successful completion of DDP, POE, CEA, Computer Science or CIM Classes.  
Also, current enrollment in college preparatory math. **Credit:** 1.0

**Examination:** Portfolio

This course relies heavily upon the technical knowledge and skills learned in the other Engineering Technology. This course is the most open-ended and most challenging of all the Engineering classes therefore reserved for Brockport Seniors. It offers the serious student the opportunity to apply all the skills learned in the other Engineering Technology courses. Working as a team, the class identifies a quarter or semester-based problems and projects. Then sub-teams of two to three students research the problem from different angles. Design, building, and testing follow a timeline developed by the class. Assistance from engineers and other professionals is often utilized. Each sub-team is responsible for delivering progress reports to the group. Students will maintain a journal as part of a portfolio of their work.



# WEMOCO

## Career and Technical Education Center

The BOCES 2 Career and Technical Education Center is located in neighboring Spencerport. The center provides students a hands-on opportunity to explore a variety of career fields in preparation for meaningful employment or post-secondary education.

The center offers juniors and seniors a number of one-year and two-year courses and other unique career and college preparation programs. For more complete information on course offerings, students should log onto their Naviance account and click on the "WEMOCO Programs" link. Students interested in enrolling in any of the center's programs may make an appointment with their school counselor to discuss options.

## Career and Technical Education Courses

Successful completion of Career and Technical Education courses results in credits toward a Regents diploma. Courses are offered in the following career areas:

- Communication and Visual Arts
- Construction
- Human and Public Service
- Information Technology
- Manufacturing
- Transportation
- Trades and Services

Programs combine theory and applied academics, career development and occupational studies as well as hands-on experiences. Students also receive school-to-career counseling and can participate in internship and co-op work experiences. Students registered in selected Career and Technical Education courses may also receive credit from Monroe Community College.

## Trades and Services

Trades and Services courses provide students the ability to learn and develop skills beyond those acquired in the Work Activities Center (Department for Exceptional Children). These courses explore a variety of occupational areas through guided instruction, supported learning, practice and assessments, while allowing more time to learn new skills and increase independence. Students receive career counseling and have work study options, along with opportunities for more advanced career and technical education courses.

## New Visions Program

College bound high school seniors explore professional career interests, while accruing high school college credits. New Visions students intern in their chosen profession. Students receive credits in 12th grade Social Studies through integrated instruction and can earn dual credit at area colleges. New Visions students engage in relevant curriculum with purposeful activities and authentic assessments. Students participate in rigorous content related academic instruction and post-secondary/career planning combined with realistic learning experiences in professional situations. **An application process is required during the Fall of the student's junior year for entry into New Vision courses. See your school counselor for more information.**

### Career and Technical Education Center

#### • Middle Skills •

##### Communication and Visual Arts

- Digital and Visual Communications

##### Construction

- Carpentry
- Heating, Ventilation and Air Conditioning (HVAC)
- Plumbing and Heating
- Residential and Industrial Electricity
- Introduction to Construction Trades

##### Human and Public Service

- Baking
- Nurse Assisting and Associated Health Careers
- Cosmetology
- Criminal Justice
- Culinary Arts
- Dental Assisting
- Child and Family Development
- Phlebotomy and
- Laboratory Science

- Health and Exercise Science
- Criminal Justice

##### Information Technology

- Computer Technology
- Computer Automation and Cybersecurity

##### Manufacturing

- Engineering and Metal Fabrication Academy: Machining
- Engineering and Metal Fabrication Academy: Welding

##### Transportation

- Automotive Technology
- Auto Body/Collision and Repair Technology
- Heavy Equipment Operations and Maintenance
- Outdoor Powersports Technology

## Health Care

**Certified Nurse Assisting (CNA)** - Prepare for and practice patient care and gain more than 100 hours of clinical experience in a medical setting. **Dental Assisting** - Prepare for and practice chairside assisting and gain 200 hours of clinical experience in local dental office rotations.

**Exercise Science** - Prepare for personal training certification while gaining experiences in local fitness, athletic, rehabilitative and wellness facilities.

**Phlebotomy and Laboratory Science** - Train in phlebotomy (drawing blood), medical terminology, and general laboratory procedures for use in medical, veterinary, environmental and food labs.

## Human Services

**Cosmetology** - Gain the professional skills and hours necessary to pass the NYS cosmetology licensing exams while practicing skills on mannequins and clients, plus shadowing in local salons.

## Manufacturing

**Engineering and Metal Fabrication Academy** - Welding Learn to weld metal together using industry standard processes of Shielded Metal Arc Welding (SMAW-Stick), Gas Tungsten Arc Welding (GTAW-TIG), and Gas Metal Arc Welding (GMAW/MIG), as well as plasma arc and oxy-acetylene cutting.

**Engineering and Metal Fabrication Academy** - Machining Learn the intricacies of removing metal to create parts with high precision. Build skills necessary to operate manual and Computer Numerical Controlled (CNC) lathes, mills and power saws for employment in a high-demand field.

## Construction

**Carpentry** - Learn fundamentals of residential carpentry and gain real-world experience by contributing to the construction of a new house.

**HVAC/Plumbing** - Learn fundamentals of and practice fitting, assembling, and preparing piping. Install residential/commercial heating, air conditioning, refrigeration and ventilation systems.

**Residential and Commercial Electrical** - Learn electrical theory, wiring and to interpret and apply the requirements of the National Electric Code for residential and commercial construction projects.

**Introduction to Construction Trades** - Explore and build knowledge/skills in four areas of construction trades: carpentry, HVAC/plumbing, electricity and heavy equipment.

## Transportation

**Auto Body and Collision Repair Technology** - Learn detailing and to repair and refinish vehicles, including metal straightening, MIG-welding, plastic fillers and major collision repair.

**Automotive Technology** - Maintain, diagnose and repair vehicles by identifying mechanical and electronic/computer issues that affect vehicle performance and safety.

**Heavy Equipment Operation and Maintenance** - Prepare for a commercial driver's license (CDL) and learn skills required by heavy equipment operators for construction, landscaping and highway industries, as well as the maintenance and repair of construction related equipment.

**Outdoor Powersports Technology** Learn to diagnose/troubleshoot, repair and maintain two- and four-stroke recreational and utility machines. Gain real-world experience driven by seasonal demands.

## Education

**Child and Family Development** - Learn about human development from birth to adulthood in preparation for a career in helping professions such as teacher, social worker, or counselor. Assist in operating a pre-school aged playgroup.

## Law and Public Safety

**Criminal Justice** - Learn about human development from birth to adulthood in preparation for a career in helping professions such as teacher, social worker, or counselor. Assist in operating a pre-school aged playgroup.

## Communications

**Advertising Design/Multimedia** - Master the basics of graphic design, photography, videography and strategic communications while using industry-aligned software and equipment.

## Hospitality

**Baking** - Gain skills in the preparation of confectionary foods: breads, pizza, rolls, cakes, cookies and pastries. Learn to operate a retail bakery.

**Culinary Arts** - Prepare food in professionally equipped kitchens while acquiring knowledge of nutrition, menu planning, catering, dining service and restaurant management.

## Information Technology

**Computer Technology** - Learn about the Comp TIA A+ curriculum through the Cisco Networking Academy, customer service support and video game design.



Find more info about WEMOCO at <http://www.monroe2boces.org/CTE> or follow on social media: @WEMOCOCTE



# World Languages



*In order to graduate, students must have completed one unit of a language other than English by the end of 12th grade (most students will accomplish this by the end of 8th grade). Three (3) units of a language other than English are the minimum requirement for a diploma with Advanced Designation. For students who plan to attend college, Levels 4 and 5 are recommended. Many colleges require Levels 4 and 5 for admission.*

*For an Advanced Designation Diploma, students must earn at least three credits in World Language and pass the Regional Exam with a 65 or higher, or take one credit of language PLUS a sequence of 5 credits in one of the following areas of study: Technology or Art or Music or Business or WEMOCO.*

*\*For more information on the Seal of Biliteracy graduation distinction see page 10.*

## Level 1: French and/or Spanish

**Grade:** All levels  
**Prerequisite:** None  
**Examination:** Local/Proficiency exam  
**Length:** Full Year  
**Credit:** 1.0

Level 1 is designed for students who have never had any prior language experience. Students must pass this course or the proficiency exam in the High School in order to graduate. Level I will be offered annually for students needing the credit for graduation or for students interested in starting a language.

## Level 2: French and Spanish

**Grades:** 9-12  
**Prerequisite:** Level 1 or proficiency exam credit  
**Examination:** Local  
**Length:** Full Year  
**Credit:** 1.0

Level 2 is designed for students who want to continue the study of a Spanish/French language and are pursuing a sequence in this area. Level 2 the development of interpretive, interpersonal, and presentational communication through a wide range of vocabulary acquisition and the study of culture. The course is developed with a language proficiency target of intermediate-low.

## Level 3: French and Spanish

**Grades:** 9-12  
**Prerequisite:** Level 2  
**Examination:** Regional  
**Length:** Full Year  
**Credit:** 1.0

Level 3 is designed for students who want to continue the study of a Spanish/French language and are pursuing a sequence in this area. Level 3 continues the development of interpretive, interpersonal, and presentational communication through a wide range of vocabulary acquisition and the study of culture. The course is developed with a language proficiency target of intermediate-mid. **To receive a Regents Diploma with Advanced Designation, students must pass the level 3 course and the Comprehensive Regional Exam.**

## Level 4: French and Spanish

**Grades:** 11-12  
**Prerequisite:** Level 3  
**Examination:** Local  
**Length:** Full Year  
**Credit:** 1.0  
3.0 MCC

Level 4 is designed for students who choose to continue the study of a French/Spanish language. Spontaneity and fluency in the target language are developed through interpretive, interpersonal, and presentational communication through a wide range of vocabulary acquisition and the study of culture. Level 4 is a project-based and performance course with a language proficiency target of intermediate-mid. While in this course students may elect to enroll in up to 5 MCC program credits.

## Level 5: Honors French and Spanish

**Grade:** 12  
**Prerequisite:** Level 4  
**Examination:** Local  
**Length:** Full Year  
**Credit:** 1.0  
3.0 MCC

Level 5 is an Honors class designed for students who choose to continue the study of a French/Spanish language. Spontaneity and fluency in the target language are developed through interpretive, interpersonal, and presentational communication through a wide range of vocabulary acquisition and the study of culture. Level 5 is a performance-based course with a language proficiency target of intermediate-high. Students may choose to pursue the NYS Seal of Biliteracy while taking this course (see page 13). While in this course students may elect to enroll in up to 5 MCC program credits or earn six 3-1-3 credits if they are enrolled in the 3-1-3 program through the College at Brockport.

## Discovering Europe

**Grades:** 9-12  
**Prerequisite:** None  
**Examination:** Local  
**Length:** Semester  
**Credit:** .5

This Course (conducted primarily in English) is focused on discovering Europe through history, art, culture, literature, culinary experiences, and key target language vocabulary phrases, etc. to broaden cultural awareness and help students to better navigate our increasingly global society. By the end of the course, students will be able to make connections with and comparisons to their culture and European countries. This course does not meet a component requirement for the advanced diploma with designation but can be taken at the same time as another World Language Course.

# General Electives



## Exploring the Teaching Profession

**Grades:** 10-12

**Prerequisite:** None

**Length:** Semester

**Credit:** .5

3.0 MCC

A semester introducing students to the field of teaching. Topics include current learning standards, lesson plan components, the realities of teaching as a career, certification requirements, professional expectations, and an introduction to teaching strategies. This course provides students with the opportunity to explore the field of teaching, reflect on their interest in education, create and present an instructional lesson and develop connections with other future educators. This is an MCC Dual Enrollment Course.

## Teaching is an Art: Educator Performance and Presentation Skills

**Grades:** 10-12

**Prerequisite:** Exploring the Teaching Profession

**Length:** Semester

**Credit:** .5

3.0 MCC

Teachers must communicate effectively to achieve their goal of student learning and success. This course uses the performing arts as a point of reference and enables participants to develop materials and present them effectively in a variety of teaching situations. Learning styles, oral presentation, body language, the use of props, proxemics and room arrangement, and audio visuals will be the skills developed through this course.

## AVID Elective

**Grades:** 9

**Prerequisite:** Application & Interview

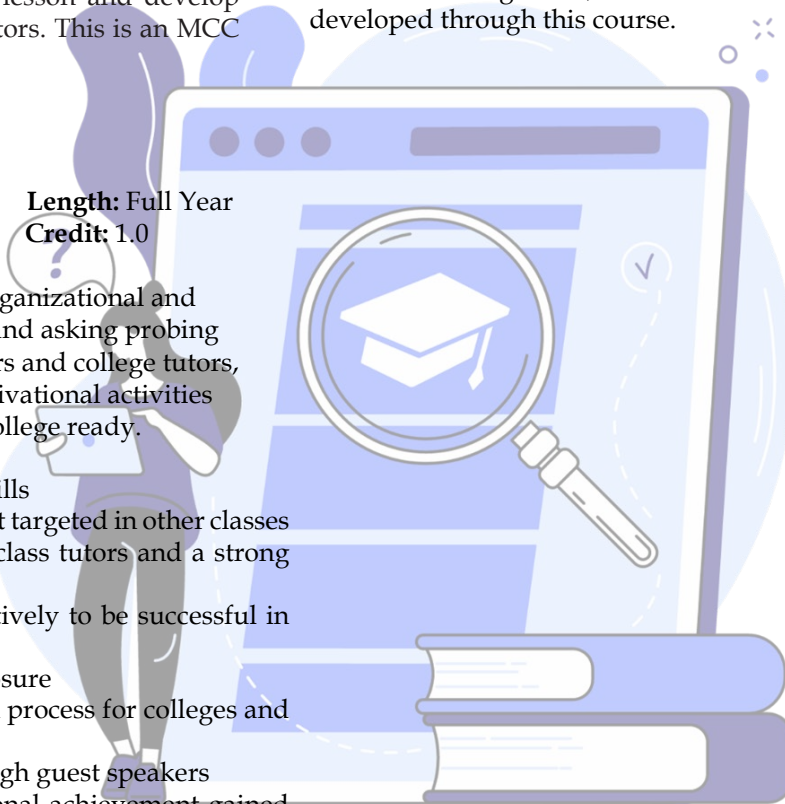
**Length:** Full Year

**Credit:** 1.0

In the AVID Elective, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that help them to become career and college ready.

The AVID Elective:

- Teaches study and organizational skills
- Teaches academic and social skills not targeted in other classes
- Provides intensive support with in-class tutors and a strong student-teacher relationship
- Teaches students to work collaboratively to be successful in the most rigorous courses
- Provides college and university exposure
- Assists students with the application process for colleges and universities
- Helps students explore careers through guest speakers
- Develops a sense of hope and personal achievement gained through hard work and determination



# Mission

We engage and empower each student to achieve excellence as a learner and citizen.

# Vision

We aspire to be a leading, innovative, high-performing school district that graduates each student prepared for college or a career.

# Core Beliefs

## Students first

Our students are our first priority.

## Character

We value integrity, diversity and respect for all.

## High expectations

We believe all students can learn and we hold high expectations for ourselves and our students.

## Teaching and learning

Effective teaching and a rigorous curriculum are the foundations for high-quality learning.

## Work ethic

We work hard and take pride in all that we do.

## Health and safety

We all have an obligation to promote a healthy, safe and secure environment.

## Community

Student, family, and community engagement is critical for our success.

