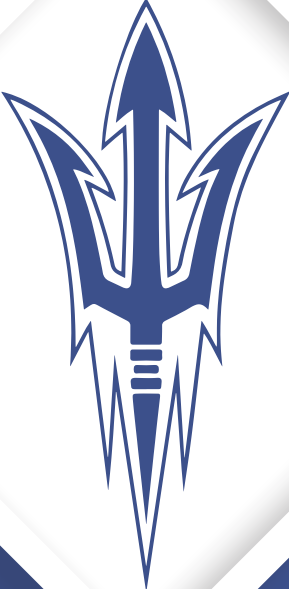


# Program Studies Guide

Brockport High School



2021-22

# Brockport High School

40 Allen Street  
Brockport, New York 14420-2296

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



Published by the Brockport Central School District

# Table of Contents

Equal Opportunities: Title IX and Section 504	4
Release of Directory Information	5
Student Records	5
Graduation Requirements	6
General Academic Information	7
Special Academic Programs	8
NCAA Approved Courses	9
New York State Seal of Biliteracy Program	10
Inclusive Education Services (Special Education)	11
Counseling Services	11
School Health Services	12
School Library Services	12
Academic Intervention Services	13
Response to Intervention	13

## Course Descriptions by Department

Art Department	14
Business and Career Education Department	16
English Department	20
Health Education Department	24
Languages Other Than English	25
Math Department	26
Music Department	28
Physical Education Department	31
Science Department	32
Social Studies Department	36
Technology Department	40
WEMOCO Career and Technical Education Center	44

# Board of Education

Terry Ann Carbone, *President*  
Jeffrey Harradine, *Vice President*  
David Howlett, *Trustee*  
Daniel Legault, *Trustee*  
Robert Lewis, *Trustee*  
Kathleen Robertson, *Trustee*  
Michael Turbeville, *Trustee*

## Administrative Staff

Sean Bruno, *Superintendent*  
Jerilee DiLalla, *Assistant Superintendent for Human Resources*  
Darrin Winkley, *Assistant Superintendent for Business*  
Lynn Carragher, *Assistant to the Superintendent for Inclusive Education and Instruction*  
Susan Hasenauer, *Assistant to the Superintendent for Elementary Instruction*  
Rachel Kluth, Ed.D, *Assistant to the Superintendent for Secondary Instruction*  
Paulette Reddick, *Coordinator of Special Education*  
Todd Hagreen, *Director of Health, Physical Education and Athletics*  
Michael Pincelli, *High School Principal*  
Michael Bourne, *High School Assistant Principal*  
David Iacchetta, *High School Assistant Principal*  
Christina Wawrzyniak, *High School Assistant Principal*

## School Counselors

Department Chair - Marcia Bartalo

Class of 2023/2025:

Elizabeth Groot

Last Names A-L

David Messbauer

Last Names M-Z

Class of 2022/2024:

Kaleigh Dumigan

Last Names A-L

Christine Howlett

Last Names M-Z

# **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 life long 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 his or her 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 age 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

---

## 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

Regents And Local Diploma 22 Units of Credit	Course	Regents Diploma With Advanced Designation 22 Units of Credit
4 Units – 1 Regent Exam	English	4 Units – 1 Regents Exam
4 Units – 2 Regents Exams****	Social Studies	4 Units – 2 Regents Exams****
3 Units – 1 Regents Exam	Math	3 Units – 3 Regents Exams +
3 Units – 1 Regents Exam	Science*	3 Units – 2 Regents Exams
½ Unit	Health Education	½ Unit
1 Unit	Art or Music or DDP	1 Unit
1 Unit	Language other than English (LOTE)	3 Units ** – 1 Regional Exam
2 Units	Physical Education	2 Units
3 ½ Units	Electives	1 ½ Units
22 Units	Total	22 Units

Local Diploma Required Exams****	Regents Diploma Required Exams (passing score of 65 or above)	Regents Diploma With Advanced Designation Required Exams (passing score of 65 and above)
<ul style="list-style-type: none"> <li>• English Language Arts Exam</li> <li>• Math Regents Exam</li> <li>• Regents Global History</li> <li>• Regents U.S. History</li> <li>• Regents Science</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Arts Exam</li> <li>• Math Regents Exam</li> <li>• Regents Global History</li> <li>• Regents U.S. History</li> <li>• Regents Science</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Arts Exam</li> <li>• Three Math Regents Exams +</li> <li>• Regents Global History</li> <li>• Regents U.S. History</li> <li>• Two Regents Science Exams</li> <li>• Regional LOTE</li> </ul>

+ Algebra 1, Geometry, Algebra 2

\* Science – In order to meet New York State graduation requirements for science, a student must complete 3 units of science. At least one unit of credit must be a physical science (Earth, Chemistry and/or Physics) and one unit must be a living science (Living Environment). The third may be either a physical science or a living science.

\*\* A five-unit sequence in art, music, occupational education, business or technology may be substituted for the two additional units of LOTE needed.

\*\*\* The local diploma option remains available to students identified as being eligible for the safety net.

- 1) a score of 55-64 may be considered a passing score on any Regents examination required for graduation; or
- 2) for students with disabilities who first entered grade nine in September 2005 and thereafter, a student's score of 45-54 on a Regents examination required for graduation, other than the English and mathematics examinations, may be compensated by a score of 65 or higher on one of the other required Regents examinations; if
  - a) must pass English and mathematics with a 55 (or 52-54 with an approved appeal)
  - b) each exam with an earned score of 45-54 must be compensated by a score of 65 or higher on a separate exam. Each score of 65 or higher may be only used to compensate for one score of 45-54.
  - c) may not compensate more than two exams
  - d) the student has passed the course in the subject area of the Regents exam in which there is an earned score of 45-54; and
  - e) the compensatory score option cannot be combined with the RCT option.

\*\*\*\* 4+1 option: permits a student to take four Regents exams and a comparably rigorous technical, arts, STEM or other assessment for the fifth examination required for graduation. The 4+1 option would apply beginning with students who first entered ninth grade in or after September 2011 and thereafter or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter and have passed four required Regents exams (or Department –approved alternative assessments) in English, mathematics, science and social studies. For additional information, please visit New York State Department of Education website: <http://www.p12.nysed.gov/ciai/gradreq/intro.html>

**COVID-19 CLAUSE:** If a student successfully passes a course in which culminates in a regents exam and the exams are canceled, an "E" for exemption will be transcribed.

# 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 one period for half the year. The student receives 1/2 unit of credit, with the exception of PE which meets 1/4 and receives 1/2 unit of credit.

## Passing grade

In order 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 possibly be moved from Pre-Calculus Honors to Pre-Calculus.

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).

## 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:

1. Receive parental permission
2. Receive a recommendation from a prior teacher in the subject area in which the request is made.
3. Earn a score of at least 85% on a qualifying pretest.
4. 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

All students who have demonstrated intellectual and social maturity may choose to take college level courses at accredited colleges or universities. Such opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. Review and approval by the administration are necessary before any college course may be taken during the school day. If interested, please see counselor for further information.

The Board 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.



# 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 s/he 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.

## 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. Deadline for SUNY application is Friday, March 12, 2021.

# Brockport High School

## NCAA Approved Courses

**Legal disclaimer:** 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 courses:

English 1/1H  
Pre AP English 2  
English 2/2H  
English 3  
English 3 H  
English 3 AP  
English 4  
English 4 H  
English 4 AP  
3-1-3 English Honors 12  
Public Speaking  
Creative Writing

### Math courses:

Algebra 1A  
Algebra 1B  
Algebra 1  
Pre-Geometry  
Geometry 4/4  
Geometry R  
Math In the Trades  
Pre-Algebra 2  
Algebra 2 4/4 R  
Algebra 2 R  
Pre-Calculus  
Pre-AP Calculus  
AP Statistics  
AP Calculus AB  
AP Calculus BC

### Social Studies courses:

Global Hist. & Geog. 1  
Global Hist. & Geog. 2  
World History I AP  
World History II AP  
US Hist. & Govt. R  
US Hist. & Govt. AP  
AP US Govt. & Politics  
Govt./Economics  
Govt./Economics H  
Microeconomics AP  
General Psychology  
AP Psychology  
AP European History  
Sociology

### Science courses:

Earth Science R  
Living Environment R  
Biology AP  
Chemistry R/H  
Chemistry AP  
Environmental Science  
Environmental Science AP  
Conceptual Physics A/B  
Physics R  
Physics AP  
AP Physics 1  
AP Physics C  
Forensic Science  
Human Anatomy  
Astronomy

### LOTE courses:

Spanish/French 1  
Spanish/French 1B  
Spanish/French 2  
Spanish/French 3  
Spanish/French 4  
Spanish/French 5

### AP Course Offerings:

#### Art:

AP Studio Art Drawing & 2-D Design  
AP Studio Art 3-D Design

#### English:

AP English Language & Composition  
AP English Literature & Composition

#### Music:

AP Music Theory

#### Math:

AP Calculus AB

#### Science:

AP Biology  
AP Chemistry  
AP Physics 1- Algebra Based  
AP Physics C- Mechanics  
AP Environmental

#### Social Studies:

AP World History 1 & 2  
AP United States History  
AP European History  
AP Microeconomics  
AP US Government and Politics  
AP Psychology

#### Technology:

AP Computer Science A  
AP Computer Science Principles

### Dual Credit Course Offerings:

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

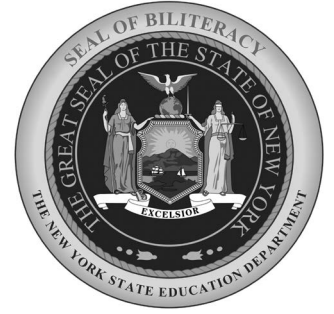
#### Business:

Accounting  
Entrepreneurism  
MS Office w/Essential Computing Skills  
Keyboarding & Essential Computing Skills  
Personal Financial Planning  
Introduction to Business

#### Technology:

Electronics I  
Digital Electronics  
Computer Science A  
Computer Science Principles  
DDP Foundations of Technology  
Optics

# New York State Seal of Biliteracy Program Brockport High School



## What?

Brockport Central Schools 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 three pathways to pursue the NYSSB. Please review to the attached pathway charts for further information about pathways.

## 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 earlier by setting personal goals earlier by reviewing the enclosed documents 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. The school psychologists give direct help to students and assist parents and school personnel in their efforts to make school more beneficial for all children. 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.

## Student assistance program (SAP)

The SAP brings together school, community, family and the youth in a working partnership. Confidential assistance is offered to students currently experiencing problems or those at risk for problems. The program is designed to help students succeed in the school setting and break down barriers to learning, allowing students to successfully complete their education.

# 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, postsecondary 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 see that his/her 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 students and staff in the high school.

Resources include over 18,000 books, an extensive up-to-date reference collection, 20 current periodicals and daily newspapers. 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*, *Health Reference Center*, 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. 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 SUNY 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 are extended until 5 p.m. Monday through Thursday.



# 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 8th 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.

## AIS ELA - literacy skills course description

The AIS ELA intervention is designed to improve students' literacy skills through the instruction and practice of reading and writing strategies. Students will:

- 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
- 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, AIS teacher
- SRI, i-Ready, and/or F&P assessments

# Response to Intervention

The Brockport Central School District is committed to providing a wide range of educational services in order to provide students the support services necessary to learn and achieve. The Response to Intervention (RtI) process at Brockport High School focuses on identifying students who are at risk and providing interventions at various intensities, based on student need.

The Brockport Central School District has formed committees to conduct meetings and oversee student evaluation and progress. The members of the Response to Intervention are:

- School Psychologist
- Counselor
- General Education Teacher(s)
- Special Education Teacher(s)
- Administrator(s)

# 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.

*In place of three credits of LOTE, for an Advanced Designation Diploma, students must take at least a sequence of Art classes totaling 5 credits, plus one credit of LOTE (which could be from middle school).*

## Studio In Art

**Grades:** 9-12  
**Prerequisite:** None  
**Examination:** Local & Portfolio Assessment\*  
**Length:** Full Year  
**Credit:** 1.0

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

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

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 art majors 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\*  
**Length:** Semester  
**Credit:** .5

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\*  
**Length:** Semester  
**Credit:** .5

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 and Metals

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

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 (No Freshmen)  
**Prerequisite:** Studio in Art  
**Examination:** Local and Portfolio Assessment\*  
**Length:** Semester  
**Credit:** .5

**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, Studio in Art **Credit:** .5  
is strongly recommended  
**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 into 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 the 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 **Credit:** .5  
in Computer Art.  
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 design 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.

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

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

**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 **Credit:** 1.0  
of the following: Studio in  
Ceramics I, II, Studio in Sculpture,  
Studio in Jewelry and Metals  
or Teacher Permission

**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 that may include 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 **Credit:** 1.0  
Studio Art Drawing & 2-D  
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.

\* Weighted as 1/5 of final course grade.



# 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 the program outlined below, complete a work-based learning experience and pass the certification exam.

## BHS CTE Endorsement in Business- 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 courses and passed a national industry assessment.

### Required Foundation Courses(2.5 credits) for each CTE Pathway in Business

\*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,CC</sup>
- Entrepreneurism (1)

#### 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,CC</sup>
- Entrepreneurism (1)<sup>CC</sup>
- Intro. to Marketing (1)<sup>CC</sup>

An alternative to Foreign Language Requirement for Regents with Advanced Designation: Students may substitute a 5-credit sequence in Business/Career Education for the 3-credit Foreign Language requirement to earn a Regents Diploma with Advanced Designation. *See your school 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 Credits

## Full-Year Courses:

### Accounting

**Grades:** 10-12  
**Prerequisite:** None  
**Examination:** Local

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

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 now enjoy using online working papers to complete assignments from anywhere. This also includes an online textbook, study guide, and access to multiple accounting platforms that we use in class. The online work simulates programs used in real world accounting for the 21st century. *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 - Required for CTE Endorsement

**Grades:** 9-12                      **Length:** Full Year  
**Prerequisite:** None                      **Credit:** 1.0 BHS  
**Examination:** Local                      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 2013 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. *This course may be used to earn four (4) college credits through Monroe Community College.*

## CIP: Career Internship Program

- Required for CTE Endorsement

**Grade:** 12                                      **Length:** Semester/  
**Examination:** Local                                      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. Submit an application by April 3, 2020 and schedule an interview with Mrs. Sodoma by May 15.

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 in order 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.

## Semester Courses:

### Career and Financial Management

- Required for CTE Endorsement

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

This course is required of all students seeking a sequence in Technology, Project Lead the Way or Business. The course introduces the student to the career selection process and the realities of the working world. Students learn how to complete a number of 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. In the financial planning units topics will cover financial planning, budgeting, investing, using credit wisely and insurance. Focus is also placed on managing personal financial resources such as savings and checking accounts.

## Keyboarding and Essential Computing Skills

**Grade:** 9-12                                      **Length:** Semester  
**Prerequisite:** None                                      **Credit:** .5 BHS  
**Examination:** Local                                      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 2013 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                                      **Length:** Semester  
**Prerequisite:** None                                      **Credit:** .5  
**Examination:** Local

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:** 10-12                                      **Length:** Semester  
**Prerequisite:** None                                      **Credit:** .5 BHS  
**Examination:** Local                                      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.*

## Criminal Justice

**Grades:** 10-12

**Prerequisite:** None

**Examination:** Local

**Length:** Semester

**Credit:** .5 BHS

This course examines all three segments of the criminal justice system: law enforcement, courts and prisons. Topics for this course include the evolution of law, law enforcement agencies, social and psychological issues, structure and career exploration. Current issues and cases are examined extensively. Guest speakers are invited into the class to talk about careers, how the court system works and the education needed to enter a career in criminal justice.

## College Preparation 11

**Grade:** 11

**Prerequisite:** College-bound

**Examination:** Portfolio

**Length:** Spring

semester of

junior year

**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 on-line testing using a variety of on-line 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. Last year we visited State University College at Buffalo and Canisius College and attended the annual College Fair at the Convention Center in downtown Rochester. 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

**Prerequisite:** College Bound Seniors

**Examination:** Portfolio

**Length:** Fall

semester

only

**Credit:** .5

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 having comfort in knowing there is someone you can ask for advice while meeting deadlines. This course is designed for the serious minded student.

## Personal Financial Planning

- Required for CTE Endorsement

**Grades:** 10-12

**Prerequisite:** Career and Financial

Management

**Length:** Half Year

**Credit:** .5 BHS

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 using a virtual simulation and competition throughout the course. 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.*



# English Department



Four years of English credit are required to graduate from Brockport High School. All courses follow the Common Core State Standards and the New York State Next Generation English Language Arts Standards. Students must demonstrate competency in reading, writing, listening, speaking, and conventions of the English language. Additionally, students are required to successfully complete the New York State English Language Regents exam 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's implementation of Common Core State Standards and Next Generation English Language Art Standards:

- **Reading: text complexity and the growth of comprehension**

The New York State Common Core Reading Standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students need to show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **Writing: text types, responding to reading, and research**

The New York State Common Core Writing Standards place importance on skills applicable to many types of writing and skills more defined in terms of specific writing types. The skills applicable to many types of writing are the ability to plan, revise, edit, and publish. The specific types of writing studied are arguments, informative/explanatory pieces, and narratives. Of special importance is the writing-reading connection for which the standards require students to draw upon and write about evidence from literary and informational texts. Research is infused throughout this strand at each grade level.

- **Speaking and listening: flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful communication and interpersonal skills. Students need to listen carefully to ideas, evaluate what they hear, and use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **Language: conventions, effective use, and vocabulary**

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The standards that address vocabulary focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

## English I

**Grade:** 9

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

The English I curriculum is structured using a combination of thematic units. The year focuses on strengthening students' skills necessary to meet the Common Core Standards. Through all of the literary works studied, the student will become familiar with particular literary concepts which are emphasized through the writer's craft. In addition to the basic text, all classes read a minimum of two novels chosen from a large variety of classic and contemporary world literature and Shakespeare's *Romeo and Juliet*. Emphasis is placed on the formation of literary analysis and research skills with the writing process as the primary emphasis of expression of these analyses. Appropriate vocabulary development, chosen from the literary works, is conducted throughout the year. Students are required to write a research paper. State standards are addressed, as in all English classes.

## English I – Humanities

**Grade:** 9

**Prerequisite:** None

**Examination:** Local

**Length:** Full Year

**Credit:** 1.0

English I – Humanities curriculum is structured using a combination of thematic units as they correlate with Global I topics from Geography and Ancient Civilizations through the Enlightenment period. The year focuses on strengthening students' skills necessary to meet the Common Core Standards. Through all the literary works studied, the student will become familiar with specific literary concepts that are emphasized through a writer's craft. The student will be exposed to multiple genres that represent world literature as it connects with the thematic units in Global such as *The Odyssey* when the student is covering Classical Civilizations in Global. *Romeo and Juliet* is studied as an example of Renaissance literature and its effects on history. Vocabulary will be derived from the Global curriculum and the literature studied. Emphasis is placed on the formation of literary analysis and research skills with the writing process as the primary emphasis of expression of these analyses. **This is a two year course that will continue in the sophomore year of High School with additional credit for English II.**

## English I Honors

**Grade:** 9 **Length:** Full Year  
**Prerequisite:** Teacher recommendation **Credit:** 1.0  
**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 vigorous. Assessments will require students to use high order thinking skills and creativity, as well as prepare them to hold academic discussions and 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 New Generation Standards and will prepare students for their Regents Exam at the end of their Junior year of high school as well as any English AP Exam they may take.

## English II

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

The English II curriculum is focused on strengthening students' skills necessary to meet the Common Core Standards. Students read a variety of genre, including but not limited to, essays, autobiography, novels, short stories, poems, and a Shakespearian play. Students are required to write a research paper which develops investigative, analytical, and organizational skills. This particular project allows students to demonstrate their skills at reading informational sources (both primary and secondary) and writing from the learning they synthesize. Additionally, students write argumentative, persuasive, and expository pieces focusing on textual evidence to support their ideas.

## Pre-AP English (II)

**Grade:** 10 **Length:** Full Year  
**Prerequisite:** English I, 89% or higher with teacher recommendation and/or interview with Pre-AP teacher **Credit:** 1.0

**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 literature assigned in class, students read independent selections of either fiction or non-fiction from a list of choices supplied by the teacher. Assessments challenge students to use higher order thinking skills and creativity, and to prepare oral presentations for the class. Students become familiar with and practice strategies required for success on the NYS Regents Examination in ELA (Common Core), which they will take at the completion of their junior year, as well as the AP examinations offered in May during each of the following years. 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 the Pre-AP course and the recommendation(s) of the Pre-AP/AP teacher(s).

## English II – Humanities

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

English II – Humanities curriculum is a continuation of English I – Humanities study of thematic units as they correlate with the Global II topics from The Age of Revolutions to Modern History/Globalization. The curriculum is focused on strengthening students' skills necessary to meet the Common Core Standards. The student will be exposed to multiple genres that represent world literature as it connects with the thematic units in Global such as *Les Miserables* when the student is covering the French Revolution. Students are required to write a research paper which develops investigative, analytical, and organizational skills. This particular project allows students to demonstrate their skills at reading informational sources (both primary and secondary) and writing from the learning they synthesize. Students will write in a variety of styles to include textual evidence to support their ideas as they support the writing assignment and Global thematic topic. **This is the second year of a closed two-year course.**  
**\*Students must take and successfully complete English I – Humanities first.**

## English III – Humanities

**Grade:** 11 **Length:** Full Year  
**Prerequisite:** English I and II **Credit:** 1.0

In this course, students will study the relationship between American History and American literature. Students will read and explore complex ideas in both informational and literary work dealing with American issues throughout time. Literary texts will be aligned with the chronological content in US History class for students to develop their understanding of the evolution of individual American issues, values, and identity and how those issues are represented throughout time. Students will make connections between what was happening in America during each period and how those events were expressed through the art of literature. Students will also write in various genres, including argumentative, informational, interpretive, analytical, creative and persuasive pieces. Students will participate in class discussions and oral presentations. Students will complete assignments aligned with the Comprehensive English Regents Exam and U. S. History exams, and their work and classroom activities will align with the Common Core standards. Students will continually cultivate their answers to the questions, "What is your identity?" and "How is this literature a product of American identity?" Throughout the year, students will have opportunities for collaboration, creativity, use of multimedia, and personal reflection to further develop their skills in reading, writing, listening, and speaking.

## English III Regents

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

In this course, students will study American literature, exploring poems, short stories, essays, plays and novels from colonial to contemporary time. Students will also write in various genres, including interpretive, analytical, informational and argumentative pieces. The use of correct mechanics, spelling, and appropriate use of vocabulary are emphasized. Students will participate in class discussions and oral presentations of various writings, and will conduct short and more sustained research projects to investigate course topics. All coursework will contribute to students' preparation and practice for the NYS Regents Examination in ELA (Common Core) given in June.

## AP English Language & Composition (III)

**Grade:** 11 **Length:** Full Year  
**Prerequisite:** English II with teacher recommendation and interview with AP English III teacher or Pre-AP with teacher recommendation and/or interview with AP English III teacher **Credit:** 1.0

**Examination:** AP English Language & Composition Exam and NYS Regents Examination in ELA (Common Core)

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.

## English IV

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

English IV is a reading and writing intensive course which focuses on independent analysis, extensive research, creative thinking, and formal communication skills in preparation for commencement. Students will read a variety of literature and be engaged in learning activities, including research, debates, creative writing, and film study. Students enrolled in this course will complete a senior project. Though each student will have tremendous freedom and, of course, responsibility in making this project his/her own unique product, all students' projects will represent their individual responses to the essential questions, "What inspires my future? What moves me forward?" The Project continues and builds upon a long tradition of research-based inquiry at BHS while proactively addressing new research mandates from New York State.

## English IV (3-1-3)

**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** Enrollment in the 3-1-3 program with SUNY Brockport  
**Credit:** 1.0  
**Examination:** Local

3-1-3 English (IV) 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.

## AP English Literature & Composition (IV)

**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** English III with teacher recommendation and interview with AP English IV teacher or AP English III with teacher recommendation and/or interview with AP English IV teacher  
**Credit:** 1.0  
**Examination:** AP Literature & Composition Exam

AP English IV is a college-level, introductory course in literature and composition leading to proficiency in college English, perceptions and skills. The year's study will provide students with a broad outline of British literature, history and philosophy beginning with *Beowulf* and culminating with Beckett's *Waiting for Godot*. The course content emphasizes quality of perception. Therefore, the homework load is designed to be challenging, but not oppressive. Students are encouraged to take the College Entrance Examination Board Advanced Placement Exam in May.

## Creative Writing

**Grades:** 10-12  
**Length:** Semester  
**Prerequisite:** Completion of English I  
**Credit:** .5  
**Examination:** Local

Creative Writing is an elective course for students who want to develop their writing skills in fiction, creative non-fiction, poetry and drama. Basic writing techniques will be practiced through the use of creativity exercises, writing and reading assignments, and constructive and supportive feedback from the instructor and student peers. As students develop their own style of writing and find their own "voice," they will be encouraged to contribute to the BHS online literary magazine, *The Quill*, and/or literary publications outside of school. Writing markets for teens will be explored, and students will be encouraged to submit their best work for possible publication. Students may repeat Creative Writing for an additional .5 credit (as Creative Writing II) but must submit a portfolio.

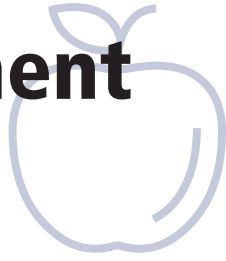
## Mosaics- English Elective

**Grades:** 10-12  
**Length:** 1 Semester  
**Prerequisite:** English I  
**Credit:** 1.0  
**Examination:** Local

Mosaics is a student driven course that explores race, ethnicity, and factors of diversity in our local, national, and global realms. Students will have the opportunity to read the perspectives of authors from a variety of ethnicities, cultures, and lifestyles. In addition, students will engage with readings from current news outlets and other media. These readings are based in the Next Generation Common Core Standards R6, 8, and 9 which focus on understanding author perspective, delineating and evaluating resources, and evaluating the connection between different texts. Students will be pushed to think critically about identity, political and educational systems, racism, and discrimination. Students will be evaluated through oral presentation and discussion, writing, creative writing, and research opportunities. Written assignments are supported by Next Generation Common Core Standards W6 and 7 for conducting and supporting research and ideas. This course is designed to help us explore the issues we see every day and we will be collaborating with the diversity club for discussion, community service and school-centered activities.



# 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                      **Length:** Semester  
**Prerequisite:** None                      **Credit:** .5  
**Examination:** Local

Health is a New York State graduation requirement for all students. This course 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, parenting education, STI prevention, hands only CPR and much more. It is a highly interactive class that you will enjoy...because it is about you.

## Personal Wellness

**Grades:** 10-12                      **Length:** Fall Semester Only  
**Prerequisite:** Mandated Health Course   **Credit:** .5  
**Examination:** Final Project

The Personal Wellness course 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 or reduce health risks. The course will provide content and learning experiences in healthy life skills, personal health & safety, conflict resolution, communication, nutrition, disease prevention as well as human growth and development.

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

**Grades:** 10-12                      **Length:** Semester  
**Prerequisite:** Mandated Health Course   **Credit:** .5  
**Examination:** Local  
**Certifications:** ARC RTEFA (2 years),  
CPR/AED Pro Rescuer (2 years)

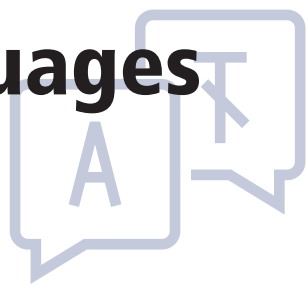
Professional Rescuer is an advanced course providing the student responder with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. In addition to teaching professional rescuers (those with a duty to act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

## Life and Death

**Grades:** 10-12                      **Length:** Spring Semester Only  
**Prerequisite:** Mandated Health Course   **Credit:** .5  
**Examination:** Final Paper

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. Focus will be on the study of the dying process, death, ceremonies and rituals in many cultures while exploring both theories and concepts as well as 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.

# World Languages



NEW CLASSES!

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 a foreign 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 Bi-Literacy graduation distinction see page 10.

## Level 1: French and/or Spanish

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

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

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. It continues the development of listening, speaking, reading and writing skills. More vocabulary is acquired, further grammatical structures are presented, and the study of culture is integrated throughout the course.

## Level 3: French and Spanish

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

Level 3 continues to advance all communication skills and the study of culture in preparation for the comprehensive regional exam. In order to receive a Regents Diploma with Advanced Designation, students must pass the comprehensive regional exam and the level 3 course.

## Level 4: French and Spanish

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

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 small conversational groups, writing samples, oral presentations and by reading short literary works.

## Level 5: Honors French and Spanish

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

Level 5 is an honors class designed for students who choose to study language in a college-type setting. It is a continuation of the skills begun in Level 4. Culture study continues through the readings and multimedia activities that are chosen. Senior students may receive 3-1-3 credit if they are enrolled in the 3-1-3 program through the College at Brockport.

## Discovering Europe

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

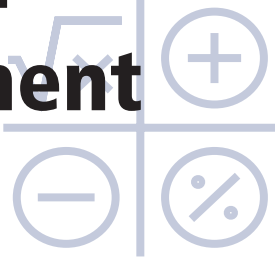
This Course (conducted primarily in English) is focused on discovering Europe through history, art, culture, literature, culinary experiences and key target language vocabulary phrases, etc. to broaden cultural awareness and help students to better navigate our increasingly global society. By the end 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.

## Spanish for Heritage Speakers

**Grades:** 9-12 **Length:** Full Year  
**Prerequisite:** Spanish 3 or Proficiency on Spanish speaking entrance exam  
**Examination:** Local **Credit:** 1.0

The purpose of this course (conducted primarily in Spanish) is to enable heritage speakers to develop, maintain and enhance proficiency in Spanish through a variety of contexts associated with the Hispanic Worlds. This non-traditional course will enhance already existing Spanish language skills through an exploration of history, culture, literature, and entertainment. 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. For students enrolled in the World Language track this course may merit level 4 credits.

# 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.

## Pre-Algebra

**Grades:** 9–12 **Length:** Full Year  
**Prerequisite:** By permission of the principal. (Not intended for most students.) **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. A standards-based grading system will be employed to measure growth and to differentiate the learning to the individual needs of the students.

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, introduction to function notation, solving linear equations and inequalities, solving systems of equations and inequalities, and analyzing exponential functions. The curriculum is aligned to the Common Core Curriculum. One unit of credit towards graduation will be awarded upon successful completion of this course.

## Regents Algebra I

**Grade:** 9 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Algebra Regents in June

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.

## Algebra Connections

**Grades:** 10–12 **Length:** Full Year  
**Prerequisite:** Algebra 1 & by permission of the principal. (Not intended for most students.)  
**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 Common Core 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 **Length:** Full Year  
**Prerequisite:** Successful completion of Algebra I and passing Algebra I Regents **Credit:** 1.0

**Examination:** Geometry Regents in June

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 towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course and trigonometric ratios are now taught in Geometry and not in Algebra. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Math in the Trades

**Grades:** 10–12 **Length:** Full Year  
**Prerequisite:** Successful completion of Algebra 1 and Geometry **Credit:** 1.0

**Examination:** Local in June

This course focuses on taking the major components of algebra and geometry and applying them to the trades for real world application. While this course is offered 2/4 days, it is meant to be taken in conjunction with Math in the Trades (Technology) for the other 2/4 days. Geometry concepts will be taught and reviewed so when students go to the technology portion they can carry out the concepts taught in a practical setting. Persistence and problem solving strategies will allow students to work through inevitable road blocks that will arise in everyday situations at work or in social settings. While not a regent's course, special attention will be given to entrance exams that unions ask applicants to pass before an interview is granted. This course satisfies one year of the necessary three years of mathematics to graduate.



## Pre-Algebra II

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Regents Geometry **Credit:** 1.0  
or by teacher recommendation  
**Examination:** Local in June

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 Regents course. Topics include algebra and a 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 **Length:** Full Year  
**Prerequisite:** Successful completion **Credit:** 1.0  
of Regents Geometry or  
Pre-Algebra II  
**Examination:** Algebra II Regents in June

This is the third of the three-year Regents sequence. Topics include: complex number systems, reasoning with equations and inequalities trigonometry, expressing geometric properties with equations, interpreting and building functions, modeling, probability and statistics. Students will prepare for and take the Algebra II Regents exam in June.

## College Prep Math

**Grade:** 12 **Length:** Full Year  
**Prerequisite:** Pre Algebra II or **Credit:** 1.0  
Regents Algebra II  
**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 **Length:** Full Year  
**Prerequisite:** Successful completion **Credit:** 1.0  
of Regents Algebra II  
**Examination:** Local in June

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. **A minimum cumulative average of 80 in Algebra I, Regents Geometry, and Regents Algebra II is recommended.**

## Pre-BC Calculus

**Grade:** 11 **Length:** Full Year  
**Prerequisite:** 85% or above final average **Credit:** 1.0  
in Regents Algebra II  
**Examination:** Local in June

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.

## AP Calculus AB

**Grade:** 12 **Length:** Full Year  
**Prerequisite:** Passing Pre-Calculus **Credit:** 1.0  
or Pre-Calculus Honors;  
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. Topics include limits and continuity; derivatives of sums, products, quotients, powers, trig functions, inverse trig functions, logarithmic functions, and exponential functions; chain rule; implicit differentiation; anti-derivatives, indefinite integrals, and definite integrals. Techniques of integration will include the following methods: substitution, integration by parts, trig substitutions, partial fractions, and improper integrals. Applications include curve sketching, optimization problems, velocity and acceleration problems, related rates, area between curves, volumes of surfaces of revolution, volumes with known cross sections, length of a curve, average value of a function, growth and decay, and slope fields. Students are expected to take the AP exam in May and may receive college credit depending on the college and test score.

## AP Statistics

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Successful completion **Credit:** 1.0  
of Regents Algebra II  
**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 **Length:** Full Year  
**Prerequisite:** Successful completion of **Credit:** 1.0  
Pre-AP Calculus

AP Calculus BC is a rigorous mathematic course intended for students interested in studying college-level calculus 1 and 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 depending on the college and test score.

# Music Department



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

- Band
- Explorations in Music
- Chorus
- Orchestra

A five-unit sequence in music may also be obtained by taking three years of chorus/orchestra/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 LOTE, 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 LOTE.*

## Explorations in Music

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

This course fulfills the New York State art/music requirement for graduation. 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.

## 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.*

## 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

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

## Science of Sound

**Grades:** 11-12  
**Prerequisite:** Completion of one music class, concurrent with any level chemistry or physics class, completion of algebra and concurrent with geometry  
**Length:** Full Year  
**Credit:** 1.0

Science of Sound includes a hands-on experience of physical science, as it relates to sound and music. This course includes opportunities to build and play musical instruments, while fostering a deep understanding of the physical science that makes them work, from the perspective of energy, forces and motion. *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 include 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.

## Independent Study in Music

**Grade:** 12  
**Prerequisite:** Interview with instructor and approval of plan of study.  
**Examination:** Local  
**Length:** Full Year  
**Credit:** 1.0

Available to music students who desire an in-depth study of musical topics.

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

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

Note: This course does not fulfill the New York State art/music requirement for graduation. 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. Rehearsals will take place from 2:20 - 3 p.m. on Thursdays.



## Handsome Devils

**Grades:** 9-12 **Length:** Full Year

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

*Note: This course does not fulfill the New York State art/music requirement for graduation.* This course will provide participants with an experience of a variety of styles of men's a cappella music, including barbershop harmony, in the ensemble setting. Instruction in unaccompanied settings geared toward concert performance is the main focus of the course. Rehearsals will be 2:20-3:10 p.m. Monday and Friday.

## Triple Voices/Bella Voci

**Grades:** 9-12 **Length:** Full Year

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

**Examination:** Local

*Note: This course does not fulfill the New York State art/music requirement for graduation.* This course will provide participants with an experience of a variety of in singing women's choral styles and performance practices in the ensemble setting. Instruction in many idioms from traditional to jazz to pop in acappella and accompanied settings geared toward concert performance will be the main focus of the course. Rehearsals will be 2:20-3:10 p.m. Wednesday.

## MadVocals

**Grades:** 9-12 **Length:** Full Year

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

**Examination:** Local

*Note: This course does not fulfill the New York State art/music requirement for graduation.* This course will provide participants with an interpretive experience of madrigal and jazz styles and performance practices in the ensemble setting. Instruction in jazz idioms and improvisation and singing madrigals in acappella settings geared toward concert performance will be the main focus of the course. Rehearsals will be 2:20-3:10 p.m. Tuesday and Thursday.

## Symphonic Orchestra

**Grades:** 9-12 **Length:** Full Year

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

**Examination:** None

All members of the string orchestra combine with select members from the band for this ensemble. The Symphonic Orchestra provides students with an opportunity to perform orchestral literature. This group rehearses during the activity and Advisement periods.

## 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

*Note: This course does not fulfill the New York State art/music requirement for graduation.* 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. Rehearsals will be 2:20-3 p.m. Tuesday and Thursday.

## 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

*Note: This course does not fulfill the New York State art/music requirement for graduation.* 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. Rehearsals will be 2:20-3 p.m. Tuesday and Thursday.

## Percussion Ensemble

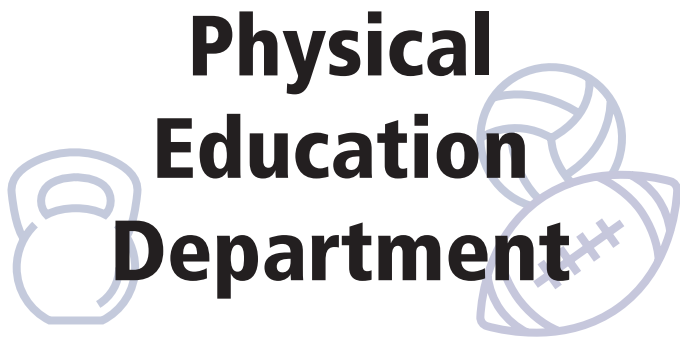
**Grades:** 9-12 **Length:** Full Year

**Prerequisite:** Membership in major ensemble

**Examination:** Local

*Note: This course does not fulfill the New York State art/music requirement for graduation.* 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. Rehearsals will be 2:20-3 p.m. Monday and Wednesday.

# 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

1 out of 4

**Credit:** 0.5

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 a number of activities in order to meet the above-stated goals. Required activities: fitness and dance.

## *Selective activities available:*

### **Lifetime activities:**

Badminton, tennis, archery, fitness swimming, weight training, fitness walking, circuit training, resistance training, cooperative games, water games, adventure activities, table tennis, pickleball, dance, self defense, ice skating, yoga, pilates, 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



In order 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).

## Mission Statement

The Brockport High School Science Department fosters an understanding of science as learned concepts and an investigative process for each individual student.

The High School Science Department believes all students should have exposure to each of the four major disciplines in science: earth science, living environment, chemistry and physics. All students are encouraged to study each discipline at the regents level and beyond.

The science department engages students to learn how to ask questions, gather information, solve problems and make conscientious choices regarding real world issues. The science department strives to see our graduates become responsible, productive members of society by applying those learned skills.

## Earth Science - Regents

**Grade:** 9 **Length:** Full Year  
**Prerequisite:** None  
**Examination:** Regents **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:** 10 **Length:** Full Year  
**Prerequisite:** None  
**Examination:** Regents **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.

## Conceptual Chemistry

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

Conceptual chemistry is a student-centered, problem-solving approach to the discipline of chemistry in the community. Concepts are explored within an environmental framework that will encourage science process skills to provide students with the background and curiosity to investigate important issues in the chemical world around them. Topics to include water usage, energy storage and consumption, and foundational chemistry principles.

## Chemistry - Regents

**Grades:** 10-12 **Length:** Full Year  
**Prerequisite:** Earth Science, Living Environment, Algebra, Geometry, enrolled in Algebra II **Credit:** 1.0  
**Examination:** Regents

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.

## Chemistry - Honors

**Grades:** 10-12 **Length:** Full Year

**Prerequisite:** Earth Science, Honors Living Environment, Algebra, Geometry, enrolled in Algebra II **Credit:** 1.0

**Examination:** Regents

A chemistry course designed with the science/engineering student in mind. This course will not only prepare students to challenge the Physical Setting/Chemistry state exam, but will also prepare the students for advanced science courses. In-depth coverage will be given in the areas of Atomic Theory, Bonding, Stoichiometry, Kinetics and Equilibrium. 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 NYS Regents Chemistry exam.

## Conceptual Physics A

**Grades:** 11-12 **Length:** Fall Semester

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

**Examination:** Local **Credit:** .5

Physics A is a half-year, independent course that introduces students to the basic ideas of physics. Conceptual Physics A, offered in the fall, includes the study of forces, vectors, Newton's Laws, properties of matter, and energy.

## Conceptual Physics B

**Grades:** 11-12 **Length:** Spring Semester

**Prerequisite:** Earth Science and Living Environment, Algebra **Credit:** .5

**Examination:** Local

Physics B is a half-year, independent course that introduces students to the basic ideas of physics. Conceptual Physics B, offered in the spring, includes topics in sound, light, electricity, magnetism and nuclear physics.

## Physics - Regents

**Grades:** 11-12 **Length:** Full Year

**Prerequisite:** Two years of Regents Science, completion of Integrated Algebra and Geometry Regents is required; completion or concurrent enrollment in Algebra 2/Trigonometry recommended. **Credit:** 1.0

**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 in order to take the New York State Regents Physics exam.

## Environmental Science

**Grades:** 11-12 **Length:** Full Year

**Prerequisite:** Earth Science, Living Environment (Chemistry preferred) **Credit:** 1.0

**Examination:** Local Final (cumulative) 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.

## Horticulture

**Grades:** 11-12 **Length:** Semester

**Prerequisite:** Earth Science, Living Environment (Chemistry preferred) **Credit:** .5

**Examination:** Portfolio Assessment

This is a one-semester course designed for the student who wishes to learn the proper care and successful propagation of house and garden plants. This course provides an opportunity to develop skills in the greenhouse and gain knowledge about many common plant types. Students learn about basic botanical concepts, methods of propagation, growing plants; and computer landscape design.

## Forensic Science

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Regents Earth Science  
Living Environment **Credit:** .5  
and a credit of Chemistry  
is preferred  
**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.

## Astronomy

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

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 plants 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:** Semester  
**Prerequisite:** Earth Science,  
Living Environment,  
Chemistry/Physics  
**Examination:** Local (Cumulative) **Credit:** .5

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:** Semester  
**Prerequisite:** Earth Science, Living  
Environment, Chemistry/Physics  
**Examination:** Local (Cumulative) **Credit:** .5

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.

## AP Biology

**Grades:** 11-12 **Length:** Full Year  
**Prerequisite:** Earth Science, Living  
Environment & Regents **Credit:** 1.0  
Chemistry  
**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:** Algebra II, Earth Science,  
Living Environment **Credit:** 1.0  
& Regents Chemistry  
**Examination:** AP and Local

AP Chemistry is a college-level course for students with a strong interest in science. The course covers the 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 Trigonometry, or by permission of instructor

**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: Algebra-based Physics

**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, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students can obtain college credit either through the AP examination offered by the College Board or through the 3-1-3 program at SUNY Brockport.

## AP Physics C - Mechanics (Calculus Based)

**Grades:** 11-12 **Length:** Full Year

**Prerequisite:** Enrolled in Calculus

**Examination:** AP and Local **Credit:** 1.0

A calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation and oscillation. This course is equivalent to the first course in a two-course sequence that introductory physics taken by science and engineering students at most colleges and universities. Students can obtain college credit either through the AP examination offered by the College Board or through the 3-1-3 program at SUNY Brockport.

## Science of Sound

**Grades:** 11-12 **Length:** Full Year

**Prerequisite:** One music class and Geometry **Credit:** 1.0

**Co-requisite:** Any level of Chemistry or Physics **Credit:** 1.0

**Examination:** Local

Science of Sound includes a hands-on experience of physical science, as it relates to sound and music. This course includes opportunities to build and play musical instruments, while fostering a deep understanding of the physical science that makes them work, from the perspective of energy, forces, and motion. *Note: This course does not fulfill the New York State art/music requirement for graduation.*



# Social Studies Department



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 1 - 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.

## Global I – Humanities

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

Global I – Humanities curriculum is structured using a combination of thematic units as they correlate with English I topics from Geography and Ancient Civilizations through the Enlightenment period. The year focuses on strengthening students' skills necessary to meet the Common Core Standards. Through the Global Studies I Scope and Sequence, students will be exposed to content based lessons that focus on events of the past. (The students will be exposed to multiple genres that represent world literature as it connects with the themes and key ideas of the new Global Studies Framework such as: Individual Development and Cultural Identity; Development, Movement, and Interaction of Culture; Time, Continuity, and Change; Geography,

Humans and the Environment; Development and Transformation of Social Structures; Power; Authority; and Governance; Civic Ideals and Practices; Creation, Expansion, and Interaction of Economic Systems; Science, Technology, and Innovation; Global Connections and Exchange.) *Romeo and Juliet* is studied as an example of Renaissance literature and its effects on history. Vocabulary will be derived from the Global curriculum and the literature studied. Emphasis is placed on the formation of skills in the writing process as students work on writing the Enduring Issues Essay as part of the new Common Core exam in Global Studies. **This is a two-year course that will continue in the sophomore year of High School with additional credit for Global II.**

## AP World History 1 & 2

**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 includes a study of world history from about the Neolithic Revolution to the late 1900's, 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 and Geography 2 - Regents

**Grade:** 10 **Length:** Full Year  
**Prerequisite:** Global History and Geography I **Credit:** 1.0  
**Examination:** NYS 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 Interactions.

## Global II – Humanities

**Grade:** 10 **Length:** Full Year  
**Prerequisite:** Humanities I – Global **Credit:** 1.0  
**Examination:** NYS Regents

Global II – Humanities curriculum is a continuation of Global I – Humanities study of thematic units as they correlate with the Global II topics from The Age of Revolutions to Modern History/Globalization. The curriculum is focused on strengthening students' skills necessary to meet the Common Core Standards. Through the Global Studies II Scope and Sequence, students will be exposed to content based lessons that focus on events of the past. (The students will be exposed to multiple genres that represent world literature as it connects with the themes and key ideas of the new Global Studies Framework such as: Individual Development and Cultural Identity; Development, Movement, and Interaction of Culture; Time, Continuity, and Change; Geography, Humans and the Environment; Development and Transformation of Social Structures; Power, Authority, and Governance; Civic Ideals and Practices; Creation, Expansion, and Interaction of Economic Systems; Science, Technology, and Innovation; Global Connections and Exchange.) Students are required to write a research paper which develops investigative, analytical, and organizational skills. This particular project allows students to demonstrate their skills at reading informational sources (both primary and secondary) and writing from the learning they synthesize. Students will write in a variety of styles to include textual evidence to support their ideas as they support the writing assignment and Global thematic topic. Emphasis is placed on the formation of skills in the writing process as students work on writing the Enduring Issues Essay as part of the new Common Core exam in Global Studies. **This is the second year of a closed two-year course. \*Students must take and successfully complete Global I – Humanities first.**

## United States History & Government - Regents

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

This course will examine the social, economic, and political history of the United States in chronological order in an effort to determine the extent to which the basic principles set forth in the Declaration of Independence and the Constitution have been achieved and maintained in a culturally diverse country. The course requires students to develop and practice skills of critical thinking, reading, writing, listening, speaking and processing information from a variety of media, as well as working with others.

## AP United States History

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

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 on the basis of 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:** US History & Government **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.

## Government

**Grade:** 12 **Length:** Semester  
**Prerequisite:** US History & Government **Credit:** .5  
**Examination:** Local/Project

This mandated course emphasizes the interaction between citizens and government at all levels: local, state and national. The development of student participation in the processes of government is encouraged. Topics of study include: an analysis of public policies, issues and problems; a unit on making political decisions; and the implementation of these decisions.

## AP Microeconomics/ AP US Government and Politics

**Grade:** 12 **Length:** Full Year  
**Prerequisite:** None **Credit:** .5  
**Examination:** Advanced Placement

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.

## 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 Honors

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

This course will focus on the structure and function of American government. In addition students will be expected to participate in a variety of activities: debates, board visitations, simulations to better understand how the US political system works.

## General Psychology

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

The intent of this semester course is to provide an introduction to 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 **Length:** Full Year  
**Prerequisite:** None **Credit:** 1.0  
**Examination:** Local and AP

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

This semester course strives to give students insight into how their social environment influences their lives. The course demands that students complete outside readings, projects, writing assignments, and participate in seminar-type classroom discussions. Topics covered include: culture, behavioral patterns, socialization, social institutions and contemporary social issues including war, euthanasia, AIDS, types of abuse, and domestic violence and Roe vs. Wade and its implications.

## Violence in America

**Grades:** 10-12                      **Length:** Semester  
**Prerequisite:** None                      **Credit:** .5  
**Examination:** Final Project

This is a half credit course that is designed to bring awareness to violence within our society that can impact our school community. The major themes of this course include the study of school shootings, violence against women (including dating violence), notorious gangs in America, infant and child abuse, and other examples of senseless violence in our society. This is a college preparatory class that is writing intensive.

\* A minimum of 12 registrations is required.

## Crime, Punishment and Rights

**Grades:** 10-12                      **Length:** Semester  
**Prerequisite:** None                      **Credit:** .5  
**Examination:** Local

This is an exploratory course in the law as it pertains to young adults in our country. Contemporary hot button issues will be discussed such as illegal drug use, freedom of speech on the Internet, and social networking and the law among other student directed topics. The course is discussion based. The course uses video, news stories, and movies to guide instruction.

## AP European History

**Grades:** 11-12                      **Length:** Full Year  
**Prerequisite:** None                      **Credit:** 1.0  
**Examination:** Local and AP

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.

## Sport and Society

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

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 mirrors shifts in society.

## Students in Action

**Grades:** 10-12                      **Length:** Semester  
**Prerequisite:** None                      **Credit:** .5  
**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 in an effort to make a difference in the lives of others.



# Technology Department



The Technology Department offers many practical courses that students can use throughout their lives. All courses utilize the Engineering Design Model to solve project-based scenarios, which develop the creativity and critical thinking abilities of each student. Additionally, students learn to safely use the tools and machines needed to transform a conceptual design into the reality of a prototype. 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. Participation in these courses at Brockport will give students a head-start in those widely diversified areas.

*In place of three credits of LOTE, for an Advanced Designation Diploma, students must take at least a sequence of Technology classes totaling 5 credits, plus one credit of LOTE (which could be from middle school) and .5 credit in Career and Financial Management.*

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	
Creativity & Innovation	.5	
Electronics	.5	MCC
Intro to Computer Science / Video Game Design	.5	
Optics	.5	MCC
Robotics & Machining	.5	

ENGINEERING TECHNOLOGY SEQUENCE	Credits	College Credit
DDP Foundations of Technology EbD	1	MCC
Advanced Design Applications EbD (formerly POE)	1	
Advanced Technological Applications EbD (formerly CIM)	1	
Civil Engineering and Architecture	1	
Computer Science A EbD, (CS Principles offered 2022-2023)	1	AP Credit
Digital Electronics	1	MCC
Capstone Engineering- Senior Year	1	

In addition to the courses above we also offer the following courses: BASE DDP, BASE Math in the Trades, and Adaptive Technology.

## **APPLIED TECHNOLOGY**

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

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

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 ART/MUSIC requirement.

\* This course can be taken for college credit. Please note there is one section of DDP designated for female students to encourage young women in engineering and technology if the need is present.

### **Broadcasting & Video Production**

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

Broadcasting & Video Production is a full year course with potential Technology or English credit, focusing on the production of regular news program 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, like 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:** 10-12                              **Length:** Full Year  
**Prerequisite:** None                              **Credit:** 1.0  
**Examination:** Local

Production Systems is a highly recommended Freshman course in Technology Education. It is an excellent course for students who enjoy hands-on activities involving 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 furniture design, 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 offering is geared toward students interested in any construction trade. 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. They will gain experience in the hands-on, design, and safety aspects seen in Residential Construction.

### **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 hands on projects include: CO2 racecars, boat hull design, rubber band powered airplanes, bicycle repair, engine repair, and model rocketry.

### **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 through the use of unconventional approaches. Topics include: methods of approaching creativity and innovation, 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.

### **Electronics**

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

This course introduces students to basic principles of electricity with an emphasis on their use in technical applications. While learning basic concepts of electricity and completing problem solving exercises, students build and test simple electrical circuits and become familiar with the use of basic test equipment. This class will also focus on learning advanced electronic concepts through hands-on applications found in modern day electronic devices. Arduino and Raspberry Pi will be used for skill building and interactive problem solving.

## 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 a modern JavaScript programming software, to learn the foundations of programming. In addition, students will use Gamemaker to create various types of games. This is an introductory design course in which students are not required to have any programming knowledge or advanced computer skills. Coursework is accomplished through drag and drop graphics rather than typing and creating code.

## Optics

**Grades:** 9-12

**Length:** Semester

**Prerequisite:** None

**Credit:** .5

**Examination:** Local

This is an exciting new course at Brockport that introduces students to the field of Optics and Photonics. The Optics Industry is seeing large areas of growth and companies are in need for skilled employees. This has made graduates highly sought after and provides excellent advancement opportunities. This course uses the curriculum from Monroe Community College, OPT 110. It familiarizes students with the important aspects of technical optics including basic terminology, optic fundamentals, and how to utilize optical instruments. Students will also explore mechanics, electronics, and wave optics. Several field trips to local Optical facilities are planned throughout the semester.

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

## Robotics & Machining

**Grades:** 9-12

**Length:** Semester

**Prerequisite:** None

**Credit:** .5

The main objective of this class is to expose students to the fundamentals of Computerized Manufacturing, Machining, and Production Technology. Students will utilize a Computer Numerically Controlled Milling Machine (CNC) and a robotic arm to machine and manufacture various projects. Computer simulation software will also be a large component of the course. Students will use G & M codes and CAM software to perform the programming and operation of the CNC. Through hands-on learning students will also learn about prototyping techniques, precision measurement, quality control, and various production management systems. Students may program and operate Vex Robotics.

## ENGINEERING TECHNOLOGY

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

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** None

**Credit:** 1.0

**Examination:** Local

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 ART/MUSIC requirement.

*\* This course can be taken for college credit. Please note there is one section of DDP designated for female students to encourage young women in engineering and technology if the need is present.*

### Advanced Design Applications EbD, (formerly Principles of Engineering)

**Grades:** 9-12

**Length:** Full Year

**Prerequisite:** None

**Credit:** 1.0

**Examination:** Local

Advanced Design Applications 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). This course may be taken for college credit and/or third unit of science credit or third unit of math credit.

### Advanced Technological Applications EbD, (formerly 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, industrial robotics, simulation software, and CIM systems. This course relies heavily upon the technical drawing standards, two-dimensional and three-dimensional CAD modeling skills developed in the DDP class.

## 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 A

**Grades:** 9-12                      **Length:** Full Year  
**Prerequisite:** None                      **Credit:** 1.0 and/or AP  
**Examination:** Local and/or AP

Computer Science A Grades: 10-12 Length: Full Year Examination: AP College Board Credited

AP Computer Science A 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. The course emphasizes object-oriented programming. The course is broken down into small sub-units for students to learn Java and Computer Science concepts, so they may apply Computer Science concepts, while having fun with challenges they are given.

Note: Computer Science Principles will be offered during the 2022-2023 school year.

*\*Course may be taken for college credit*

## Digital Electronics

**Grades:** 9-12                      **Length:** Full Year  
**Prerequisite:** None                      **Credit:** 1.0 in  
**Examination:** Local                      college preparatory math

Digital Electronics is a course study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives, and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Using Electronic Workbench software, the industry standard, students will test and analyze simple and complex digital circuitry. Students will design circuits and export their designs to a printed circuit layout program, generate the printed circuit board, and then construct the design on the PC board using IC chips and other components.

*\*Course may be taken for college credit*

## Capstone Engineering (formerly EDD)

**Grades:** 12                      **Length:** Full Year  
**Prerequisite:** Successful completion  
4 units in Tech ED  
Courses including DDP  
**Examination:** Portfolio                      **Credit:** 1.0

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 to 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.

*\* All Engineering courses will be comparable to honor courses. (weighted 1.03)*



# 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 and 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.**

New Visions Courses:

- Health Professions

### 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 {COL} 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



# 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.

