

# GENESEO

## CENTRAL SCHOOL

### Middle/High School Course Guide 2018-2019



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Dear Student:

In the upcoming weeks, you will be working with your parents, teachers and counselors to develop your course selections for the 2018-2019 school year. As you will see in the Course Guide, the Geneseo Central School District provides you with many educational opportunities. These courses will help you prepare for your future and will give you many options as you begin to determine your educational and career path.

Your school counselor will assist you in planning your long range course of study. It is important that you examine elective courses carefully and try to maximize your learning opportunities. I encourage you to take full advantage of the offerings and to strive for excellence. Academic rigor should be part of this selection process, so I challenge you to consider Advanced Placement, Dual Credit and Genesee Community college options. These courses are aligned to performance standards and are rewarding in their scope and depth of study. I wish you much success as you begin this important process.

Sincerely,

Michael A. Salatel  
MS/HS Principal

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# NEW YORK STATE TESTING AND GRADUATION REQUIREMENTS

All students are required to work towards a Regents Diploma or an Advanced Regents Diploma. Both diplomas have credit, course and exam requirements.

## Regents Diploma

Required Courses	Credits
<b>Credits</b>	
English	4
Social Studies	4
Math	4
Science	3
Foreign Language	1
Art/Music	1
Health	.5
Physical Education	2
Electives	2.5
<b>Total</b>	<b>22</b>

## Advanced Regents Diploma

Required Courses	Credits
<b>Credits</b>	
English	4
Social Studies	4
Math	4
Science	3
Foreign Language*	3
Art/Music	1
Health	.5
Physical Education	2
Electives	.5
<b>Total</b>	<b>22</b>

## Required Regents Exams

(Passing score of 65 and above)

English Language Arts  
Math  
Global History  
U.S. History  
Science

## Required Regents Exams

(Passing score of 65 and above)

English Language Arts  
Algebra 1  
Geometry  
Algebra 2  
Global History  
U.S. History  
Living Environment  
One other Physical Setting Science  
(Earth Science, Chemistry, or Physics)  
Foreign Language\* (Local Exam)

- Diploma with Honors: An average score of 90.0 or above on all required Regents exams.
- Mastery in Math and/or Science: Score 85 or higher on each of the three Regents exams in the particular subject.
- Students are required to have completed two years of study in Languages Other Than English by the end of ninth (9<sup>th</sup>) grade and earn one unit of credit by passing a proficiency exam (Checkpoint A) in grade 8 or the course in grade 9.
- For the three (3) credits in Science, one unit must be Living Environment and at least one must be a Physical Setting Regents.
- The New York State requirement for math is three (3) credits. Geneseo requires the completion of four (4) units of math for high school graduation. This exceeds the State requirement.

\* Students acquiring five (5) units of credit in Art or Occupational Studies may be exempt.

## **Course Selection and Grading**

### **Grading System**

Grading is numerical and un-weighted, with all scores reported on a 100 point scale. The passing grade is 65. Honor roll is calculated at the completion of each marking period and is based on student grade point average. High Honor Roll is earned for a GPA of 92.0 and above and Honor Roll is earned for a GPA of 87.0 to 91.99. The grade point average includes all credit-bearing courses in which a student has earned a numeric grade, including physical education. No weighting is given to Advanced Placement or accelerated courses, when determining grade point average.

### **Rank in Class**

Rank in class includes all classes earning a numerical final grade. A weighting factor of 1.05 is used if a student completes any Advanced Placement Courses. Weighted grades are used for the purpose of rank only and do not appear on a student's transcript. Courses taken during high school at SUNY Geneseo or other higher education institutions are not included in rank.

### **Course Load**

All Geneseo Central students are required to take a minimum number of courses each year as they work to complete graduation requirements. All students in grades 9 through 11 are expected to take 6.5 credits. All students in grade 12 are expected to take 6.0 credits.

### **Course Drop Deadlines**

At times a student may decide to drop a course after consulting with their family, teacher, counselor and school administrator. All course drops must be approved by the school principal. Students requesting to drop a course must continue to carry the appropriate number of credits as outlined above. Options for adding another course after the beginning of the school year will be very limited.

If a student elects to drop a full year course within the first ten weeks, no record is made on the student transcript. If a course is dropped following the first marking period the course title will appear on the student transcript with either a "DP" (Dropped Passing) or "DF" (Dropped Failing) listed as the final grade for the course.

### **Program Changes**

Course requests for the entire school are tabulated and these enrollment figures are used to make final decisions about course offerings and the number of sections required for each course. The master schedule is developed based on this information. Courses offered will be taught if there is sufficient enrollment.

## **COURSES LEADING TO COLLEGE CREDIT**

Geneseo Central students have the opportunity to earn college credit while attending high school utilizing one of the programs listed below. However, individual colleges have varying policies for accepting credits earned this way.

### **Advanced Placement Courses**

Geneseo Central offers a variety of courses that prepare students to participate in the Advanced Placement (AP) Program sponsored by the College Board. At the completion of AP courses students will be required to take the appropriate Advanced Placement examination, with test scores ranging from 1 to 5. Individual colleges determine the score necessary to earn college credit. Typically, a score of 3 or above will give students the opportunity to earn college credit.

Geneseo Central currently offers the following AP courses: Calculus, Biology, Chemistry, Computer Science Principles, English Literature, English Language, Physics, Psychology, Statistics, Studio Art, United States Government and Politics, United States History, and World History. Students must meet certain requirements to take AP courses including the combination of grade point average, student portfolio and teacher recommendation.

The College Board charges a fee for all students to take AP classes, currently \$93 per exam. The Geneseo Central School District covers the exam fees for all students who are enrolled in AP courses offered at our school.

### **Dual Credit Courses**

Geneseo Central students have the option to complete college courses while enrolled as high school students. It is possible to utilize the college courses taken to fulfill graduation requirements. In order to earn high school credit for a college course the following requirements must be met: two college courses will be required to meet the equivalent of one full credit course and courses must be approved by GCS faculty.

College courses and the grades earned will appear on a student transcript. This grade will be in letter format rather than a numerical grade. Grades for college courses will not be included in the calculation of a student's grade point average.

### **Genesee Community College Advanced Studies Option**

Geneseo Central students are eligible to earn college credit for high school courses taken as part of the GCC Advanced Studies Option. College credit is offered for the following courses: French 4, French 5, Spanish 4, Spanish 5, AP Biology, AP Calculus, AP Statistics, Algebra 2, Algebra 2A, Algebra 2B, Keyboarding, Intro. to Business II, Career and Financial Management, AP Studio Art.

Students must register through GCC in September to take part in this program. Please note that students may not earn both AP and GCC credit for the same course. The fees for courses ranged from \$150 to \$200 during the 2018-2019 school year.

# **HIGH SCHOOL GRADES 9 – 12 COURSE GUIDE**

## **9-12 ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS**

Because of the flexibility of English Language Arts course offerings at the high school level, the Common Core State Standards for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the Common Core State Standards. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English. Text complexity levels are assessed based upon a variety of indicators.

### Reading for Literature

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading/text complexity

### Reading for Information

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading/text complexity

### Writing

- Text types and purposes
- Production/distribution
- Research/present knowledge
- Range of writing

### Speaking and Listening

- Comprehension and collaboration
- Presentation of knowledge and ideas

### Language

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use

**ENGLISH/LANGUAGE ARTS 9 #1104**

Students are introduced to a variety of works of literature in order to develop their ability to closely read and analyze texts. Students will become familiar with the literary web in order to understand how authors use tools such as context, audience, structure, and literary elements and devices to craft a purpose. Students will cultivate the ability to read fluently, to write effectively, to think critically, and to access information efficiently. Students will experience a variety of styles of writing through analysis and personal writing. Writing skills will be developed through grammar instruction, evidence-based claims, creative writing, and essay writing. In accordance with the Common Core shift, there will be an increase in rigor and expectations.

***Prerequisite:*** *English 8*  
***Credit:*** *1 Unit*  
***Final Assessment:*** *Yearly portfolio and exam*

**ENGLISH/LANGUAGE ARTS 10 #1105**

Students will continue to use a variety of works of literature in order to further develop their ability to close read a text. Students will increase their understanding of authorial craft through the addition of features such as syntax and exigence to the rhetorical web introduced in ninth grade. Furthermore, students will learn a variety of techniques used for the deconstruction of texts. Students will continue to cultivate the ability to read fluently, to write effectively, to think critically, and to access information efficiently. In accordance with the Common Core shift, there will be an increase in rigor and expectations.

***Prerequisite:*** *English 9*  
***Credit:*** *1 Unit*  
***Final Assessment:*** *Yearly portfolio and exam*

**ENGLISH/LANGUAGE ARTS 11 #1106**

At the 11<sup>th</sup> grade level, students have opportunities for writing pieces in critical analysis and evaluation as well as for literary response. They produce multiple literary focused research papers that prepare students for college-level research. Students read in a variety of genre, both individually and as a group. Students also complete a Speech Unit that requires students to create and deliver an oral presentation of their speech. Vocabulary work is aligned with SAT preparation. Students take the Common Core Regents in June.

***Prerequisite:*** *English 10*  
***Credit:*** *1 Unit*  
***Final Assessment:*** *Yearly portfolio and Regents exam*

**ENGLISH/LANGUAGE ARTS 12 #1107**

At the 12<sup>th</sup> grade level students continue to refine their language skills. They read both independently and as a group to improve comprehension of a variety of complex literary and informational texts. Writing is completed for a range of tasks, purposes, and audiences with an emphasis on using evidence to support student generated claims. Research projects require students to find and draw relevant information from multiple print and digital sources; assess the credibility and accuracy of sources; and synthesize and clearly present data to support their ideas.

***Prerequisite:*** *English 11*  
***Credit:*** *1 Unit*  
***Final Assessment:*** *Local exam*

**AP ENGLISH LANGUAGE AND COMPOSITION #1100**

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose of the AP Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

- Prerequisite:** *Successful completion of ELA 9 & 10, summer assignment and teacher recommendation*
- Credit:** *1 Unit*
- Assessment:** *AP exam in May and Regents ELA 11 exam*

**AP ENGLISH LITERATURE AND COMPOSITION #1108**

AP English Literature is a course emphasizing the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. It is for students who meet or exceed the prerequisites. Students must be willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. One short-term goal is to enable students to demonstrate their achievement in college level work by taking the AP English Examination in Literature and Composition in May, administered by the Educational Testing Service for the College Board. Long-term goals of the course are to enable students to learn at a rate commensurate with their ability; to deal with material that intellectually mature students find engaging; to refine reading and writing skills important for success, not only in college but also in the business and professional world; and to cultivate habits of reading, writing and thinking that characterize lifelong learning and enjoyment.

- Prerequisite:** *Solid GPA in ELA 11 or completion of AP Language and Composition and successful completion of summer assignment.*
- Credit:** *1 Unit*
- Assessment:** *AP exam in May and Local final*

**ENGLISH LANGUAGE ARTS (ELA) AIS  
(ACADEMIC INTERVENTION SUPPORT) #1114**

This program is for students who need additional preparation to pass the ELA Assessment given at the end of the junior year or for students trying to improve their test score or for students who failed the State exam. This is part of the Academic Intervention Program.

Students may also be recommended for AIS because they need additional practice in their overall reading, writing, organizational skills, study habits, etc. During these classes instruction is highly individualized.

- Prerequisite:** *a) scored 1 or 2 on 8th grade ELA exam  
b) Scored below passing grade on ELA Regents  
c) Students at risk of not passing Regents ELA*
- Credit:** *None*
- Assessment:** *Satisfactory/Unsatisfactory; pass another standardized test*

**READING INTERVENTION PROGRAM #1004**

Both the middle school and high school reading intervention programs are designed to provide reading intervention for students who fall below NYS standards. Individuals are identified through analysis of test results, teacher recommendation, and observations. The reading department works in congruence with the English department, providing most services in small group settings.

***Entry Criteria:*** ***Identification of student falling below NYS standards based on the following:  
ELA assessments, individualized reading evaluations***

***Credit:*** ***None***

***Assessment:*** ***Post testing***

**CREATIVE WRITING #1116**

This course is for students who are interested in the craft of creative writing. Daily writing and reading are required. Students will learn to find his/her writing "voice" and weave ideas together in order to produce such work as memoir, short story, poetry, and drama. Students will examine creative work by multiple authors and dissect as writers rather than mere readers. The emphasis will be on generating a lot of raw material, getting familiar with some of the basic strategies for reading and talking about others' writing, and advancing a portion of your total work toward completion. Students will be required to keep a portfolio that is submitted as part of their final exam. Students will also be expected to deliver their writing to an audience.

***Prerequisite:*** ***None***

***Credit:*** ***½ Unit***

***Assessment:*** ***Portfolio***

## **HIGH SCHOOL SOCIAL STUDIES**

### **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

### **Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economics, and how an economy solves the scarcity problem through market and non-market mechanisms.

### **Standard 5: Civics, Citizenship and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

### **GLOBAL HISTORY & GEOGRAPHY 9/10 #1205/#1206**

The New York State Scope & Sequence for Global History & Geography (gr. nine and ten) presents students with a significant opportunity. The two-year course of study features a topical and chronological approach to the broad sweep of human history, beginning with the origins of societies and civilizations and continuing to the present. The course, organized by era, is followed by a rigorous New York State Regents Examination. The regents exam—required of all students—tests content knowledge from both the ninth and tenth grade years of study and students’ ability to apply that content through responses to objective multiple-choice questions, thematic essays and document-based questions.

The Global History & Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and seven historical eras. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables them to investigate issues and themes for in-depth understanding.

**Prerequisite:**

***Social Studies 8 / Global History 9***

**Credit:**

***1 Unit / 1 Unit***

**Assessment:**

***Local final / final exam is the Regents exam***

## **Global History Themes & Concepts**

### History:

- Change/Turning Points
- Conflict
- Culture: Arts/Religion/Belief

### Systems/Intellectual Life:

- Diversity
- Imperialism
- Interdependence
- 

### Economics:

- Economic Systems
- Needs & Wants
- Scarcity
- Factors of Production
- Science & Technology
- Urbanization & Industrialization

### Geography:

- The World in Spatial Terms
- Places & Regions
- Physical Environment
- Human Geography
- Five Themes of Geography

### Civics, Citizenship & Government:

- Human Rights & Justice
- Decision-Making
- Identity
- Nationalism: Nation States, Citizenship
- Political Systems & Power
- Empathy

## **GLOBAL HISTORY & GEOGRAPHY AIS #1211**

A program for those students who did not pass the State examination in Global History given in the sophomore year or students trying to improve their test score or students at risk of not passing this examination. This is part of the Academic Intervention Program.

## **GLOBAL 9 HONORS #1204**

Global 9 Honors is an advanced course focusing on the first half of a two year course of study featuring a topical and chronological approach to the broad sweep of human history, beginning with the origins of societies and civilizations and continuing to the present. In addition to providing a basic narrative of events and movements, the goals of the Global 9 Honors are to develop an understanding of some of the major themes in global history, the ability to analyze historical evidence, and the ability to express that understanding and analysis in writing. This will serve to prepare students to perform successfully on the NYS Regents Examination and the AP World course examination in 10<sup>th</sup> grade. This course is reading and writing intensive, requiring sophisticated abilities in these areas.

### ***Prerequisite:***

***Strong performance in Social Studies 8 and teacher recommendation.***

### ***Credit:***

***1 Unit***

### ***Assessment:***

***Local assessment***

### **UNITED STATES HISTORY AND GOVERNMENT #1207**

This course focuses on the development of government in the United States with considerable emphasis given to the Constitution, its foundations and the structure and function of the government it established. Following an introductory unit, the historical emphasis of the course is on the development of the United States from the end of the Civil War to the present, and the issues and events that have created the modern-day United States. In June, all students will take the New York State Regents Examination in United States History and Government.

***Prerequisite:*** *Passing Global History & Geography 10*  
***Credit:*** *1 Unit*  
***Assessment:*** *Regents exam*

### **U.S. HISTORY AND GOVERNMENT AIS #1225**

A program for those students who did not pass the State examination in U.S. History given in the junior year or students trying to improve their test score or students at risk of not passing this examination. This is part of the Academic Intervention Program.

### **AP UNITED STATES HISTORY #1218**

This AP program is designed to provide students with the analytical skills and factual materials necessary to deal critically with issues in United States history. The program makes academic demands on students equivalent to those found in full-year introductory college courses. Students will learn to address historical materials, their relevance to a given interpretive problem, their reliability and importance. They will weigh evidence and interpretations presented in historical scholarship. This is a demanding course. Students will be reading extensively from primary and secondary sources, evaluating these sources, and preparing persuasive answers to both written and verbal questioning in a myriad of formats. The most successful AP US History students possess an innate love of learning, of history, and the desire to do their best.

***Prerequisite:*** *Solid GPA in Global History & Geography 10 and teacher recommendation*  
***Credit:*** *1 Unit*  
***Assessment:*** *AP exam in May and US History Regents exam*

### **AP WORLD HISTORY #1233**

AP World History places attention upon understandings equivalent to those gained in a college-level introductory course. The emphasis is on the general narrative of World history from approximately 660 B.C.E., that is, from early human history to the present. The course includes an examination of the political and diplomatic, intellectual and cultural, and social and economic history of the world. In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement course in World History are to develop (a) an understanding of some of the principal themes in modern World History, (b) an ability to analyze historical evidence, and (c) an ability to express that understanding and analysis in writing.

***Prerequisite:*** *Solid GPA in Global History & Geography 9 or Global 9 Honors and teacher recommendation*  
***Credit:*** *1 Unit*  
***Assessment:*** *AP National exam in May and NYS Regents exam in June*

**AP UNITED STATES GOVERNMENT AND POLITICS #1246**

This course will provide students with a comprehensive understanding of American national government, including the major institutions of the American political system, their underlying values, and how they operate and interact at the national level. The course will include an examination of the constitution, ideology, mass political behavior and public opinion, political parties, interest groups, congress, the presidency, the courts, and the development of national public policy, both foreign and domestic. Students will analyze the development of political consensus and the resolution of conflict in the construction of the political agenda in the United States. Critical analytical perspectives for the interpretation, understanding and explanation of political events in this country will be emphasized. Students will develop a critical understanding of the strengths and weaknesses of the American political system as well as their rights and responsibilities as citizens. Students will be required to be well versed in the current events and learn many different government concepts and relevant vocabulary. The class has similar demands to an introductory level college class and therefore a demanding course. The most successful AP Government students enjoy learning about how our government was founded and how it functions.

**Prerequisite:** *Solid GPA in US History and Government or AP US History and Government and teacher recommendation*  
**Credit:** *1 Unit*  
**Assessment:** *AP exam in May and Local final*

**PARTICIPATION IN GOVERNMENT #1209**

Participation in Government emphasizes the interaction between citizens and government at all levels: local, state and federal. The development of student participation in the processes of government is encouraged.

The enhancement of self-government, through the development of knowledgeable, committed, capable and active citizens is a continuing goal of education. As society becomes more and more complex, as the world becomes more and more interdependent, and as technology allows events to take place more and more rapidly, the future of democracy will increasingly depend on the ability of citizens to make intelligent and effective decisions.

The primary goal of the "participation in government" mandate is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen" which is a fundamental precept of democracy and a right and obligation guaranteed by the 14th amendment to the Constitution. The end product should be individuals who have the characteristics that define a citizen: civic-mindedness, civic intelligence, civic literacy, and civic enterprise.

**Prerequisite:** *U.S. History and Government or AP U.S. History*  
**Credit:** *½ Unit*  
**Assessment:** *Final assessment*

**ECONOMICS #1210**

Economics is the study of how society, using limited resources, goes about producing, distributing, and consuming goods and services in order to satisfy the unlimited wants of its members. Simply put, economics is the study of the way humankind makes a living.

The primary purpose of Economics 12 is to bring relevance to the relationship between economics and everyday life. The course is designed to describe economic institutions and to instill an understanding of certain fundamental economic concepts that will enable the student to better understand the economy in which we live. Economics is a broad subject and it is not possible to cover everything in a one semester course. However, the students will learn a great deal about the fundamental principles of economics and how these principals relate to their lives. This knowledge will help them make decisions about their own financial well-being. These decisions will affect students, their families, and the world around them.

The Economics 12 course has been organized into a number of topics and subtopics. These include an introduction to economics and economic reasoning; production of goods and services; the role of the consumer; labor and its role in the economy; public finance and the role of the government; money, credit and banking; promoting economic growth, stability and full employment. The course concludes with a study of persistent economic problems and the role of the United States within the world economy. Economics 12 is a 20-week (one semester) course that concludes with a comprehensive examination. This class fulfills one of state's mandated requirements for a student's senior year in social studies and for graduation.

**Prerequisite:** *U.S. History and Government or AP U.S. History*

**Credit:** *½ Unit*

**Assessment:** *Comprehensive exam*

**AP PSYCHOLOGY #1237**

AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology.

**Prerequisite:** *Must be in 11<sup>th</sup> or 12<sup>th</sup> grade and teacher/counselor recommendation.*

**Credit:** *1 Unit*

**Assessment:** *AP exam in May and Local final*

**PSYCHOLOGY #1228**

This course provides the student with a broad introduction to the field of psychology, one of the social sciences. Topics covered include: personality and personal style inventories, behavior, key figures in psychology and their theories, research from the major sub-areas of the field, memory, motivation, disorders and the use of psychological knowledge to improve the quality of life. This survey will acquaint the student with the major concepts and terminology of the discipline and provide the learner with a better understanding of self and others.

**Credit:** *½ Unit*

**Assessment:** *Psychological disorder research paper*

**SOCIOLOGY #1229**

Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Sociology teaches us to look at life in a scientific, systematic way. The way that we view the world comes from what we learn in our everyday activities. The values, beliefs, and lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

**Credit:** *½ Unit*

**Assessment:** *A social issue research paper*

**LEADERSHIP IN ACTION #1232**

This course provides an opportunity for students in grades 10-12 to develop and enhance their leadership skills. Students will learn how to become successful leaders in their school and community. Skills to be developed are leadership, self-awareness, human relations, communication, time management, teamwork, project planning, and implementation. Through active participation, students will develop these skills by working in groups of 2-3 on projects that must benefit the school and/or community. Course topics to be covered are (but not limited to) leadership skills (communication, group process, time management, human relations) and the process of a project using the GO APE procedure: Goal setting, Objectives (step by step process, timeline, calendar), Publicity (poster making, flyers, newspaper articles, event photos), and Evaluation (survey, final report, thank you notes). 25 hours of community service (15 school service and 10 community service) are required per quarter.

**Prerequisite:** *None*

**Credit:** *1 Unit*

**GENOCIDE STUDIES #1212**

Genocide Studies will examine what genocides are, how they start, and their basic characteristics. Various genocides explored will include those of Native Americans, the Holocaust, Cambodia, Rwanda, and Darfur. Stages of genocide will be examined, including classifications and symbolization, dehumanization and organization, preparation and extermination and denial. Students will learn about resistance movements to genocide, liberation, and will attempt to answer the moral question: Can one forgive? Finally, the course will focus on what can be done to prevent genocides from happening in the future.

**Prerequisite:** *Must be in 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade*

**Credit:** *½ Unit*

**Assessment:** *Final analysis paper*

## **MATHEMATICS STANDARDS**

**Standard 1:**

Make sense of problems and persevere in solving them

**Standard 2:**

Reason abstractly and quantitatively

**Standard 3:**

Construct viable arguments and critique the reasoning of others

**Standard 4:**

Model with mathematics

**Standard 5:**

Use appropriate tools strategically

**Standard 6:**

Attend to precision

**Standard 7:**

Look for and make use of structure

**Standard 8:**

Look for and express regularity in repeated reasoning

## **Common Core Shifts in Mathematics**

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the classroom.
Shift 2	Coherence	Teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations.
Shift 4	Deep Understanding	Students understand and can operate easily within a math concept before moving on.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding with equal magnitude.

## **HIGH SCHOOL MATHEMATICS**

### **ALGEBRA 1A #1315**

In this course students will learn approximately 1/2 of the concepts that are taught in the Algebra 1 course. Connections between algebra, geometry, and probability and statistics will be stressed, as will the use of technology. The pace of this course is more appropriate for students who need extra time to process and master mathematical concepts.

**Prerequisite:** *At least a 65% average in Math 8 and teacher recommendation.*

**Credit:** *1 Unit*

**Assessment:** *Local Final exam*

### **ALGEBRA 1B #1318**

This course is the continuation of Algebra 1A. Students will learn the remaining Algebra 1 topics as well as key geometry, logic, reasoning, and problem solving skills. At the end of the course, students will take the Common Core Algebra exam. Passing this exam fulfills the mathematics exam graduation requirement for a Regents diploma.

**Prerequisite:** *At least a 65% average in Algebra 1A.*

**Credit:** *1 Unit*

**Assessment:** *Common Core Algebra Regents. The student's final average in the class will be determined by the four quarter averages.*

### **ALGEBRA 1 #1313**

The content standards associated with Algebra 1 are based on the New York State Common Core Learning Standards for Mathematics. The content standards define what students should understand and be able to do at the high school level and describes which content is included and emphasized within the Algebra 1 course; specifically, Algebra 1 is associated with high school content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. Each conceptual category contains domains of related clusters of standards. Algebra 1 prepares students for the New York State Regents examination in Common Core Algebra 1.

**Prerequisite:** *At least a 65% average in Math 8 and teacher recommendation.*

**Credit:** *1 Unit*

**Assessment:** *Regents exam*

### **GEOMETRY #1319**

This course is designed to make the connection between geometry and algebra. Topics to be included are angles and lines, transformations, right-triangle trigonometry, polygons, similarity, logic and reasoning, algebraic and geometric proof, volume and area, dimensional analysis, and congruency.

**Prerequisite:** *At least a 65% in Algebra 1 or Algebra 1B.*

**Credit:** *1 Unit*

**Assessment:** *Regents exam*

**GEOMETRY (NON REGENTS) #1309**

This course will be offered to students who have passed either Algebra 1B or Algebra 1. It is designed for students who will not be looking to receive an advanced diploma. This course will consist of covering the major topics in Regents Geometry with less focus on proofs.

**Prerequisite:** *At least a 65% average in Algebra 1B or Algebra 1*  
**Credit:** *1 Unit*  
**Assessment:** *Local final assessment*

**ALGEBRA 2 #1323**

This course will integrate the knowledge, skills, and ideas learned in Algebra 1 and Geometry to real-world situations. Problem solving, reasoning, communicating, and making connections in mathematics will be emphasized. Advanced algebraic topics including matrices, radicals and exponents, quadratic equations, logarithmic functions, probability and statistics, conic sections and trigonometry will be covered using appropriate technologies. Students have the option of obtaining college credit through Genesee Community College.

**Prerequisite:** *At least a 65% average in Geometry and teacher recommendation.*  
**Credit:** *1 Unit*  
**Assessment:** *Regents exam*

**ALGEBRA 2A #1359**

This course covers the first half of the Algebra 2 curriculum. Topics covered during the year will include: a review of basic algebraic techniques, radical expressions, rational expressions and equations, functions, quadratic equations, imaginary numbers, exponential equations, and probability and statistics.

**Prerequisite:** *At least a 65% average in Geometry and teacher recommendation*  
**Credit:** *1 Unit*  
**Assessment:** *Local Final exam*

**ALGEBRA 2B #1360**

This course is the continuation of Algebra 2A. The topics covered include: exponential equations, logarithms, probability, statistics, and trigonometry.

**Prerequisite:** *Algebra 2A*  
**Credit:** *1 Unit*  
**Assessment:** *Regents exam*

**PRE-CALCULUS #1327**

This course is designed to provide students with the background they will need for a college math class. Traditional pre-calculus topics will be taught, including functions, equations, inequalities, polynomials, trigonometry, polar coordinates, and limits. Students have the option of obtaining college credit through Genesee Community College.

**Prerequisite:** *At least a 65% average in Algebra 2 and teacher recommendation.*  
**Credit:** *1 Unit*  
**Assessment:** *Local Final exam*

**ADVANCED PRE-CALCULUS #1329**

This course is designed to prepare students for Advanced Placement Calculus. Students will complete a rigorous sequence of topics including functions, equations, inequalities, polynomials, rational functions, limits, trigonometry, parametric and polar coordinates, the derivative, and conic sections. This breadth of study will help students in all of their college mathematics courses including calculus. Students have the option of obtaining college credit through Genesee Community College.

**Prerequisite:** *Must pass Algebra 2 with an average of 85% or higher*  
**Credit:** *1 Unit*  
**Assessment:** *Local Final exam*

**AP CALCULUS #1331**

AP Calculus is a rigorous college-level course. Students will study the AP Calculus AB syllabus in preparation for the AP Calculus AB exam. Students will examine functions and make connections about the cohesive concepts of continuity, limits, derivatives, and integrals through graphical, numerical, algebraic, and verbal analysis. Students will then apply these unifying concepts to model and solve application questions. After completion of the AP Calculus AB exam, students will explore advanced integration techniques and other AP Calculus BC topics leading to Calculus II. Students have the option of obtaining college credit through Genesee Community College.

**Prerequisite:** *At least 65% in Adv. Pre-Calculus and teacher recommendation*  
**Credit:** *1 Unit*  
**Assessment:** *AP exam in May and Local Final exam*

**PROBABILITY AND STATISTICS #1335**

This course builds upon probability and statistics learned in previous courses. During this course students will learn uses of random sampling to draw inferences, how to compare inferences between populations, investigate chance processes, and develop, use and evaluate probability models. The course will help students to understand statistical variability, interpret and describe distributions of data and understand the association in bivariate data. The course involves significant use of modeling and understanding the random processes that underlie statistical experiments.

**Prerequisite:** *Two years of high school math and teacher recommendation*  
**Credit:** *1 Unit*  
**Assessment:** *Final exam*

**AP STATISTICS #1338**

The purpose of this course 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
  - Statistic Inference: Estimating population parameters and testing hypotheses
- Students have the option of obtaining college credit through Genesee Community College.

**Prerequisites:** *Algebra 2 w/ passing grade on Regents exam*  
**Unit:** *1 Unit*  
**Assessment:** *AP exam in May*

**AP COMPUTER SCIENCE PRINCIPLES #1334**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. This course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This course will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. The AP Computer Science Principles course framework focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives.

**Computational Thinking Practices** include, connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating and collaborating.

**Big Ideas** include creativity, abstraction, data and information, algorithms, programming, the Internet and global impact.

**Prerequisite:** *Algebra 1 w/ passing grade on Regents exam*  
**Unit:** *1 Unit*  
**Assessment:** *AP exam in May and Student Performance Tasks*

**COLLEGE PREP MATH #1330**

This course will prepare students for further study in basic, first-year, college-level math courses. It is especially for those who will be attending college, but do not intend to major in math intensive fields. Topics will include simplifying variable expressions, solving linear equations and inequalities, graphing linear equations in two variables, solving systems of linear equations in two variables, operations with exponential expressions and polynomials, factoring polynomials, simplifying radical expressions (square roots), and solving quadratic equations.

**Prerequisites:** *Two years of High School Math*  
**Unit:** *1 Unit*  
**Assessment:** *Local Final exam*

**MATH AIS (ACADEMIC INTERVENTION SUPPORT) #1339**

This program is designed for students who have failed a math regents, students trying to improve their test scores, or students who are at risk for not passing an exam. This is part of the Academic Intervention Program.

## **HIGH SCHOOL SCIENCE**

### **EARTH SCIENCE with LAB #1712/#1713**

Earth Science is a Regents level lab course intended for 9th grade students as well as students electing an additional science course. It includes topics in Geology, Astronomy, Oceanography, and Meteorology. Students will study the universe, the atmosphere, the Earth's surface, and what is below it. New concepts are discussed in class, learned through research, and reinforced with activities in class and lab. Students will be able to use a great deal of this knowledge in their everyday lives as they observe the stars, predict the weather, and become more aware of the world around them.

**Prerequisite:** *Science 8*  
**Credit:** *1 Unit*  
**Assessment:** *Final exam is the Regents exam. Students must meet the Regents requirements for laboratory work in order to take the Regents exam.*

### **LIVING ENVIRONMENT with LAB #1707/#1708**

Students in Biology investigate the connections and interdependence of all living things and the important roles that human beings play in their environment. Special attention is given to human biology, ecology and the more modern aspects of biology, including molecular genetic and cell function. The importance of laboratory work in science is not overlooked in Biology. Students spend many hours in the lab using microscopes, dissecting instruments, chemical analyzers and other sophisticated scientific technology. Basic scientific skill such as setting up experiments, gathering data, making observations and drawing conclusions are stressed and practiced in the laboratory setting.

**Prerequisite:** *Earth Science or teacher recommendation*  
**Credit:** *1 Unit*  
**Assessment:** *Final exam is the Regents exam. Students must meet the Regents requirements for laboratory work in order to take the Regents exam.*

### **CHEMISTRY with LAB #1714/#1715**

It is the goal of this course to learn about chemical action by doing chemistry. Chemistry tries to set "high hurdles" with plenty of opportunity for practice and support in clearing those heights. Lab work not only reinforces the concepts that are introduced in class, but also provides the opportunity to "touch" the concepts and gain firsthand knowledge. Lab work involves measurement and observation, and often uses simple algebra in the manipulation of measurements. Lab write-ups include a journal-like discussion of what is learned from the lab activity. Chemistry introduces you to a world of color, temperature extremes, energetic reaction and chemical change that is unique in both beauty and thought.

**Prerequisite:** *Living Environment*  
**Credit:** *1 Unit*  
**Assessment:** *Final exam is the Regents exam. Students must meet the Regents requirements for laboratory work in order to take the Regents exam.*

**PHYSICS with LAB #1718/#1719**

Regents level physics introduces students to the foundations of physical theory. The first part of the course presents the overthrow of Aristotle's world view and the creation of modern science by Galileo and Newton. The course continues with an introduction to the mysteries of electric and magnetic fields. It finishes with a brief look at the ideas of quantum mechanics. The physics class applies algebraic and trigonometric skills to describe and predict the behaviors of physical systems. In the lab, students have access to some quality technology: motion sensors, force gauges, wave generators and electric circuit boards.

**Prerequisite:** *Chemistry and Algebra 2*  
**Credit:** *1 Unit*  
**Assessment:** *Final exam is the Regents exam. Students must meet the Regents requirements for laboratory work in order to take the Regents exam.*

**A.P. CHEMISTRY with LAB #1716/#1720**

A.P. Chemistry is a senior year chemistry course for students who completed Physics as juniors or for seniors who want to take the course concurrently with Physics. It is similar to a college level course in terms of difficulty. The work is rigorous and homework will require a sustained commitment of time and effort. This course will be offered on a rotating basis. It will be offered in the 2015-2016 school year, 2017-2018, etc.

**Prerequisite:** *Chemistry, Physics or Physics concurrently*  
**Credit:** *1 Unit*  
**Assessment:** *AP exam in May*

**A.P. BIOLOGY with LAB #1710/#1711**

The A.P. Biology course is designed to be the equivalent of a one-semester, college introductory-level course, which covers everything from cells through ecology. This is a valuable class for students who are thinking of majoring in science in college. An interest in a deeper understanding of biology is strongly recommended for students taking this course. The course is rigorous in both content and workload, and is reflective of the AP College Board standards. Extensive reading and writing at a high level will be required. The inquiry-based lab investigations and their subsequent comprehensive write-ups make up a major part of this course. This course can be taken concurrently with Physics or another science elective. This course will be offered on a rotating basis. It will be offered in the 2016-2017 school year, 2018-2019, etc.

**Prerequisite:** *Living Environment 90 GPA, Chemistry 85 GPA*  
*\* Students below the prerequisite GPA may take AP Biology with approval from the Counseling Office.*  
**Credit:** *1 Unit*  
**Assessment:** *AP exam in May and unit tests, quizzes, comprehensive lab reports, final project*

**AP PHYSICS with LAB #1723/#1725**

AP Physics is an algebra/trig based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Though the concepts parallel many of those covered at the Regent's level, students will immerse themselves much deeper into the content through more rigorous approaches. AP Physics may be taken after Regents Physics or in lieu of Regents Physics with teacher recommendation.

**Prerequisite:** *Chemistry, Algebra 2*  
**Unit:** *1 Unit*  
**Assessment:** *AP exam in May; Physics Regents exam (if not previously taken)*

**ANATOMY & PHYSIOLOGY #1721**

Anatomy and Physiology is a one year course that investigates the structure and function of the human body, as it pertains to how the body systems relate to one another in organization, adaptation, and homeostasis. This course is designed to be an advanced study of the human body for students with an interest in pursuing a career in a health related field. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will need to review notes and textbook readings daily in order to remain current with the large amount of information contained in the course. This course will involve laboratory activities, projects, dissections (cat and other appropriate specimens), textbook readings, model/diagram evaluations, and clinical studies.

**Prerequisite:** *Living Environment*  
**Credit:** *1 Unit*  
**Assessment:** *Unit tests and quizzes, Local Midterm and Final exam.*

**ECOLOGY #1749**

The goal of this course is for students to understand that they are part of the natural world and that their actions can impact the world around them. A large portion of the course will focus on field data collection and actual data collection and interpretation. This means that students will often be outside for class working in the garden and natural areas surrounding the school. A key component of the course is for students to learn about the interactions of both living and nonliving components of ecosystems and then carry out projects where they can make a difference in the world. Students will learn to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will compare and contrast our local environment to other environments around the world using authentic data collection and other technological methods such as GIS mapping. Communication skills and presentation skills will be learned allowing students to correspond with other classes and scientists around the world. Much of the work during the year will be done electronically to prepare students for school by using Google Classroom and other online learning platforms. Students who enjoy independent learning in preparation for college will benefit from this class.

**Prerequisites:** *Earth Science and Living Environment*  
**Credit:** *1 Unit*  
**Assessment:** *Projects, tests, labs, research papers, field data collection*

**ENVIRONMENTAL SCIENCE & FORENSICS #1704**

This course is intended to interest and excite students who are looking for an alternative to high school chemistry, normally a course taken in 11<sup>th</sup> or 12<sup>th</sup> grade. One half of the year will be devoted to Forensic Science and the second half to Environmental Science. The Forensic Science component of the class will focus on the role that the various disciplines of science and evidence collection play in an investigation and court proceedings. The various fields of science that will be covered in this course include biology, chemistry, physics, and earth science. Some possible units of study are introduction to forensics and evidence, fingerprints, hairs and fibers, DNA, blood analysis, toxicology, ballistics, death and decomposition, and anthropology.

The Environmental component of this class will focus on the various aspects of Ecology and Environmental Science. Possible units of study include energy, pollution, populations, human impact on the environment, global warming, resource management, succession and cycles, and interactions in the environment.

**Prerequisite:** *Two years of High School Science*  
**Credit:** *1 Unit*  
**Assessments:** *Reports from internet research, hands-on projects, independent investigations, tests, & quizzes.*

**APPLIED PHYSICS #1722**

This course is designed to help students gain a better understanding of how Physics applies to today's world. Topics of study include, but are not limited to, mechanics, sound and light, electricity, magnetism, and energy. Emphasis is placed on the concepts of Physics while the mathematics of Physics is deemphasized. This is an excellent course for those students that want to gain a better understanding of the nature of reality.

**Prerequisites:** *Two years of High School Science*  
**Credit:** *1 Unit*  
**Assessment:** *Local Final Exam*

## **HIGH SCHOOL LANGUAGE OTHER THAN ENGLISH**

### **Standard 1: Communication Skills**

Students will be able to use a language other than English for communication.

### **Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understandings.

### **FOREIGN LANGUAGE COURSE SEQUENCE** (*Based on entry-level course*)

Grade 7	French/Spanish MS 1A
Grade 8	French/Spanish MS 1B

#### **(Students without 1 HS Unit)**

Grade 9	French/Spanish 1
Grade 10	French/Spanish 2
Grade 11	French/Spanish 3
Grade 12	French/Spanish 4

#### **(Students with 1 HS Unit)**

Grade 9	French/Spanish 2
Grade 10	French/Spanish 3
Grade 11	French/Spanish 4
Grade 12	French/Spanish 5

### **FRENCH/SPANISH 1 #1505/#1605**

In these introductory courses, emphasis is placed on developing pronunciation, building a basic vocabulary and studying speech patterns, sentence structure and culture. Students will be introduced to basic vocabulary by means of songs, skits, games, projects, dialogues, videos, audio cassettes and Total Physical Response language learning. These are the first courses in the 3-Unit Foreign Language requirement for students obtaining a New York State Regents diploma.

**Prerequisite:** *Students who have not earned 1 HS Unit toward the State requirement and/or students interested in studying a 2nd foreign language*

**Credit:** *1 Unit*

**Assessment:** *Final exam*

### **FRENCH/SPANISH 2 #1506/#1606**

These courses are designed to increase communication skills by emphasis on vocabulary and by more intensive structural analysis. Comparisons are made between the target culture and our own. Self-expression will become easier as self-confidence grows. These are the second courses in the 3-Unit Foreign Language requirement for those students interested in obtaining a New York State Regents diploma.

**Prerequisite:** *French/Spanish 1 OR French/Spanish MS 1B and a Proficiency exam*

**Credit:** *1 Unit*

**Assessment:** *Final exam*

**FRENCH/SPANISH 3 #1507/#1607**

Level 3 continues to refine the four basic skills: comprehension, speaking, reading, and writing as they relate to both personal and general topics. Reading will be for specific comprehension on selected passages or documents. Writing will show ability to express ideas comprehensively. Although communication continues to be the focus of this course, emphasis at this level is also placed on preparation for the New York State Regents Examination. Successful completion of this course and the Regents examination completes the foreign language requirement for a Regents diploma.

***Prerequisite:*** *French/Spanish 2*  
***Credit:*** *1 Unit*  
***Assessment:*** *Regents exam*

**FRENCH/SPANISH 4 #1508/#1608**

This is an intermediate course designed to enhance French/Spanish language skills (listening, speaking, reading, and writing). Emphasis is placed on increasing the accuracy and depth of the student's ability to communicate. Instructional strategies include lecture / discussion, group and individual work, presentations, oral exercises, video, reading and writing assignments. Instruction will occur in French and Spanish with brief explanations in English when necessary. Grammar points will be highlighted and practiced in an attempt to lead students to spontaneous incorporation of correct usage in speech and writing. Students will complete a 10, 15, 20, and 25 minute talk in the target language. Upon completion of the course, students will be able to express themselves verbally and in writing about a wide range of topics, read intermediate material from authentic sources, and understand clear, native speech. Students have the option of obtaining college credit through Genesee Community College.

***Prerequisite:*** *French/Spanish 3*  
***Credit:*** *1 Unit*  
***Assessment:*** *25 minute Oral Presentation*

**FRENCH/SPANISH 5 #1509/#1609**

This is a continuation of French/Spanish 4 designed to strengthen French/Spanish language skills (listening, speaking, reading, and writing). Emphasis is placed on increasing the accuracy and depth of the student's abilities and the study of French/Spanish culture in the world today. Instructional strategies include lecture / discussion, group and individual work, oral exercises, presentations, video, and reading and writing assignments. Instruction will occur in French/Spanish; clarification may be given in English. Discussions, readings and activities will vary in order to explore such areas as literature, art, culture and customs. Creative writing on a variety of topics will further develop composition skills. Conversation will become more spontaneous as students gain confidence through daily opportunities to interact with instructor in French/Spanish. Upon successful completion of the course, students will be able to express themselves orally and in writing concerning a wide range of topics and understand key concepts when spoken clearly at native speed. Students have the option of obtaining college credit through Genesee Community College.

***Prerequisite:*** *French/Spanish 4*  
***Credit:*** *1 Unit*  
***Assessment:*** *Take home exam*

## **HIGH SCHOOL ARTS**

### **Standard 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### **Standard 2: Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### **Standard 3: Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### **Standard 4: Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

### **STUDIO ART #1904**

This is a foundation course in the visual arts and is a requirement for all advanced electives in art. All projects and studio work are related to areas and concepts explored through the study of the history of art from prehistory to the modern age. Students will learn basic skills and techniques in several drawing, painting, and design media. An online portfolio of completed work must be maintained throughout the year. This course will satisfy the Regents graduation requirement of one year of high school art or music. Open to grades 9 - 12.

***Prerequisite:***

***None***

***Credit:***

***1 Unit***

***Assessment:***

***Projects, tests, portfolio***

### **AP STUDIO ART #1910**

This AP Drawing Portfolio course is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. The portfolio is a three-section structure, which requires the student to show a fundamental competence and range of understanding of visual concerns (and methods). Students must demonstrate a depth of investigation and process of discovery through the Concentration section (Section II). In the Breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

***Prerequisite:***

***Advanced Art II***

***Credit:***

***1 Unit***

***Assessment:***

***Projects, portfolio submission to College Board and end-of-the-year student film/artwork exhibit***

**ADVANCED ART I #1905**

Students will explore four main areas in this course: mastery of drawing, painting, 3 dimensional art, and utilizing the computer to enhance the visual aspects of a work of art. Students will begin by learning how to make a drawing come to life and look realistic. Shading and blending are a few of the techniques that will be demonstrated in the course that will assist in this process. Painting skills will also be a strong focus of this course. Blending, mixing, and applying paint will be discussed and demonstrated. Students will also draw and scan images to be used in computer art and design. Computer aided design will be an element woven throughout the course. The increase in visual stimulus in our world, with the advent of the internet, has made computer art a necessary and important aspect of art in the 21<sup>st</sup> century.

**Prerequisite:** *Studio Art*  
**Credit:** *1 Unit*  
**Assessment:** *Projects, sketches, portfolio*

**ADVANCED ART II #1913**

Students will begin working on their AP Portfolio. AP Studio Art requires a three part portfolio of 24 pieces. This advanced level art class will begin working on the Breadth component of the portfolio. Students will explore a variety of 2D art materials. A continued emphasis will be on the actual skills of Drawing and Painting, and also the meaning or cultural relevance of a work of art. Art is often used to express an idea, concept, or feeling. This can and will be expressed through illustration, computer art, painting, and drawing. Conceptual aspects of art are discussed in detail. All of the work made this year will be included in the Senior AP Studio Art Portfolio.

**Prerequisite:** *Advanced Art I*  
**Credit:** *1 Unit*  
**Assessment:** *Sketchbooks, projects, large class projects*

**MIXED MEDIA #1924**

This class will explore a variety of mixed-media art forms and techniques from a 2-D Design, 3-D Design and Drawing and Painting basis while expanding on the Elements of Art and Principles of Design learned in previous art courses. Students will make artwork that will showcase their talent through the development of personal style and voice through a variety of visual concepts, methods, and techniques. This course is encouraged for anyone planning on taking AP Studio Art.

**Prerequisite:** *Studio Art*  
**Credit:** *½ Unit*  
**Assessment:** *Projects and portfolios*

**GRAPHIC DESIGN #1923**

Graphic Design is a half year course. This course concentrates on teaching the foundation of creating visual images through the use of computers that communicate with a viewer. Programs used will be Adobe Bridge, Adobe Photoshop, and Adobe Illustrator. Project will be geared toward the commercial side of art and building art skills that can be used in the job market.

**Prerequisite:** *Studio Art or DDP*  
**Credit:** *½ Unit*  
**Assessment:** *Projects and portfolio*

### **DIGITAL PHOTOGRAPHY/VIDEO #1915**

Students will take and print photos. They will edit and create using the program Adobe Photoshop. The making of images and the interpretation of their content in terms of subject and form is emphasized. A portion of the year will be dedicated to video making using iMovie. The use of a digital camera is encouraged but not required.

*Prerequisite: Juniors & Seniors; Studio Art*  
*Credit: 1 Unit*  
*Assessment: Projects, class discussion and portfolio*

## **HIGH SCHOOL MUSIC**

### **HIGH SCHOOL SYMPHONIC / CONCERT BAND #2106**

This is an elective course designed for students who wish to continue the study of a musical instrument through group participation. Students will strive to develop skills in musical performance through rehearsals and a required weekly group lesson. This ensemble acts as a preparatory group for advanced musical study.

*Prerequisite: Previous instrumental study*  
*Credit: 1 Unit*  
*Assessment: Participation at all performances, rehearsals, and lessons; Smart Music assessments; performance assessments at GVSMA & NYSSMA solo festivals.*

### **JAZZ ENSEMBLE #2109**

Jazz Ensemble is an elective course designed for the students who wish to continue the study of a musical instrument through group participation. Students will develop skills in jazz performance through rehearsals. These rehearsals will meet outside of the regular symphonic/concert band rehearsals. Students will develop artistic sensitivity, different music styles and individual musicianship through performance of their instruments. Students will develop these skills at or above their grade level as outlined by the New York State School Music Association. Motivation and self-discipline through individual and group work serve as the foundation for this development.

*Prerequisite: Previous instrumental study/enrollment in Concert Band*  
*Credit: ¼ Unit*  
*Assessment: Participation at all performances, rehearsals, and lessons; Smart Music assessments; performance assessments at GVSMA & NYSSMA solo festivals.*

### **SENIOR HIGH CHORUS #2105**

This course is offered to students in grades 9-12 with a special interest in vocal performance. The opportunity to explore a wider range of music is available to all students. The course covers elements and fundamentals of music through participation in singing.

*Prerequisite: None*  
*Credit: 1 Unit*  
*Assessment: Participation, class and concert attendance and attitude*

**HIGH SCHOOL A CAPPELLA #2117**

High School A Cappella is a vocal ensemble which performs without instrumental accompaniment. Many songs are contemporary and feature beatboxing. HS A Cappella rehearses on Wednesdays during HS Chorus and another hour per week outside of the school day based on student scheduling and availability. An audition at the end of the previous year is required.

**Prerequisite:** *Participation in Senior High Chorus & audition*  
**Credit:** *¼ Unit*  
**Assessment:** *Class participation*

**HIGH SCHOOL ORCHESTRA #2108**

This is an elective course designed for the students who wish to continue the study of a stringed instrument through group participation. Students will develop skills in musical performance through rehearsals and a required weekly group lesson. This ensemble acts as a preparatory group for advanced musical study. Ensemble rehearsals are after school, while lessons are given during the school day.

**Prerequisite:** *Previous instrumental study*  
**Credit:** *½ Unit*  
**Assessment:** *Participation at all performances, rehearsals, and lessons; weekly practice cards, periodic playing exams and auditions, and individual progress.*

**\*\*PERFORMANCES:** *Literature for concerts will be determined by the instrumentation of the group(s). Schedules for all performance dates are provided in the school's district calendar, and on an as-needed basis.*

**VOCAL MUSIC LESSONS HS #2114**

This course is designed for beginning, intermediate, and advanced voice students in grades 9-12, and will focus on the basic skills of singing, including vocal technique and solo vocal performance. Aspects of breathing, support, diction and sight-singing will be addressed. A variety of vocal literature will be introduced throughout the duration of the course. Students will be required to either participate in a Vocal Solo Festival or perform at the annual year end recital. In preparation, students will work on self-improvement by fostering and developing greater self-awareness, confidence, and expression. Additional practice time outside of school is required.

**Frequency:** *Bi-weekly*  
**Prerequisite:** *Must be a member of High School Chorus.*  
**Credit:** *¼ Unit*  
**Assessment:** *Performance*

**SONGWRITING 1 #2139****SONGWRITING 2 #2151**

This course is designed for serious music students in Grades 9-12 who are interested in developing a greater understanding of music notation, analysis, and composition. This introductory course will cover such aural topics as ear-training, sight-singing and basic piano skills. The written component of this course will begin with the basics of notation and continue through four-part composition, including chord inversions, seventh chords, secondary dominants and modulation. This course is highly recommended for students who are considering a career in a music-related field.

**Prerequisite:** *At least one year of performance experience (chorus, band, orchestra and/or private study) or teacher recommendation.*

**Credit:** *½ Unit each course*  
**Assessment:** *Exams and project work*

## **HIGH SCHOOL TECHNOLOGY**

### **DESIGN AND DRAWING FOR PRODUCTION (DDP) #1804 (M.S.T.) (CDOS)**

This full year course will help students develop basic drawing skills as they make use of their creativity and visual problem-solving ability. They will learn to analyze, design and evaluate graphic problems. Students seeking a technology major will find this course very helpful since it will give them one of the required courses. This course also meets the requirements for art or music for all students.

**Prerequisite:** *None*  
**Credit:** *1 Unit*  
**Assessment:** *Portfolio*

### **COMPUTER ASSISTED DRAFTING (CAD) #1808 (M.S.T.) (CDOS)**

This course will help you develop the ability to understand computer functions, hardware and applications that reflect drafting by use of the computer. All assignments will be completed on computers and plotted by a mechanical plotter.

**Prerequisite:** *Design and Drawing for Production (DDP)*  
**Credit:** *½ Unit*  
**Assessment:** *Portfolio*

### **ADVANCED COMPUTER ASSISTED DRAFTING #1809 (M.S.T.) (CDOS)**

A more advanced course in computer drafting.

**Prerequisite:** *Computer Assisted Drafting (CAD)*  
**Credit:** *½ Unit*  
**Assessment:** *Portfolio*

### **ARCHITECTURAL DRAFTING #1810 (M.S.T.) (CDOS)**

The emphasis in this course is how to design and draw homes of different designs for comfort, efficiency, convenience, style and beauty. Each student will design an efficient set of house plans, such as floor plan, foundation plan, plot plan and elevations. Drawings of related subsystems within the home will also be done such as electrical, plumbing, climate control, etc.

**Prerequisite:** *Design and Drawing for Production (DDP)*  
**Credit:** *½ Unit*  
**Assessment:** *Portfolio and Practical*

### **ADVANCED STRUCTURAL DRAFTING #1811 (M.S.T.) (CDOS)**

This course will provide experience in the production of drawing related to the construction of a residential structure. A scale model of your house will also be produced.

**Prerequisite:** *Architectural Drafting*  
**Credit:** *½ Unit*  
**Assessment:** *Portfolio and Practical*

**COMPUTER ASSISTED DRAFTING III #1813**

This course is designed to give the student experience in 3D modeling and in the knowledge, skills, and attitudes necessary to succeed at an independent design project. It will provide students with team work, critical thinking, problem solving, diagnostic skills and practice with repairing/developing to industry standards. Basic technical information directly relates to the operation and application of computer software for a hands-on class environment. This course will maintain a focus on how engineers apply their creativity, resourcefulness, mathematical, scientific and technical knowledge in the creation or refinement of technological products or systems. Both independent and collaborative work will be carefully analyzed as students perform within an authentic engineering enterprise environment.

**Prerequisite:** *Computer Assisted Drafting*  
**Credit:** *1 Unit*  
**Assessment:** *Portfolio*

**HIGH SCHOOL BUSINESS**

**KEYBOARDING/COMPUTER APPLICATIONS #1317**

Have you ever become overwhelmed with work because of your slow typing speed? Have you ever wanted to navigate through the many Microsoft Office programs and be able to create attractive professional looking documents? If so, this is the course for you! Improving your keyboarding speed and accuracy is a worthwhile skill, which you will use now and in the future. Impress your teachers and employers with great looking computer documents. After taking these two courses, you will be able to create Word documents, presentations, and spreadsheets. We will also explore computer coding, internet safety, and Google. Students have the option of obtaining college credit through Genesee Community College.

**Prerequisite:** *None*  
**Credit:** *½ Unit*

**ACCOUNTING I #1320**

Accounting is the language of business and is a necessary stepping-stone for all those who intend to study business in college or pursue a career in business. A clear understanding of assets, liabilities, owner’s equity, profit and loss, and their application in the accounting cycle is developed. This course will help you develop an understanding and appreciation of financial transactions and their impact in running and operating a business. Students may utilize spreadsheet software and an automated accounting program to reinforce accounting activities learned manually. Accounting is recommended to all students who will pursue a post-secondary education in Business or may desire to own and operate their own business one day.

**Prerequisite:** *Algebra I & Intro to Business 1 (or concurrently)*  
**Credit:** *1 Unit*

**CAREER AND FINANCIAL MANAGEMENT #1329**

This course will prepare High School students with the fundamental tools and understanding necessary to function in today's business world. Students will understand how their current skills, interests, and morals connect to their career choice. Students will also go through the steps they will need to take to be prepared financially to enter today's business world. Students will budget, identify income and expenses, understand credit and loans, understand the banking system, and setting up an account. Students will also gain understanding as to how to correctly use credit, checking and savings accounts, and other financial related tools necessary in the business world and their own personal lives. Students have the option of obtaining college credit through Genesee Community College.

***Prerequisite:*** *None*  
***Credit:*** *½ Unit*

**ENTERTAINMENT AND SPORTS MARKETING #1330**

This course introduces students to two of the most exciting and competitive businesses in the world – Entertainment and Sports. It introduces the basic principles of marketing and economics while focusing on the entertainment and sports industry, its history, the consumer, the marketing concept, promotions, sponsorships, and advertising. Students are expected to develop an awareness of how Entertainment and Sports Marketing correlates with their own real world experiences and gain an understanding what it is and how it evolved. Students will understand the facets of market research, target markets, marketing mix, market segmentation, positioning, branding and licensing, promotion and sales, sponsorship and endorsement, as well as the various career opportunities that are available to them. Students are expected to complete daily assignments, projects, extra exercises, and case studies. Students are expected to participate in open discussion, problem solving activities, teacher-led exercises, and questions and answer sessions.

***Prerequisite:*** *None*  
***Credit:*** *½ Unit*

**CAREER AND EDUCATIONAL PLANNING # 1302**

This course is designed to prepare and assist college-bound Junior and Seniors to develop a greater understanding of career opportunities and an individualized educational plan to reach specific career goals. The course will include decision-making, goal-setting, and self-assessment skills as related to career choice. Components of transitions will also be addressed, such as learning strategies, critical thinking, personal development, time management, and self-awareness. Students have the option of obtaining college credit through Genesee Community College.

***Prerequisite:*** *Junior/Senior*  
***Credit:*** *½ unit*  
***Assessment:*** *Projects, unit exams, portfolio*

**INTRODUCTION TO BUSINESS 1 #1326****INTRODUCTION TO BUSINESS 2 #1328**

This course is divided into two parts, one semester each. Students may take this course as a semester elective or full year course. Introduction to business allows students to learn about a wide variety of topics while they explore the many possible career paths available in the business world. Topics will include interview skills, resume writing, cover letters, references, public speaking, career exploration, business management, and others that will help lead to a successful business career. All students need these skills to compete in a challenging and changing work force. Students have the option of obtaining college credit through Genesee Community College after completing both courses.

***Prerequisite:***

***None***

***Credit:***

***½ Unit each course***

***Assessment:***

***Unit tests, projects, midterm, & final exam***

## **HEALTH AND PHYSICAL EDUCATION**

### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

### **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

### **H.S. HEALTH #2209**

Health at the high school level is a required course for graduation. In this course, students will learn about physical, mental and social well-being, substance use/abuse; mental health, including issues such as suicide and eating disorders; human growth and development; HIV/AIDS and other diseases/disorders; and a research project studying a major health issue. This course also includes a family life unit which focuses on such issues as dating, marriage, abuse, and the New York State mandated parenting education requirement.

**Prerequisite:**

***None***

**Credit:**

***½ Unit***

**Assessment:**

***Examinations and Projects***

### **PE 9/10 #2204**

### **PE 11/12 #2205**

- Students will perform basic motor or manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
- Students will understand personal fitness programs that help improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.
- Students will demonstrate an understanding of responsible personal and social behavior while engaged in physical activity.
- Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
- Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.
- Students will be informed consumers and be able to evaluate facilities and programs.
- Students will be aware of some career options in the field of physical fitness and sports.

C.D.O.S. Standards are a part of this curriculum.

**Credit:**

***½ Unit per year***

**Assessment:**

***Quarters 1-3: 90% daily grade, 10% Fitness for Life; Quarter 4: 80% daily grade, 20% Written Final exam***

## **CAREER DEVELOPMENT & OCCUPATIONAL STUDIES (C.D.O.S)**

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### **Standard 3b: Career Majors**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. C.D.O.S. Standards will be integrated throughout all content areas.

## **CAREER & TECHNICAL PROGRAMS AT THE MAY CENTER**

### **ANIMAL SCIENCE #3081/#3082**

Animal Science is for students who have a desire to work with large or small animals. This program teaches both basic and advanced skills in such areas as health and disease, nutrition, reproduction, anatomy, physiology, parasitology, handling, restraint, and management. Specialized skills in such areas as grooming, marketing, and leadership are also emphasized. Animal handling, management and care are practiced with a variety of species. Course work is geared to the interests and the career direction of the individual student. Employment possibilities for veterinary technicians over the next ten years are projected to be exceptionally good.

### **Auto Trade #3033/#3034**

Students learn through hands-on repair of damaged vehicles and special projects, the complete process of auto body repair from paint and preparation to cleanup. Instruction in metal straightening, use of epoxies and filler, masking and application of modern finishes is provided. Students also develop skills in the use of gas and MIG welding. Analyzing vehicle damage, selecting the proper tools and methods to correct the damage and estimating the cost of repairs are important parts of this course.

### **AUTOMOTIVE TECHNOLOGY #3035/#3036**

#### **Automotive Technology – General**

Students in the general Auto Tech course acquire the skills necessary to diagnose, maintain and repair all systems of automobiles and light trucks while working with modern diagnostic equipment. With the new environmental emission laws, employment prospects are expected to remain excellent in the automotive field.

### **Automotive Technology - NATEF**

This program is available to **selected** Auto Tech students. Certified by the National Automotive Technicians Education Foundation (NATEF), this rigorous program focuses on four key areas of automotive service that are essential for NATEF certification and successful employment: braking systems, steering and suspension systems, electrical and electronic systems, and engine performance. Students have the opportunity to complete over 650 hours of training during this two year program. Students will use late model training vehicles and the latest equipment to perform 241 hands-on tasks in the four key areas of automotive service.

### **BUILDING TRADES #3037/#3038 (CARPENTRY/CABINET/ELECTRICAL/PLUMBING/HEATING)**

This program provides students with a background applicable to both residential and commercial construction. Students will learn technical skills in specialized areas of carpentry and cabinet making, residential wiring, plumbing, and heating. Training occurs in machine operations, test equipment, hand tools, portable and stationary power tools, and pneumatic tools and rigging.

Students will build a house on site every year. This provides hands-on experience in residential framing, door and window hanging, electrical wiring, heating systems, plumbing, siding, roofing, dry wall installation, and interior/exterior trim. Blueprint reading, material codes and specifications are extensively taught. Cooperative Work Experiences and other work experience opportunities are also available. In addition, students will have the opportunity to produce group and individual woodworking projects, or to work in more advanced areas of the electrical or plumbing and heating trades.

### **COMPUTER INFORMATION SYSTEMS #3057/#3058**

This course provides hands-on experience with the newest technology. Students work on a PC network. They also work on the internet as a research tool as well as designing web pages and communicating with industry. They gain hands-on experience in Systems Operations and Computer Programming as well as working with current business applications. Installation of software and hardware along with the use of multimedia technology on their own network system offers excellent educational opportunities. Internships with school district technology coordinators and local businesses in web hosting and computer system design are available.

### **CONSERVATION/FORESTRY AND HEAVY EQUIPMENT #3017/#3018**

Students learn how to safely operate and maintain outdoor equipment such as backhoes, bulldozers, dump trucks, chain saws, wood chippers, forestry tools and tools of measurement. Learning activities include tree identification and maintenance, wood lot management, soil excavation and grading, pond and drainage projects, and many other skills needed for environmental and outdoor careers. Students will develop skills in landscaping, landscape design, horticulture, hardscaping, and the design and construction of outdoor structures such as decks and sheds. Students apply excavation landscaping skills at the site of a house under construction by students in Building Trades. Emphasis is on safety and responsibility. Career opportunities include highway departments, excavating and construction, building and grounds maintenance, logging and sawmill operation, trucking and landscaping-related fields.

**COSMETOLOGY #3045/#3046**

Students learn the latest trends in hair, nail, and skin care in our modern, fully equipped classroom salon. Advanced students apply their skills in our salon environment. Students who complete 1000 hours and pass the course will be eligible to take the New York State licensing exam. A cosmetology license allows you to practice all aspects of hair, skin and nail care.

**CRIMINAL JUSTICE/LAW ENFORCEMENT #3041/#3042**

Students explore opportunities in the field of criminal justice while learning about our legal system. Course work includes an in depth look at police work, the courts, and the field of corrections. Students also learn about federal, state and local laws and their effects on the community. Guest lecturers from various phases of the criminal justice field, mock trials, and field trips give students a first-hand view of our criminal justice system at work. Career opportunities include police work, probation, corrections, courts and security. A simulated crime scene investigation culminates the school year.

**CULINARY ARTS #3071/#3072**

Students prepare food in a large commercial kitchen, and manage a café and dining room. Instruction includes safety and sanitation, equipment and utensil usage, food production, customer relations, menu development, and supervisory skills. Students learn how to prepare and present a wide variety of foods from appetizers to desserts, and provide dining room and banquet services.

Semi-skilled areas of employment upon graduation include cook, prep-cook, dietetic aide, and baking assistant. Employment opportunities with a two-year degree include chef, baker, dining room manager, catering manager, purchasing agent, and good service supervisor. Opportunity with a four-year degree includes executive chef, dietician, manager and chef.

**DIESEL MECHANICS PROGRAM #3063**

Diesel powered vehicles are found in construction roles, trains, marine applications and are commonly used in the military. In addition, fixed diesel engines are widely used as a power source for generators, pumps and other applications requiring a dependable and economical source of power. The Diesel Mechanics Program is a two-year training sequence aimed at students who have a desire to work on trucks, heavy machinery, and corporate fleets. This program is located off-site at Marquart Farms in Gainesville, New York and is offered at the Mt. Morris Career and Technical Education Center.

**HEALTH DIMENSIONS #3027/#3028**

All Health Dimension students spend time in local facilities working collaboratively with actual clients. Students may also receive certification in First Aid, Adult CPR, Child and Infant CPR, AED, and Child Abuse Reporting. Health Dimension I students will engage in a challenging hands-on approach in the health field. Participants will experience and provide the human side of client care. Students may choose to take the New York State Nurse Assisting certification exam after completing the course.

Health Dimension II students will explore the following: Anatomy and Physiology, Gerontology, Phlebotomy and Electrocardiogram Technology. Students may earn college credit. *Responding to emergencies is a first aid response course available to Health Dimension II students.*

**HUMAN SERVICES/CHILD CARE #3025 /#3026**

This program prepares students for a wide range of career opportunities in the field of human service. Through practical work experiences, students develop high level skills needed to interact with people of all ages in a variety of environments such as classrooms, childcare centers, and human services agencies). Students study human development, birth to adulthood, over the course of two years. Students have the opportunity to become certified in First Aid and Community CPR.

**METAL TRADES #3067/#3068**

Metal Trades students learn the technology and art of joining metal by various methods, including Gas Tungsten Arc Welding (GTAW) Gas Metal Arc Welding (GMAW). Shielded Metal Arc Welding (SMAW), and Oxy-Acetylene Welding (OAW). Students also learn gas and electric arc cutting, electrode selection, joint design, print reading, and metallurgy. Students complete test plates to increase skill and accuracy. Students apply welding and cutting skills to fabrication of metal objects and work on customer projects, fabricating, repairing parts/equipment, and performing maintenance.

**HEALTH CAREERS ACADEMY #3029**

College Tech Prep Health Academy is a course of study designed to provide qualified students with a broad knowledge of the health care industry. Students explore multidisciplinary health care professions and current biotechnology through on-site observations at local hospitals and other health care facilities. Students applying to the academy should have plans to attend college or technical school in a health care field. This program offers Genesee Community College credit, and serves as a foundation for pursuing careers as an audiologist, biomedical engineer, dentist, dietician, hematologist, lab pathologist, massage therapist, nuclear imaging technician, nurse, optometrist, physical or occupational therapist, physician, pharmacist, radiologist and more. This is a senior year course only.

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

***Credit: 4 Unit***

**AGRICULTURAL BUSINESS ACADEMY #3047**

Agri-business includes the production, processing, distribution and supply of agricultural goods. These can range from sweet corn to maple syrup. Companies may focus on things like milk and yogurt production, fresh vegetables, or byproducts of farming such as fuels derived from farm waste. Students are introduced to the broad spectrum of career opportunities in the industry, including knowledge of animal systems, plant systems, food products and processing systems, environmental/natural systems, power machinery and technical/energy systems, international agriculture and trade, labor/workforce in agriculture, and leadership/FFA.

***Prerequisite: 80% GPA***

***Credit: 4 Unit***

## **SPECIAL EDUCATION SERVICES**

Geneseo offers a continuum of special education services. The Geneseo staff members continue to create settings appropriate for each student who is receiving special education services. The District is committed to providing services to students in the least restrictive environment. The concept of least restrictive environment ensures that, whenever feasible, students with disabilities will be educated with their non disabled peers. From the least restrictive to the most restrictive, the models currently in use are as follows:

***Consultant Teacher Services*** are provided to students in the regular classroom for a minimum of two hours per week. The special education teacher works directly with the students in the class and/or with the classroom teacher to ensure the students will be able to benefit from the general education setting. Such services are collaborative in nature and available in district settings in accordance with individual student needs and Individual Education Plans. In addition, the use of supplemental support (teacher assistances and aides) may be part of a student's program.

***Resource Rooms*** provide support services for students with disabilities. There is an emphasis on supplementary support for academic classes. Instructional groups consist of no more than five students, and their resource room program is closely coordinated with their program and similarity of individual needs. Students can spend up to 50% of the day in the resource room setting but no more than three hours of instruction per week.

***Special Class Programs*** are designed for students who need a small, structured environment. The 15:1 classes include a maximum of 15 students working with a special education teacher and an aide. (There are four class size options that are in accordance with the Commissioner's Regulations, Part 200.) These classes are offered when the severity of the disability is such that it prevents students from participating and/or achieving in the general education environment.

***Transitional Support Services*** provide temporary services specified in a student's IEP or Declassification Plan to a regular or special education teacher to aid in providing the appropriate services to a student with a disability transferring to a regular program or a program or service in a less restrictive environment.

***Related Services*** include speech/language therapy, audiology, psychological services, physical therapy, occupational therapy, counseling services, school social work and others defined in the Updated Regulations, Part 200. These are based upon individual students' needs and Individual Education Plans (IEPs).

## **COUNSELING AND GUIDANCE SERVICES**

The school counselors work closely with students, parents, faculty and administration to provide academic guidance, college/career planning, along with personal and family guidance for all students at Geneseo. Parents are encouraged to be a vital part of their child's education. Mrs. Holt and Mrs. Scholand are the school counselors and are available to help arrange and coordinate conferences and discussions with school staff. Additionally, parent-to-school communication is suggested through the following channels:

Contact your child's:

- Teacher - If you have a specific question about a class.
- Counselor - If you have a personal and family concern.

## **HIGH SCHOOL CLUBS & ACTIVITIES**

### **BRAINSTORMERS**

This is the school's academic quiz team. The Brainstormers compete against schools in Livingston County in a trivia competition which covers a wide range of topics and categories. Students who know "random facts" about a variety of subjects do well on the Brainstormers team.

### **COLOR GUARD**

The purpose of the color guard is to interpret the music that the marching band is playing via the synchronized work of flags and movement. Selection is based on audition.

### **DRAMA CLUB**

The Drama Club, which is advised by Mrs. DeBell, is a group of students in both the middle and high schools. The group traditionally presents a musical in the spring and a dramatic production in the fall. Participation is determined by audition only.

### **DO GOODER CLUB**

The Do Gooder club is a humanitarian organization devoted to making the student body aware of not only their school surroundings, but the world around them. Thru a variety of fundraising campaigns, the club aide's global initiatives and brings speakers to GCS to broaden the horizons of our students.

### **EARTHWISE**

Earthwise club is open to all students in grades 9-12. Activities are determined by the students and may include canoeing, sea kayaking, snowshoeing, cross-country skiing, igloo building, and hiking. There are typically 4-5 outings in a school year lasting from an afternoon to a weekend. Students may participate in one or any number of outings. Meetings are held after school to organize adventures.

### **FOREIGN LANGUAGE AND TRAVEL CLUB**

Students in foreign language club have the opportunity to participate in a variety of cultural events. Travel Club is for juniors and seniors who want to travel to Spain and France. Every other year, students will have the opportunity to participate in an educational tour to Europe. In the off-year, cultural orientation and fund-raising will be accomplished.

### **HIGH SCHOOL ART CLUB**

High School Art Club is open to anyone in a high school visual art elective. The art room is open every Sunday for two hours for students to work on assignments or any other extra projects that they may want to do. The club has done murals and group projects as well.

### **ICE**

The Interscholastic Competition in English is composed of high school students selected by members of the English and Drama Departments. Students prepare for and participate in a one day competition against other schools in our BOCES region. Each student participates in one to three areas: literary interpretation; dramatic interpretation; or creative writing.

## **INTERSCHOLASTIC SPORTS**

Geneseo offers J.V. and Varsity Level sports programs in a broad range of areas:

Football	Soccer	Hockey	Cross Country
Volleyball	Cheerleading	Golf	
Track	Wrestling	Baseball	
Swimming	Basketball	Softball	

## **MATHLETICS**

High School Mathletics is open to any student, grades 9 -12, who is interested in spending some extra time solving challenging math problems. There are four meets per year (2 after school and 2 during the school day) that members are encouraged to participate in. Each meet has 3 rounds of questions: individual, relay and team. All are welcome to join!!

## **NATIONAL HONOR SOCIETY**

Students in grades 10-12 with an overall GPA of 92.0 or higher are eligible to apply. Selection is based on scholarship, leadership, service, and character. NHS members then complete various projects throughout the year in service to our school and community.

## **ODYSSEY OF THE MIND**

Odyssey of the Mind is a Club that creates, celebrates and competes in outside of the box thinking. Teams build vehicles, structures, scenery, costumes, and tell stories without any assistance from adults or anyone else who is not a team member. Each year GCS has 10-14 teams that represent us at Regionals.

## **PAGETURNERS**

Page Turners is a book club and literature-based competition team for students in the high school. Students are given a selection of books from multiple genres to read. The students answering questions about the literature in a round robin format against other area schools in two seasonal competitions with the winners advancing to a regional competition. Students may read all the books on the lists, or be masters of a few. The club meets weekly for lunch.

## **PHILOSOPHY CLUB**

The Geneseo Philosophy Club is a small but dedicated group of students seeking the study of the fundamental nature of knowledge, reality, and existence. The group meets about once per week and welcomes all free thinkers to come share the quest for knowledge and wisdom.

## **SKI CLUB**

For all students in grades 9-12; go to Swain right after school on Thursdays.

## **STUDENT COUNCIL**

Student Council is a student run organization that organizes spirit weeks, dances, pep rallies, fundraisers, and so much more. Student Council works to bring the students together outside of the classroom. We also work closely with groups in the community to help support the needs of that organization. Our weekly meetings are a fun place to share and work together to make Geneseo the best it can be!

**TIES**

TIES(Together Including Every Student). High school students are selected and trained in sensitivity/awareness to students with disabilities. Then a volunteer is selected to attend an activity with a Participant, Family swim, Saturday Quest, track practice, basketball practice, 4H meetings. Whatever the Participant is doing the volunteer attends so they can have a friend going to an activity instead of a parent, which provides for a natural setting.

**YEARBOOK**

The yearbook club works diligently throughout the year, taking pictures, writing copy, designing layouts and creating the best yearbook possible for you to enjoy. Come join us next year!

# **MIDDLE SCHOOL GRADES 6 – 8 COURSE GUIDE**

The middle school is for students in grades 6-8. It is a separate school in philosophy and mission. It also serves as a transition from the elementary to the high school. Seventh and eighth grade students will begin their foreign language classes. Exploratory courses are required in art, music, home and careers, technology, and computers. Students will meet the State requirements for health and physical education. Qualified students in grades 7 and 8 will have the opportunity to take accelerated courses in Math and Science during Middle School. Eligibility to enroll in accelerated courses are based on a student's prior academic performance.

## **MS ENGLISH LANGUAGE ARTS (ELA)**

### **ENGLISH/LANGUAGE ARTS 6 #1101**

At the sixth grade level students explore and are exposed to a wide variety of reading, writing, listening, and speaking experiences. These include literature units, grammar, vocabulary study, and poetry. Independent reading will be monitored through daily log sheets and individual response journals in which students will relate personal interpretations and impressions of reading selections.

***Assessment:*** *NYS ELA 6 exam*

### **ENGLISH/LANGUAGE ARTS 7 #1102**

At the seventh grade level, students have opportunities for critical analysis and literary response. Literature units expose students to different genres, and both formal and informal types of writing are stressed. Students will listen, speak and read for understanding, critical analysis, and social interaction during poetry and drama units. Vocabulary development and spelling are done through the context of the literature. Basic grammar skills are refined through each student's writing.

***Assessment:*** *NYS ELA 7 exam*

### **ENGLISH/LANGUAGE ARTS 8 #1103**

At the eighth grade level, the goal is to encourage reflective and analytical readers who express themselves well both in speaking and writing. Focus is on the processes of reading, writing, speaking and listening. Students are required to read books consistently. Although there is some freedom of choice in reading selections, specific genres are studied in traditional literature units. Basic mechanics and usage skills are refined within the context of each student's writing and classroom lessons. Interdisciplinary research projects stress collecting data from oral, written and electronically produced texts, and speaking and writing to acquire and transmit information.

***Assessment:*** *Project (researching and gathering information, writing report), NYS ELA 8 exam*

### **LITERACY PLUS #1000**

At the sixth grade level, students take developmental reading. A large variety of literature is available and offered. At times, the students will read in large groups. At other times, students will read in small reading groups and discuss, daily, their progress. Journal entries are done on a weekly basis. Comprehension and various reading skills are emphasized, adhering to the New York State ELA standards.

### **MS READING PROGRAM#1001**

Both the middle school and high school reading intervention programs are designed to provide reading intervention for students who fall below New York State standards. Individuals are identified through analysis of test results, teacher recommendation, and observations. The reading department works in congruence with the English department, providing most services in small group settings.

**Entry criteria:** *Identification of student falling below NYS standards based on the following: ELA assessments & individualized reading evaluations*

**Credit:** *None*

**Assessment:** *Post testing*

## **MS SOCIAL STUDIES**

### **SOCIAL STUDIES 6 #1201**

Following a geography review unit, students spend the remainder of the year traveling back through time to the roots of ancient civilizations, including: Mesopotamia, Egypt, China, Greece, Rome, the Middle Ages, and the Renaissance. In support of state learning standards and assessments, students will be provided with diverse opportunities to read, write, listen, and speak to convey understanding of information obtained from a wide variety of sources, including primary source and other reference materials.

**Assessment:** *Ongoing oral, written, and authentic assessment projects*

### **SOCIAL STUDIES 7/8 #1202 & #1203**

The content of social studies in grades 7 and 8 focuses on the chronological study of United States and New York State history. Students will trace the human experience in the United States from pre-Columbian times to the present. They tie the political, geographic, economic and social trends of U.S. History to parallel trends and time frames in New York's history. The two-year course builds and reinforces the skills, concepts and content of the K-6 program. There is a strong emphasis on the use of historical documents in the classroom.

**Assessment:** *Oral, written and authentic assessment projects*

## **MS MATHEMATICS, SCIENCE AND TECHNOLOGY (MST)**

### **MATH 6 #1306**

This course is the first in the series of three in middle school math. Students are taught how to understand mathematics and how to be mathematically confident by communicating and reasoning mathematically. Real world applications are stressed throughout the curriculum. The following topics are studied: Algebra, Number Sense and Operations, Geometry, Measurement, Statistics and Probability, and Relations and Functions.

**Assessment:** *NYS Math 6 exam*

**MATH 7 #1307**

This course is the second in the series of three in middle school math following the Common Core Learning Standards. In Math 7, students learn about four critical areas:

(1) Developing understanding of and applying proportional relationships; (2) Developing understanding of operations with rational numbers and working with expressions and linear equations (3) Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) Drawing inferences about populations based on samples.

In addition, students are taught how to understand, communicate, and reason mathematically through the use of the following eight Common Core Mathematical Practices:

(1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning.

**Assessment:** *Cumulative exams, midterm, final exam, and NYS Math 7 exam*

**MATH 7/8 #1308**

This course is designed for accelerated 7th grade students to enrich and cover in greater depth topics and Mathematical Practices included in Math 7 and to focus on the following three critical areas of 8<sup>th</sup> grade Math: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students need to be recommended by their 6<sup>th</sup> grade teacher to be accelerated and to maintain a 90% average throughout the course. Upon successful completion of this course, students will enroll in Algebra 1 in 8<sup>th</sup> grade.

**Assessment:** *Cumulative exams, mid-term, final exam, and NYS Math 7 exam*

**MATH 8 #1310**

This course is the last in the series of three in middle school math, culminating with the 8th grade state assessment. Students are taught how to understand mathematics and how to be mathematically confident by communicating and reasoning mathematically. Real world applications are stressed throughout the curriculum that focuses on the following topics: Algebra, Number Sense and Operations, Geometry, Measurement, Statistics and Probability, and Relations and Functions.

**Assessment:** *NYS Math 8 exam*

**ALGEBRA I MS #1314**

An 8th grade student may enroll in a section of this course if they have successfully completed the Math 7/8 class with at least a 90% average. This is an opportunity for 8<sup>th</sup> grade students to accelerate into a Regents course.

**Prerequisite:** *>90% in Math 7/8 and teacher recommendation*

**Credit:** *1 Unit*

**Assessment:** *NYS Common Core exam*

**SCIENCE 6 #1701**

The introductory middle school science course will focus on skills and content meeting the New York State Physical and Living Environment standards for Middle Level Science. The Physical Setting topics addressed include phases of matter, forces and motion, simple machines, electromagnetism, and astronomy. The Living Environment component examines cells and energy flow within ecosystems. The scientific method

**Assessment:** *Projects, authentic assessment, and laboratory assessment.*

**SCIENCE 7 #1702**

Science 7 will be a continuation of the methods, skills and processes begun in Science 6. As students progress in skill and confidence, they will become more responsible for the design of experiments and studies and will generate more of their own questions. Science 7 focuses mainly on the Living Environment component of the New York State curriculum. This component examines the scientific method, cells, genetics, body systems and ecology.

**Assessment:** *Written tests, labs, lab reports, projects, and authentic midterm and final exams*

**SCIENCE 8 #1703**

This course is a continuation of the program of Science 6 and 7 with a greater emphasis on higher level thinking skills. Class periods will incorporate some lecture material with experiment and library/internet research. The Physical Setting units will be astronomy, weather, geology, energy, and the physics of motion. The Living Environment units will be a continuation of the ideas begun in the previous years augmented by the current model of inheritance.

**Assessment:** *Internet research projects & a lab notebook of experimental work, among other items, will be used for assessment. Authentic assessment modes will be stressed. NYS Science 8 exam.*

**SCIENCE 7/8 #1705**

This course covers many of the NYS curriculum regularly learned in 7<sup>th</sup> and 8<sup>th</sup> grade. The emphasis however will be on developing independent learning skills, problem solving skills and other skills that will be useful to students in higher grades including AP courses and college. There are academic requirements for students to enter and to remain in this course. The material covered is done faster and with the intention of greater student understanding and work than in the regular science courses. Subject matter covered includes ecology, human body systems, evolution, genetics, experiment design, chemistry, and physical science.

**Assessment:** *To include written tests and reports, labs, experiments, movies created, powerpoints, posters, and models made. Take the NYS Science 8 exam, at end of 8<sup>th</sup> grade.*

**EARTH SCIENCE MS with LAB #1742/#1743**

Earth Science is a Regents level lab course. It includes topics in Geology, Astronomy, Oceanography, and Meteorology. Students will study the universe, the atmosphere, the Earth's surface, and what is below it. New concepts are discussed in class, learned through research, and reinforced with activities in class and lab. Students will be able to use a great deal of this knowledge in their everyday lives as they observe the stars, predict the weather, and become more aware of the world around them.

**Prerequisite:** *Science 7/8*  
**Credit:** *1 Unit*  
**Assessment:** *Final exam is the Regents exam. Students must meet the Regents requirements for laboratory work in order to take the Regents exam.*

**KEYBOARDING 6 #1311**

The goal for Keyboarding 6 is for all students to improve their individual typing speed and accuracy, while utilizing proper "touch key" form. Keyboarding 6 utilizes important programs like Microsoft Word and adds some variety with two computer programs called All the Right Type and Prentice Hall Keyboarding. Students will learn all letters, numbers, symbols, and the number keypad.

**MS COMPUTER APPLICATIONS #1312**

This is a ten-week course in grade 7 which is a requirement for all middle school students. Basic computer skills will be covered in the class with a focus on the Math, Science, and Technology standards. Word processing, spreadsheet applications, Internet searches, creating multimedia presentations, and writing web pages will be addressed in the class. The students will be responsible for different long-term projects each year they take the class, while they learn important computer skills that can be used in other subjects. Some sample projects include tracking weather patterns, tracking stock investments and using baseball statistics to play simulation games and predict winners. Keyboarding and computer skills will be integrated into this and other curricula.

**TECHNOLOGY 7 #1802 (M.S.T.)**

Technology Education is an integrated experience-based instructional program designed to prepare students to be knowledgeable about technology – its evolution, systems, technologies, utilization, and social and cultural significance. It results in the application of science, technology, engineering, and mathematics concepts to technological systems in areas such as, but not limited to: construction, manufacturing, communications, transportation, biotechnology, and power and energy. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes, and technological systems.

**Assessment:** *Project*

**TECHNOLOGY 8 #1803 (M.S.T.)**

Eighth graders learn the specific concepts of product design through an introduction to mechanical drawing. They use mechanical drawing tools, appropriate drawing techniques, and math computations to produce working drawings for a manufactured product. After the design plans are completed, a cost estimate and production procedure chart are developed. The students are then introduced to the safe and appropriate use of tools and machines to process real materials into their own usable prototype product.

**Assessment:** *Project*

## **MS LANGUAGES OTHER THAN ENGLISH**

### **FOREIGN LANGUAGE COURSE SEQUENCE** (Based on entry-level course)

Grade 6	French/Spanish MS Sampler
Grade 7	French/Spanish MS 1A
Grade 8	French/Spanish MS 1B

#### **MS FRENCH/SPANISH SAMPLER #1500/#1600**

This 20-week course will introduce all 6th graders to 10 weeks of French and 10 weeks of Spanish. Students will begin communicating in each language as well as begin to develop an awareness of French/Spanish cultures. From this experience students will select their foreign language of interest scheduled for the 7th grade.

**Assessment:** *Projects, participation and selection of foreign language for 7th grade study*

#### **MS FRENCH/SPANISH 1A #1501/#1601**

This State required full year course constitutes the first half of French/Spanish level 1 in the 7th grade. Communication skills (speaking, listening, reading and writing) are emphasized. Students will be introduced to basic vocabulary by means of songs, skits, games, projects, dialogues, videos, audio cassettes and Total Physical Response language learning. The study of culture is an integral part of the course.

All students must be enrolled in the French/Spanish MS 1A

**Assessment:** *Projects, authentic assessment and a final exam*

#### **FRENCH/SPANISH MS 1B #1502/#1602**

This State required full year course constitutes the 2nd half of French/Spanish level 1 in the 8th grade. It is designed for Middle School students. Listening and speaking skills are again emphasized this year, with reading and writing emphasized more than in Exploring French/Spanish 1A. Culture is an integral part of the course. All students will take the Proficiency Exam in June. Students who are successful will earn one high school credit and will continue their foreign language study in high school at level 2. Students who fail the test must enroll in a level 1 high school course until it is successfully completed.

**Assessment:** *Proficiency exam*

**Credit:** *1 Unit with successful completion of course and exam*

## **MIDDLE SCHOOL ARTS, MUSIC AND BAND**

#### **ART 6 #1901**

Students will use a variety of art materials, processes, mediums, and techniques to create works of art in the influence of many artists and cultures. Students will use the elements of art and the principles of design to explain visual and other sensory qualities in art.

**Assessment:** *Projects, worksheets, use of class time*

#### **ART 7 #1902**

Students will examine the art of many varied artists and apply techniques of the masters to create their own works of art. Students will analyze and create both two-dimensional and three dimensional works of art.

**Assessment:** *Projects, worksheets, use of class time*

**ART 8 #1903**

Students will explore great artists from various historical periods to understand their influence on the social, cultural, and visual world. Students will analyze and create both two-dimensional and three dimensional works of art.

**Assessment:** *Projects, worksheets, use of class time*

**GENERAL MUSIC 6 #2101**

This course is a requirement for all 6<sup>th</sup> grade students. Students will develop musical skills through performance, composition, and improvisation on keyboard and percussion instruments while increasing knowledge of music history, culture, and careers in the arts.

**Assessment:** *Grades are determined by class participation, projects, and performance*

**GENERAL MUSIC 7 #2102**

This course is a requirement for all 7<sup>th</sup> grade students. Students will continue to develop musical skills through performance, composition, and improvisation on keyboard and percussion instruments while increasing knowledge of music history, culture, and careers in the arts.

**Assessment:** *Grades are determined by class participation, projects, and performance*

**GENERAL MUSIC 8 #2113**

This course is a requirement for all 8<sup>th</sup> grade students. Students will continue to develop musical skills through performance, composition, and improvisation on keyboard and percussion instruments while increasing knowledge of music history, culture, and careers in the arts. This course also includes an introduction to electronic music production.

**Assessment:** *Grades are determined by class participation, projects and performance*

**MS CHORUS #2103**

This course is offered to students in Grades 6 - 8 who have a special interest in performance. The course covers elements of music through participation in the reading of music and through singing. Students in MS Chorus participate in two required concerts per year.

**Assessment:** *Grades are determined by class participation, projects, and performance participation*

**MS BAND #2104**

This course is offered to students in grades 6, 7, and 8 who have a special interest in instrumental performance. Previous instrumental study is required - most students begin instrumental study in elementary school. Concert participation, required weekly group lessons, Smart Music assessments, and a positive attitude are required. This can also include Jazz Band participation.

**Prerequisite:** *Previous instrumental study helpful*

**Credit:** *None*

**Assessment:** *Participation at all performances, rehearsals, lessons; Smart Music assessments; performance assessments at GVSMA & NYSSMA solo festivals.*

**MS JAZZ ENSEMBLE #2112**

Jazz Ensemble is an elective course designed for the students who wish to continue the study of a musical instrument through group participation. Students will develop skills in jazz performance through rehearsals. These rehearsals will meet outside of the regular symphonic/concert band rehearsals.

Students will develop artistic sensitivity, different music styles and individual musicianship through performance of their instruments. Students will develop these skills at or above their grade level as outlined by the New York State School Music Association. Motivation and self-discipline through individual and group work serve as the foundation for this development.

**Prerequisite:** *Previous instrumental study/enrollment in MS Band*  
**Credit:** *½ Unit*  
**Assessment:** *Participation at all performances, rehearsals, and lessons; Smart Music assessments; performance assessments at GVSMA & NYSSMA solo festivals.*

**MS SHOW CHOIR #2121**

A vocal ensemble focused on performing a variety of choral music with movement. MS Show Choir rehearses on Wednesdays during MS Chorus. Additionally, students will be expected to attend mandatory extra rehearsals as needed.

**Prerequisite:** *Must be a member of MS Chorus*  
**Credit:** *½ Unit*  
**Assessment:** *Class participation*

**MIDDLE SCHOOL ORCHESTRA #2107**

This is an elective course designed for the students who wish to continue the study of a string instrument through group participation. Students will develop skills in musical performance through rehearsals and a required weekly group lesson. This ensemble acts as a preparatory group for advanced musical study. Ensemble rehearsals are after school, while lessons are given during the school day.

**Prerequisite:** *Previous instrumental study*  
**Credit:** *½ Unit*  
**Assessment:** *Participation at all performances, rehearsals, and lessons; weekly practice cards, periodic playing exams and auditions, and individual progress*

**\*\*PERFORMANCES:** *Literature for concerts will be determined by the instrumentation of the group(s). Schedules for all performance dates are provided in the school's district calendar and on an as-needed basis.*

**VOCAL MUSIC LESSONS MS #2115**

This course is designed for beginning, intermediate, and advanced voice students in grades 6-8, and will focus on the basic skills of singing, including vocal technique and solo vocal performance. Aspects of breathing, support, diction and sight-singing will be addressed. A variety of vocal literature will be introduced throughout the duration of the course. Students will be required to either participate in a Vocal Solo Festival or perform at the annual year end recital. In preparation, students will work on self-improvement by fostering and developing greater self-awareness, confidence, and expression. Additional practice time outside of school is required.

**Frequency:** *Bi-weekly*  
**Prerequisite:** *Must be a member of Middle School Chorus.*  
**Credit:** *½ Unit*  
**Assessment:** *Performance*

## **MS HEALTH, PHYSICAL EDUCATION & FAMILY & CONSUMER SCIENCES**

### **HEALTH 6 #2207**

### **HEALTH 8 #2208**

Health is required in the Middle School in Grades 6, 7 and 8 for 10 weeks each year. In these required courses, students will learn about the various factors that affect their health. Students will learn about physical, social and mental well-being; substance use/abuse and the communication/prevention skills needed; human growth and development; communicable diseases including HIV/AIDS; basic first aid and safety, including the skills needed to prevent personal abuse. To assist in the students' learning, group work and experiments, and class presentations are part of the course. Interdisciplinary skills are used for maintaining journals, figuring data in the labs and experiments and the design of projects.

**Assessment:** *Ongoing oral, written, and authentic assessment projects*

### **MS PHYSICAL EDUCATION**

#### **PE 6 #2201**

#### **PE 7 #2202**

#### **PE 8 #2203**

Physical Education is a state required course of study that has a focused emphasis in three areas. The first is personal fitness and an introduction to a variety of physical activities. The second being personal and social responsibility (effort) and safety associated with the participation in these physical activities. The third is management of resources available to students in order to be educated participants and consumers of activity opportunities within the community and surrounding area.

Assessment of their performance in this course will be as follows.

**Assessment:** *Performance based on three areas: effort, skill and knowledge. These three areas will carry different assessments based on the unit/class. Being prepared for class is essential.*

### **FAMILY & CONSUMER SCIENCES 6 and 7 #2004/#2005**

Students will meet for a ten-week period each year. At the end of the first year they will be able to:

1. Recognize and understand both positive and negative character traits that apply to themselves and others.
2. Apply decision making skills in their personal lives.
3. Identify and understand personal resources available to them.
4. Recognize bullying and what to do if it is witnessed or endured.
5. Apply principals of food, safety, and sanitation.
6. Demonstrate the ability to work with others while cooking.
7. Identify and explain various kitchen utensils.
8. Be able to follow simple recipes to prepare food successfully.

**Assessment:** *Projects and class activities*

At the end of the second year they will be able to:

1. Use the appropriate techniques to complete basic hand sewing skills.
2. Utilize technology to complete a sewing project.
3. Identify groups of food using the My Plate Model.
4. Identify nutrients found in foods and the function of each in the body.
5. How to read and interpret food labels.
6. Properly maintain and use the cook top and oven.
7. Plan and take part in preparing a well-balanced meal.

### **FAMILY & CONSUMER SCIENCES 8 #2006**

Students will meet for a 20-week period, every other day. At the end of 8<sup>th</sup> grade they will be able to:

1. Identify the varying types of family units.
2. Identify how individual decisions/choices affect the family.
3. Identify personal attitudes and values toward work, training, education and life style.
4. Complete basic banking tasks such as filling out a withdrawal/deposit slip and check writing.
5. Identify multiple methods money is used and saved.
6. Identify personal strengths and relate them to career opportunities.
7. Identify the proper steps in obtaining and maintaining a job.

**Assessment:** *Class activities, projects and post-test*

## **SPECIAL EDUCATION SERVICES**

Geneseo offers a continuum of special education services. The Geneseo staff members continue to create settings appropriate for each student who is receiving special education services. The District is committed to providing services to students in the least restrictive environment. The concept of least restrictive environment ensures that, whenever feasible, students with disabilities will be educated with their non disabled peers. From the least restrictive, to the most restrictive, the models currently in use are as follows:

**Consultant Teacher Services** are provided to students in the regular classroom for a minimum of two hours per week. The special education teacher works directly with the students in the class and/or with the classroom teacher to ensure the students will be able to benefit from the general education setting. Such services are collaborative in nature and available in district settings in accordance with individual student needs and Individual Education Plans. In addition, the use of supplemental support (teacher assistances and aides) may be part of a student program.

**Resource Rooms** provide support services for students with disabilities. There is an emphasis on supplementary support for academic classes. Instructional groups consist of no more than five students, and their resource room program is closely coordinated with their program and similarity of individual needs. Students can spend up to 50% of the day in the resource room setting but no more than three hours of instruction per week.

**Special Class Programs** are designated for students who need a small, structured environment. The 15:1 classes include a maximum of 15 students working with a special education teacher and an aide. (There are four class size options that are in accordance with the Commissioner's Regulations, Part 200). These classes are offered when the severity of the disability is such that it prevents students from participating and/or achieving in the general education environment.

**Transitional Support Services** provide temporary services specified in a student's IEP or Declassification Plan to a regular or special education teacher to aid in providing the appropriate services to a student with a disability transferring to a regular program or a program or service in a less restrictive environment.

**Related Services** include speech/language therapy, audiology, psychological services, physical therapy, occupational therapy, counseling services, school social work and others defined in the Updated Regulations, Part 200. These are based upon individual students' needs and Individual Education Plans (IEPs).

## **COUNSELING & GUIDANCE SERVICES**

The school counselor works closely with students, parents, faculty and administration to provide academic guidance along with personal and family guidance for all students at Geneseo. Parents are encouraged to be a vital part of their child's education. Mrs. Holt, the middle school counselor, is available to help arrange and coordinate conferences and discussions with school staff. Additionally, parent-to-school communication is suggested through the following channels:

Contact your child's

- Teacher - If you have a specific question about a class.
- Team Leader - If you have questions about team policy, grade level activities, or would like to arrange for a parent conference.
- Counselor - If you have a personal and family concern.

## **MIDDLE SCHOOL CLUBS AND ACTIVITIES**

An integral part of Geneseo's program for students are the clubs and activities which are offered at both the Middle and High School levels.

### **ACADEMIC CHALLENGE BOWL**

This is a middle school version of the Brainstormers club. Two four-man teams compete to answer questions on general knowledge against teams from nine other area schools. The top four teams advance to the finals night of competition.

### **ART CLUB**

Middle school Art club is open to all Middle School students. The club will be divided by quarters so each grade will get time to participate without overcrowding. We meet once a week, doing projects that student's wouldn't get to do in a normal art class. Drawing, painting, sculpture, ceramics and more.

### **CHESS CLUB**

The club plays chess after school.

### **COLOR GUARD**

The purpose of the color guard is to interpret the music that the marching band is playing via the synchronized work of flags and movement. Selection is based on audition.

### **DRAMA CLUB**

The Drama Club, which is advised by Mrs. DeBell, is a group of students in both the middle and high schools. The group traditionally presents a musical in the spring and a dramatic production in the fall. Participation is determined by audition. Open to grades 7 and 8 only.

### **FOREIGN LANGUAGE CLUB**

This is for students taking a language in grades 7 and 8.

### **JUNIOR HIGH SPORTS**

Open to 7th and 8th grade students. Practices typically begin at 3:30. Sports offered: modified football, boys soccer, girls soccer, wrestling, boys basketball, girls basketball, girls volleyball, swimming, track, baseball, cross country and softball.

**LIFESAVERS**

The middle School Lifesavers club is comprised of 6<sup>th</sup> – 8<sup>th</sup> graders who are dedicated to making a difference in their school and community. The club has fall, winter, and spring projects. Past projects have been raising money for various organizations, hosting a movie night and along with helping other clubs with their food/clothes drives. The club meets every week during lunch and celebrates Friendsgiving once a year to enjoy one another's company. All are welcome.

**MATHLETICS**

This is an interscholastic math competition, open to students in grades 7 and 8. Students practice weekly for competitions which are held three times a year. The competitions consist of arithmetic, word problems, and relay questions. The exam questions cover a wide range of topics including general arithmetic, rational operations, algebra, number theory, measurement, geometry, and probability and statistics.

**NATIONAL JUNIOR HONOR SOCIETY**

National Junior Honor Society promotes recognition for Junior High students who reflect outstanding accomplishments in the areas of scholarship, leadership, service, citizenship and character. Each member of NJHS is willing to use personal talents and skills for the improvement of both self and society. Members volunteer in the community doing Bell Ringing for the Salvation Army during the Christmas season. Bake cookies to be decorated and enjoyed by the Senior Citizens at Morgan Estates. Plan and execute a "Game night" at Murray Hill with the residents. Volunteer to help with Family Fun night at the school.

**ODYSSEY OF THE MIND**

Odyssey of the Mind is a Club that creates, celebrates and competes in outside of the box thinking. Teams build vehicles, structures, scenery, costumes and tell stories without any assistance from adults or anyone else who is not a team member. Each year GCS has 10-14 teams that represent us at Regionals.

**PAGETURNERS**

Students who like to read books from a list of award-winners, create their own questions about the books, then compete against other area school teams answering the questions created by all the teams. There are four leagues of 4-5 schools, with two competitions from two reading lists. Top four teams go on to a finals night and compete for a trophy.

**SCIENCE CLUB**

The middle school science club meets after school and offers students the opportunity to participate in science-related activities that extend what they are experiencing in the classroom.

**SKI CLUB**

For all students in grades 6-8; go to Swain right after school on Thursdays.

**STUDENT COUNCIL**

This group serves as the Middle School student government. Officers are elected at the beginning of every school year. We put on Middle School sponsored events to help establish a community among our students.

**YORKERS**

A club for students in grades 6, 7, 8 that learns about Social Studies and local history through after school activities and field trips.