BROCKPORT HIGH SCHOOL
PROGRAM STUDIES GUIDE 2020-21
Information provided in this guide is subject to change. Some elective courses, including AP, may be cancelled or offered on alternate years based on student enrollment and/or teaching staff. Students should consult their counselors regarding course availability.

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Michelle Guerrieri, High School Assistant Principal
Christina Wawrzyniak, High School Assistant Principal

School Counselors

Department Chair - Mrs. Marcia Bartalo

Class of 2021 / 2023:
Elizabeth Groot Last Names A-L
David Messbauer Last Names M-Z

Class of 2022 / 2024:
Kaleigh Dumigan Last Names A-L
Christine Howlett Last Names M-Z
Brockport High School
Mission Statement

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

Education Program

To prepare our students for life after high school (college, the world of work), we offer a comprehensive educational program. It is the goal of our educational program to meet the academic needs of all students, support student skill development and facilitate identification of student interests. The 2020-2021 Program Studies Guide is an informative resource provided to the public. Specific questions should be first addressed to the student’s assigned counselor.

Equal Education Opportunities:

Title IX and Section 504

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

The district official responsible for the coordination of activities relating to the above compliance is the Assistant Superintendent for Human Resources, Brockport, NY 14420, (585) 637-1915. This official will provide information including complaint procedures to any student, employee or person who feels that his or her rights have been violated by the district or its officials.
The Family Educational Rights and Privacy Act (FERPA) limits access to certain student documents. As part of FERPA, certain information called “directory information”, is not considered confidential information and may be released to outside agencies under the Freedom of Information Act. Brockport Central School District considers a student’s name, address and telephone number as “directory information” and will release that information to colleges, military recruiters, and news media unless notified not to release by parents.

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

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

Registrar’s Office
Brockport Central School District
100 Central School Drive
Brockport, NY  14420

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

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

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

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

<table>
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<tr>
<th>Local Diploma Required Exams***</th>
<th>Regents Diploma Required Exams (passing score of 65 or above)</th>
<th>Regents Diploma With Advanced Designation Required Exams (passing score of 65 and above)</th>
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<tr>
<td>English Language Arts Exam</td>
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<td>Three Math Regents Exams</td>
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<td>Regents Science</td>
<td>Two Regents Science Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regional LOTE</td>
</tr>
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</table>

* Algebra 1, Geometry, Algebra 2

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

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

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

1) a score of 55-64 may be considered a passing score on any Regents examination required for graduation; or
2) for students with disabilities who first entered grade nine in September 2005 and thereafter, a student’s score of 45-54 on a Regents examination required for graduation, other than the English and mathematics examinations, may be compensated by a score of 65 or higher on one of the other required Regents examinations; if

a) must pass English and mathematics with a 55 (or 52-54 with an approved appeal)
b) each exam with an earned score of 45-54 must be compensated by a score of 65 or higher on a separate exam. Each score of 65 or higher may be only used to compensate for one score of 45-54.
c) may not compensate more than two exams
d) the student has passed the course in the subject area of the Regents exam in which there is an earned score of 45-54; and
e) the compensatory score option cannot be combined with the RCT option.

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

Unit of credit
A unit is the measure of credit which a student earns for successfully completing a subject for one school year. These courses meet every other school day for the entire year for one class period (75 minutes). Other courses meet every other school day for one period for half the year. The student receives 1/2 unit of credit, with the exception of PE which meets 1/4 and receives 1/2 unit of credit.

Passing grade
In order to earn course credit, a student must attain a final grade average of at least 65%.

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

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

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

Summer school
In order to attend Summer School, students must meet one of the following requirements: pass two quarters with a grade of 65% or higher or pass one quarter and the final exam with a grade of 65% or higher. Exceptions can be appealed by grade-level counselor and administrator.

Alternative methods to obtain high school credit:

Credit by examination
As part of the Regents Action Plan, students may earn credit towards a diploma through the credit by examination alternative.

To pursue this option, students must:
1. Receive parental permission
2. Receive a recommendation from a prior teacher in the subject area in which the request is made.
3. Earn a score of at least 85% on a qualifying pretest.
4. Complete a project or oral exam to demonstrate proficiency in the subject matter.

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

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

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

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

Transfer credit
Transfer Credit is awarded for work done outside the registered New York State high school awarding credit. If interested, please see counselor for further information.
Advanced Placement (AP) Program

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

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

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

English Language Learners (ELL)

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

3-1-3 Program

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

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

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

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

An application process is required. The SUNY Admissions Office will review the credentials and will be responsible for making final admission decisions. See your school counselor for more information.
Legal disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this page is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

Please discuss your intentions with your School Counselor and Coach for further clarification.

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

Math courses:
- Algebra 1A
- Algebra 1B
- Algebra 1
- Pre-Geometry
- Geometry 4/4
- Geometry
- Math In the Trades
- Pre-Algebra 2
- Algebra 2 4/4
- Algebra 2
- Pre-Calculus
- Pre-AP Calculus
- AP Stats
- AP Calculus AB
- AP Calculus BC

Social Studies courses:
- Global Hist. & Geog. 1
- Global Hist. & Geog. 2
- World History I AP
- World History II AP
- US Hist. & Govt. R
- US Hist. & Govt. AP
- AP US Govt. & Politics
- Govt./Economics
- Microeconomics AP
- General Psychology
- AP Psychology
- AP European History
- Sociology

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

LOTE courses:
- Spanish/French 1
- Spanish/French 1B
- Spanish/French 2
- Spanish/French 3
- Spanish/French 4
- Spanish/French 5

AP Course Offerings:

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

**English:**
- AP English Language & Composition
- AP English Literature & Composition

**Music:**
- AP Music Theory

**Math:**
- AP Calculus AB

**Science:**
- AP Biology
- AP Chemistry
- AP Physics 1 - Algebra Based
- AP Physics C - Mechanics
- AP Environmental

**Social Studies:**
- AP World History 1 & 2
- AP United States History
- AP European History
- AP Microeconomics
- AP US Government and Politics
- AP Psychology

**Technology:**
- AP Computer Science A
- AP Computer Science Principles

Dual Credit Course Offerings:

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

**Technology:**
- Electronics I
- Electronics II
- PLTW Computer Science A
- PLTW Computer Science Principles
- Design and Drawing for Production PLTW
- Principles of Engineering PLTW
- Digital Electronics PLTW
- Computer Integrated Manufacturing PLTW
- Civil Engineering and Architecture PLTW
- Cybersecurity PLTW
What?
Brockport Central Schools is pleased to announce participation in the New York State Seal of Biliteracy Program. In recognition of the importance of a love of languages, biliteracy, and a culturally diverse community many states are offering pathways to earn this accredited honor. The New York State Seal of Biliteracy (NYSSB) honors high school graduates who have attained a high level of proficiency in one or more languages, in addition to English. This distinction will be celebrated on graduation day with a diploma endorsement and the opportunity to wear a medallion.

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

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

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

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

How?
BHS has established three pathways to pursue the NYSSB. Please review to the attached pathway charts for further information about pathways.

When?
Interested students will apply to the NYSSB Committee by November 30th of their Junior or Senior year.
However, students can start planning to earn the NYSSB earlier by setting personal goals earlier by reviewing the enclosed documents and selecting courses accordingly.
School counselors
The Brockport High School counseling program follows the professional model endorsed by the American School Counselor Association:

“Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development”.

School psychologist
The school psychologist has specialized competencies in assessment, remediation strategies and research. Understanding of the learning process, interpersonal relationships and personality dynamics are areas in which they provide help. The school psychologists give direct help to students and assist parents and school personnel in their efforts to make school more beneficial for all children. Within the school, they serve as consultants and diagnosticians with respect to the behavior and educational management of the individual child’s learning situation. In addition to being a standing member of the district Committee on Special Education (CSE), the high school psychologist is also responsible for coordinating and chairing subcommittee on special education meetings at the building level.

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

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

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

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

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

Individualized education programs
The student IEP is both a process and a product which contains several elements that are required by law. They include:
- A summary of the student’s present performance level
- Long-term educational goals
- Short-term objectives for meeting each goal
- A list of special education and support services, materials and interventions to be provided, including timetable and personnel

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

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

Appropriate learning environments
“Least restrictive environments” at BHS include self-contained classrooms with teacher/student ratios of 12:1:1 or 8:1:1.
School Health Services

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

School Library Services

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

Resources include over 18,000 books, an extensive up-to-date reference collection, 20 current periodicals and daily newspapers. The library also provides access to ebooks and audio books through Overdrive as well as videotaping and streaming services from BOCES 2.

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

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

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

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

In order to provide students with ample opportunity to take advantage of these resources, library hours are extended until 5 p.m. Monday through Thursday.
Academic Intervention Services (AIS)

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

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

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

High school guidelines for AIS

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

For those students who have been assessed through the 8th Grade NYS assessment, the following benchmarks are used as a baseline:

- Students who score at a level 1 or a lower level 2 will receive the most intensive services.
- Students who score at an upper level 2 will receive services at a monitor level through Tier I instruction from their English teacher.

In addition to using NYS 8th grade assessment scores, or for students who did not sit for and receive a score, the following measures will be considered:

- Report card scores indicating performance in English class
- Report card scores indicating performance in other core class areas
- Teacher recommendation based on class assessments, participation, performance and/or engagement
- Case managing team including but not limited to: school counselor, school psychologist, administration, school social worker, elective teachers, AIS teacher
- SRI, i-Ready, and/or F&P assessments

Response to Intervention

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

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

- School Psychologist
- Counselor
- General Education Teacher(s)
- Special Education Teacher(s)
- Administrator(s)
All students are required to complete one (1) unit of Art or Music. A five-unit sequence is achieved by completing Studio in Art and additional courses that total four units of art. The submission of a portfolio is required by those students planning to use art as a sequence for their Regents diploma for Advanced Designation. Elective courses suggested for those art majors wishing to develop a college art program admission portfolio are marked with an*. Advanced Placement credit is available for students taking Advanced Studio in Art, Portfolio Development, and 3-D Design Portfolio.

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

### Studio In Art
Grades: 9-12  
Length: Full Year  
Prerequisite: None  
Credit: 1.0  
Examination: Local & Portfolio Assessment*

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

### Drawing & Painting I*
Grades: 10-12  
Length: Full Year  
Prerequisite: Studio in Art  
Credit: 1.0  
Examination: Portfolio Assessment*

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

### Drawing & Painting II*
Grades: 11-12  
Length: Full Year  
Prerequisite: Drawing and Painting I  
Credit: 1.0  
Examination: Portfolio Assessment*

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

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

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

Ceramics I is an introductory course that will acquaint the student with the processes and techniques of handcrafted clay construction. Students will be encouraged to create individual designs in clay and understand the relationships of form and function. This course includes experimentation with various methods of clay hand-building. Students will also be made aware of the historic and contemporary uses of clay as well as how rendering of clay objects employs the same basic elements of artistry and craftsmanship that are common to all forms of art.

### Studio in Ceramics II
Grades: 10-12  
Length: Semester  
Prerequisite: Studio in Ceramics I  
Credit: .5  
Examination: Portfolio Assessment*

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

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

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

### Photography I
Grades: 10-12 (No Freshmen)  
Length: Semester  
Prerequisite: Studio in Art  
Credit: .5  
Examination: Local and Portfolio Assessment*

This course is designed to give students an understanding of photography as both a means of communication and as an art form. Topics will include: the history of photography, use of a SLR camera, developing film, making quality prints, mounting photographs for display, careers in photography and the critical evaluation of photographs using appropriate terminology. Students will create a portfolio of their photographic work.
Photography II
Grades: 10-12  
Length: Semester
Prerequisite: Photo I, Studio in Art  
Credit: .5
Examination: Portfolio Assessment*

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

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

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

Studio in Media Arts
Grades: 11-12  
Length: Semester
Prerequisite: Studio in Art and Studio in Computer Art.  
Credit: 5
Examination: Portfolio Assessment*

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

Studio In Sculpture
(Of offered in even years only 2020-21)
Grades: 10-12  
Length: Semester
Prerequisite: Studio in Art  
Credit: 5
Examination: Portfolio Assessment*

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

AP 2-D Art and Design and AP Drawing
Grade: 12  
Length: Full Year
Prerequisite: Drawing & Painting II  
Credit: 1.0
Examination: AP and Portfolio Assessment*

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

AP 3-D Art and Design
Grade: 12  
Length: Full Year
Prerequisite: Studio in Art, and two of the following: Studio in Ceramics I, II, Studio in Sculpture, Studio in Jewelry and Metals or Teacher Permission
Credit: 1.0
Examination: AP and Portfolio Assessment*

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

Portfolio Development
Grade: 12  
Length: Full Year
Prerequisite: Enrollment in AP Studio Art Drawing & 2-D Design or 3-D Design or Drawing and Painting II or Photo I & Photo II or Teacher Permission
Credit: 1.0
Examination: Portfolio Assessment*

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

* Weighted as 1/5 of final course grade.
Students may take any Business class as long as they have fulfilled the prerequisite requirements.

OR

Students will be eligible to receive a NYS Career and Technical Education (CTE) endorsement seal on their diploma if they complete the program outlined below, complete a work-based learning experience and pass the certification exam.

Required Foundation Courses for each of the CTE Endorsement Pathways

*MS Office (1)cc
*Career and Financial Management (1/2)
*Personal Financial Planning (1/2)cc
*Career Internship (1)

Any course within a Pathway may be taken as a single elective unless seeking a CTE endorsement.

Finance Focus CTE Pathway (Required courses)
- Introduction to Business (1/2)cc
- Accounting (1) M, cc
- Business and Personal Law (1/2)

Recommended electives:
- Math and Finance (1) M
- Entrepreneurism (1) cc
- College Prep 11 or 12 (1/2)
- Essential Computing Skills (1/2)cc

Marketing Focus CTE Pathway (Required courses)
- Introduction to Business (1/2)cc
- Intro to Marketing (1)cc
- Sports and Entertainment Marketing (1)

Recommended electives:
- Desktop Publishing (1/2)
- Advanced Desktop Publishing (1/2)
- Math and Finance (1) M
- Business and Personal Law (1/2)
- Entrepreneurism (1) cc
- Essential Computing Skills (1/2)cc
- College Prep 11 or 12 (1/2)

General Business Administration Focus CTE Pathway (Required courses)
- Introduction to Business (1/2)cc
- Accounting (1) M, cc
- Intro to Marketing (1)cc

Recommended electives:
- Essential Computing Skills (1/2)cc
- Math and Finance (1) M
- Entrepreneurism (1) cc
- College Prep 11 or 12 (1/2)
- Criminal Justice (1/2)

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

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

cc Denotes Dual College Credits through MCC  
M Denotes may be used as a 3rd unit of Math credit
Entrepreneurism
(Offered 2020-21 School Year)
Grades: 11-12 Length: Full Year
Prerequisite: None Credit: 1.0
Examination: Local 3.0 MCC

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

Math and Finance
(Offered 2021-22 School Year)
Grades: 11-12 Length: Full Year
Prerequisite: None Credit: 1.0
Examination: Local

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

Sports and Entertainment Marketing
Grades: 9-12 Length: Full Year
Prerequisite: None Credit: 1.0
Examination: Local

This is an exciting revamped course designed to teach marketing principles for two enormous industries: Sports and Entertainment. Students will study current events in each category and emulate marketing campaigns using a variety of management, marketing, and creative skills. In this course, students will start their own sports franchise, draft players, and choose the team name, location, logo, and all other details involved in running a team. In addition, students will have a brand new virtual simulation program where they will learn all aspects of running a stadium. From selecting the ticket pricing, to hiring security and staff, to booking concert events, to advertising sports games; students will make decisions about all aspects of running their stadium and compete with other students in the class to see who is the most profitable. Not to be taken concurrently with Introduction to Marketing.
Microsoft Office with Essential Computing Skills - Required for CTE Endorsement
Grades: 9-12
Length: Full Year
Prerequisite: None
Credit: 1.0 BHS
Examination: Local
Credit: 4.0 MCC

In today’s digital world effective use of computers is critical for success in any career. This course will allow students to develop the essential skills necessary upon entering college or the workforce. Hands-on activities will focus on keyboarding skill development, introduction to Windows environment and Microsoft Office 2013 including: MS Word, Excel, Access, and PowerPoint for the creation of basic business documents and file management. This course is extremely helpful to college-bound students. This course may be used to earn four (4) college credits through Monroe Community College.

CIP: Career Internship Program
- Required for CTE Endorsement
Grade: 12
Length: Semester/Full Year
Examination: Local
Credit: 1.0

REQUIREMENTS: Minimum GPA 83%, excellent attendance records, letter of recommendation from a teacher, counselor or staff member who can recommend the student to the program. Submit an application by April 3, 2020 and schedule an interview with Mrs. Sodoma by May 15.

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

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

Semester Courses:
Career and Financial Management
- Required for CTE Endorsement
Grades: 9-12
Length: Semester
Prerequisite: None
Credit: .5

This course is required of all students seeking a sequence in Technology, Project Lead the Way or Business. The course introduces the student to the career selection process and the realities of the working world. Students learn how to complete a number of self-assessments, explore career options, and create career plans, as they plan for post-secondary education and their career goals. In addition to resume writing and interview preparation, students will learn to select, apply for, and maintain employment. In the financial planning units topics will cover financial planning, budgeting, investing, using credit wisely and insurance. Focus is also placed on managing personal financial resources such as savings and checking accounts.

Keyboarding and Essential Computing Skills
Grade: 9-12
Length: Semester
Examination: Local
Credit: .5 BHS
Credit: 3.0 MCC

In today’s digital world effective use of computers is critical for success in any career. This course will allow students to develop the essential computer skills necessary to be college and career ready. Hands-on activities will focus on keyboarding skill development, introduction to Windows environment and word processing using Microsoft Word 2013 for the creation of basic business documents, computer concepts, and file management. This course is extremely helpful to college-bound students. This course may be used to earn three (3) college credits through Monroe Community College.

Business and Personal Law
(Offered 2021-22 School Year)
Grades: 10-12
Length: Semester
Prerequisite: None
Credit: .5
Examination: Local

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

Introduction to Business
Grades: 10-12
Length: Semester
Prerequisite: None
Credit: .5 BHS
Examination: Local
Credit: 3.0 MCC

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

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

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

**Personal Financial Planning**  
- Required for CTE Endorsement

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

**Examination:** Local

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

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

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

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

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

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

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

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**English I**

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<th>Grade:</th>
<th>9</th>
<th>Length:</th>
<th>Full Year</th>
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<tr>
<td>Prerequisite:</td>
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The English I curriculum is structured using a combination of thematic units. The year focuses on strengthening students’ skills necessary to meet the Common Core Standards. Through all of the literary works studied, the student will become familiar with particular literary concepts which are emphasized through the writer’s craft. In addition to the basic text, all classes read a minimum of two novels chosen from a large variety of classic and contemporary world literature and Shakespeare’s *Romeo and Juliet*. Emphasis is placed on the formation of literary analysis and research skills with the writing process as the primary emphasis of expression of these analyses. Appropriate vocabulary development, chosen from the literary works, is conducted throughout the year. Students are required to write a research paper. State standards are addressed, as in all English classes.

**English I – Humanities**

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<tr>
<td>Prerequisite:</td>
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English I – Humanities curriculum is structured using a combination of thematic units as they correlate with Global I topics from Geography and Ancient Civilizations through the Enlightenment period. The year focuses on strengthening students’ skills necessary to meet the Common Core Standards. Through all the literary works studied, the student will become familiar with specific literary concepts that are emphasized through a writer’s craft. The student will be exposed to multiple genres that represent world literature as it connects with the thematic units in Global such as *The Odyssey* when the student is covering Classical Civilizations in Global. *Romeo and Juliet* is studied as an example of Renaissance literature and its effects on history. Vocabulary will be derived from the Global curriculum and the literature studied. Emphasis is placed on the formation of literary analysis and research skills with the writing process as the primary emphasis of expression of these analyses. **This is a two year course that will continue in the sophomore year of High School with additional credit for English II.**
The English II curriculum is focused on strengthening students’ skills necessary to meet the Common Core Standards. Students read a variety of genre, including but not limited to, essays, autobiography, novels, short stories, poems, and a Shakespearian play. Students are required to write a research paper which develops investigative, analytical, and organizational skills. This particular project allows students to demonstrate their skills at reading informational sources (both primary and secondary) and writing from the learning they synthesize. Additionally, students write argumentative, persuasive, and expository pieces focusing on textual evidence to support their ideas.

Pre-AP English (II)
Grade: 10
Length: Full Year
Prerequisite: English I, 89% or higher with teacher recommendation and/or interview with Pre-AP teacher
Examination: Local

This course is designed to challenge students who have demonstrated a high level of proficiency in both reading and writing. The reading is substantial and the writing requirements are rigorous. In addition to the literature assigned in class, students read independent selections of either fiction or non-fiction from a list of choices supplied by the teacher. Assessments challenge students to use higher order thinking skills and creativity, and to prepare oral presentations for the class. Students become familiar with and practice strategies required for success on the NYS Regents Examination in ELA (Common Core), which they will take at the completion of their junior year, as well as the AP examinations offered in May during each of the following years. An expectation of enrollment in Pre-AP is that students intend to continue their course of study in AP English Language & Composition (III) and AP English Literature & Composition (IV) based on their progress in the Pre-AP course and the recommendation(s) of the Pre-AP/AP teacher(s).

English III – Humanities
Grade: 11
Length: Full Year
Prerequisite: English I and II
Credit: 1.0

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

Grade: 11  
Length: Full Year

Prerequisite: English II  
Credit: 1.0

Examination: NYS Regents Examination in ELA (Common Core)

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

AP English Language & Composition (III)

Grade: 11  
Length: Full Year

Prerequisite: English II with teacher recommendation and interview with AP English III teacher or Pre-AP with teacher recommendation and/or interview with AP English III teacher

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

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

English IV

Grade: 12  
Length: Full Year

Prerequisite: English III  
Credit: 1.0

Examination: Local

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

English IV (3-1-3)

Grade: 12  
Length: Full Year

Prerequisite: Enrollment in the 3-1-3 program with SUNY Brockport

Examination: Local

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

AP English Literature & Composition (IV)

Grade: 12  
Length: Full Year

Prerequisite: English III with teacher recommendation and interview with AP English IV teacher or AP English III with teacher recommendation and/or interview with AP English IV teacher

Examination: AP Literature & Composition Exam

AP English IV is a college-level, introductory course in literature and composition leading to proficiency in college English, perceptions and skills. The year’s study will provide students with a broad outline of British literature, history and philosophy beginning with Beowulf and culminating with Beckett’s Waiting for Godot. The course content emphasizes quality of perception. Therefore, the homework load is designed to be challenging, but not oppressive. Students are encouraged to take the College Entrance Examination Board Advanced Placement Exam in May.
Creative Writing
Grades: 10-12  Length: Semester
Prerequisite: Completion of English I  Credit: .5
Examination: Local

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

Improvisational Theatre
Grades: 10-12  Length: Semester
Prerequisite: English I  Credit: .5
Examination: Local

Improvisational Theater is an introduction to acting techniques, focusing on spontaneity and concentration. Despite the lack of written material, improvisation is a skill that can be increased through learning and practice. By experimenting in various improvisational settings, and by studying some historical types of improvisation from 16th century Commedia dell’arte to Saturday Night Live, students will gain greater fluency in the art of improvisation and transfer that learning to a scripted performance.

Journalism
Grades: 11-12 (10 with teacher recommendation)  Length: Full Year 2 out of 4
Prerequisite: English I/II  Credit: 1.0
Examination: Local

This course is designed to give students an opportunity to explore investigative reporting and informative writing. Lessons will include a study of and discussion about the First Amendment and its impact on journalists and their responsibilities, and instruction and hands-on training in all areas of putting a paper to press. Students will learn proper interview techniques, receive instruction and practice in writing informative articles and editorials, and revise and edit articles. Students will collaborate to publish the school-wide newspaper.

Leadership & Communication
Grades: 10-12  Length: Semester
Prerequisite: English I and teacher recommendation  Credit: .5
Examination: Local

This course provides an understanding of effective leadership and communication through collaborative learning, research, practical application of skills, and reflection. This course will guide potential student leaders to cultivate strategies for meeting their experiences with mindfulness, facing and responding to adversity, and using their strengths to be positive leaders and meaning makers in their community. Students will engage in activities designed to help them identify and nurture personal strengths as well as overcome fears and weaknesses, and navigate their place and purpose within a group. Emphasis on self-directed work.

Mosaics
Grades: 10-12  Length: Semester
Examination: Local  Credit: .5

Mosaics is a literature course designed to explore diversity, culture and political systems through literature and discussion. Mosaics would provide students with an opportunity to directly explore other perspectives through a variety of literature. Students would then use research and discussion to interrogate systems in our culture, educational and political systems.

Public Speaking
Grades: 10-12  Length: Semester
Prerequisite: English I  Credit: .5
Examination: Local

For some students, speaking in public is an easy, enjoyable experience. For others, it is a frightening ordeal. This class will accommodate both types of students. Participants will learn strategies to use their abilities persuasively and to accommodate their concerns cleverly. They will build confidence and experience and enhance their public speaking potential. Students will learn to catch and hold the attention of their audience. Students will encounter various speech situations from persuasion to oral interpretation. They will present personal ideas and specialized knowledge through demonstration, interactive lecture, group process, and a personalized final presentation.
Health Education is a course designed for students in grades 9, 10, 11 or 12. All students must successfully complete 1/2 credit of health as a state requirement in order to graduate from Brockport High School.

Health (NYS Mandate)

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

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

Personal Wellness

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

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

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

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

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

Life and Death

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

Life and Death will provide content and learning activities that focus on issues of loss experiences, fear of death, understanding reactions to death, near-death experiences, euthanasia, suicide, and current practices and trends in the care and treatment of the terminally ill. Focus will be on the study of the dying process, death, ceremonies and rituals in many cultures while exploring both theories and concepts as well as analyzing attitudes and practices concerning death, dying and bereavement. Life and Death will actively engage students to become familiar with medical, legal, financial and cross-cultural issues related to death and dying.
In order to graduate, students must have completed one unit of a language other than English by the end of 12th grade (most students will accomplish this by the end of 8th grade). Three (3) units of a language other than English are the minimum requirement for a diploma with Advanced Designation. For students who plan to attend college, Levels 4 and 5 are recommended. Many colleges require Levels 4 and 5 for admission.

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

*For more information on the Seal of Bi-Literacy graduation distinction see page 10.

<table>
<thead>
<tr>
<th>Level 1: French and/or Spanish</th>
<th>Grade: All levels</th>
<th>Length: Full Year</th>
<th>Prerequisite: None</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local/Proficiency exam</td>
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</table>

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

<table>
<thead>
<tr>
<th>Level 2: French and Spanish</th>
<th>Grades: 9-12</th>
<th>Length: Full Year</th>
<th>Prerequisite: Level 1 or proficiency exam credit</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local</td>
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</tbody>
</table>

Level 2 is designed for students who want to continue the study of a Spanish/French language and are pursuing a sequence in this area. It continues the development of listening, speaking, reading and writing skills. More vocabulary is acquired, further grammatical structures are presented, and the study of culture is integrated throughout the course.

<table>
<thead>
<tr>
<th>Level 3: French and Spanish</th>
<th>Grades: 9-12</th>
<th>Length: Full Year</th>
<th>Prerequisite: Level 2</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local</td>
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</table>

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

<table>
<thead>
<tr>
<th>Level 4: French and Spanish</th>
<th>Grades: 11-12</th>
<th>Length: Full Year</th>
<th>Prerequisite: Level 3</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local</td>
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</tbody>
</table>

Level 4 is designed for students who choose to continue the study of a French/Spanish language. Spontaneity and fluency in the target language are developed through small conversational groups, writing samples, oral presentations and by reading short literary works.

<table>
<thead>
<tr>
<th>Level 5: Honors French and Spanish</th>
<th>Grade: 12</th>
<th>Length: Full Year</th>
<th>Prerequisite: Level 4</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Discovering Europe</th>
<th>Grades: 9-12</th>
<th>Length: Semester</th>
<th>Prerequisite: None</th>
<th>Credit: .5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local</td>
<td></td>
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<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Spanish for Heritage Speakers</th>
<th>Grades: 9-12</th>
<th>Length: Full Year</th>
<th>Prerequisite: Spanish 3 or Spanish speaking entrance exam</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Local</td>
<td></td>
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</tr>
</tbody>
</table>

The purpose of this course (conducted primarily in Spanish) is to enable heritage speakers to develop, maintain and enhance proficiency in Spanish through a variety of contexts associated with the Hispanic world. This non-traditional course will enhance already existing Spanish language skills through an exploration of history, culture, literature, and entertainment. This course does not meet a component requirement for the advanced diploma with designation but can be taken at the same time as another LOTE course. For students enrolled in the LOTE track this course may merit level 4 credits.
All students will be required to obtain at least three credits in mathematics and all students will have to pass at least one NYS Regents exam in order to obtain a Regents Diploma.

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

* Students will take the NYS Regents exams in June. It is a graduation requirement to pass at least one math Regents exam.

† Two common pathways to meeting the graduation requirements.
Algebra IA

Grade: 9  
Length: Full Year  
Prerequisite: See course description  
Credit: 1.0  
Examination: Local in June

The fundamental purpose of this Algebra Course is to formalize and extend the mathematics that students learned in the middle grades. This course will cover the first half of the Algebra I Regents course. Topics will include: solving linear equations and inequalities, applying linear models, introduction to function and their notation, systems of equations and analyzing exponential functions. This course is offered 2/4 days. Typically, students earning a level 1 or level 2 on the 8th grade state test should enroll in this course.

Algebra IB

Grade: 10  
Length: Full Year  
Prerequisite: Successful completion of Algebra I  
Credit: 1.0  
Examination: Algebra Regents in June

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

Regents Algebra I

Grade: 9  
Length: Full Year  
Prerequisite: See course description  
Credit: 1.0  
Examination: Algebra Regents in June

The fundamental purpose of the Algebra I Course is to formalize and extend the mathematics that students learned in the middle grades. The focus of the course is to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is offered 2/4 days and satisfies one year of the necessary three years of mathematics to graduate.

Pre-Geometry

Grades: 10-12  
Length: Full Year  
Prerequisite: Successful completion of Algebra 1A and 1B or Algebra 1 in summer school  
Credit: 1.0  
Examination: Local Exam in June

The purpose of the Pre-Geometry course is to formalize and extend students’ geometric experiences from the middle grades. Many of the topics taught in the Regents Geometry will also be a focus in Foundations of Geometry. This course is offered 2/4 days and satisfies one year of the necessary three years of mathematics to graduate.

Regents Geometry

Grades: 9-11  
Length: Full Year  
Prerequisite: Successful completion of Algebra I and passing Algebra I Regents

Examination: Geometry Regents in June

The purpose of the Geometry Course is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course and trigonometric ratios are now taught in Geometry and not in Algebra. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is offered 2/4 days or 4/4 days depending upon the needs of the student.

Math in the Trades

Grades: 10-12  
Length: Full Year  
Prerequisite: Successful completion of Algebra I and Geometry  
Credit: 1.0  
Examination: Local in June

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

Pre-Algebra II

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

This is a course designed for the student who plans on continuing math in high school or in college. It is a skills-based course with an emphasis on extending algebra skills and prepares students for the Algebra II Regents course. Topics include algebra and a study of linear, quadratic, trigonometric, logarithmic and exponential functions. This course is offered 2/4 days and satisfies the third credit of the graduation requirement.
Regents Algebra II  
**Grade:** 10-12  
**Length:** Full Year  
**Prerequisite:** Successful completion of Regents Geometry or Pre-Algebra II and teacher recommendation (data has shown that students who are not recommended for this level are typically unsuccessful in earning credit and passing the Algebra II Regents.)  
**Examination:** Algebra II Regents in June

This is the third of the three-year Regents sequence. Topics include: complex number systems, reasoning with equations and inequalities trigonometry, expressing geometric properties with equations, interpreting and building functions, modeling, probability and statistics. Students will prepare for and take the Algebra II Regents exam in June. This course is offered 2/4 days or 4/4 days depending upon the needs of the student. A minimum cumulative average of 80 in Algebra I and Regents Geometry is recommended.

College Prep Math  
**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** Pre Algebra II or Regents Algebra II  
**Examination:** Local in June

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

Pre-Calculus  
**Grade:** 11-12  
**Length:** Full Year  
**Prerequisite:** Successful completion of Regents Algebra II  
**Examination:** Local in June

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

Pre-AP Calculus  
**Grade:** 11  
**Length:** Full Year  
**Prerequisite:** 85% or above final average in Regents Algebra II  
**Examination:** Local in June

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

AP Calculus AB  
**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** Passing Pre-Calculus or Pre-Calculus Honors; a minimum cumulative average of 80% in Algebra I, Geometry, Algebra II, and Pre-Calculus is recommended.

AP Calculus AB is a college-level course concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. A graphing calculator is used as a tool for exploration and discovery and as a problem-solving tool to execute complicated computations, to visualize theoretical concepts, and to verify results. Topics include limits and continuity; derivatives of sums, products, quotients, powers, trig functions, inverse trig functions, logarithmic functions, and exponential functions; chain rule; implicit differentiation; anti-derivatives, indefinite integrals, and definite integrals. Techniques of integration will include the following methods: substitution, integration by parts, trig substitutions, partial fractions, and improper integrals. Applications include curve sketching, optimization problems, velocity and acceleration problems, related rates, area between curves, volumes of surfaces of revolution, volumes with known cross sections, length of a curve, average value of a function, growth and decay, and slope fields. Students are expected to take the AP exam in May and may receive college credit depending on the college and test score.

AP Statistics  
**Grade:** 11-12  
**Length:** Full Year  
**Prerequisite:** Successful completion of Regents Algebra II  
**Examination:** AP Statistics Exam in May

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

AP Calculus BC  
**Grade:** 12  
**Length:** Full Year  
**Prerequisite:** Successful completion of Pre-AP Calculus

AP Calculus BC is a rigorous mathematic course intended for students interested in studying college-level calculus 1 and 2. Topics include limits, differentiation, applications of differentiation, Integration, differential equations and models, applications of integration, L’Hopital’s rule and improper integrals, infinite series, parametric functions, vectors, and polar functions. Students are expected to take the AP exam in May and may receive college credit depending on the college and test score.
Explorations in Music
Grades: 9-12
Length: Full Year
Prerequisite: None
Credit: 1.0
Examination: Local
This course fulfills the New York State art/music requirement for graduation. Musical exploration includes: basic music theory, music writing techniques, introductions to piano, ukulele, guitar and various hand percussion, the history of western music, the history of Rock ‘N’ Roll, and the basics of sound science. Students experience these topics through active participation and involvement in hands-on activities, research projects and group work.

Guitar Class
Grades: 9-12
Length: Semester
Prerequisite: None
Credit: .5
Examination: Local
This all-levels course covers introductory through advanced guitar skills, including rhythm, open and barre chords, tab reading, basic music theory, picking techniques, blues techniques and various styles of playing and musicianship. This course also includes the history of western through popular music, influential guitar players, guitar models and guitar care. Note: This elective course does not fulfill the New York State art/music requirement for graduation.

Ukulele Class
Grades: 9-12
Length: Semester
Prerequisite: None
Credit: .5
Examination: Local
Participation in this course allows students to gain a foundational understanding of the ukulele and its history, while developing correct technique and performance skills. Instruction is formatted to fit the needs of students at all levels, as we investigate basic music reading skills, tablature, picking and strumming styles, ukulele accessories and equipment, ukulele relatives, applicable genres and styles, and the history and culture of the ukulele. Note: This elective course does not fulfill the New York State art/music requirement for graduation.

Piano Class
Grades: 9-12
Length: Semester
Prerequisite: None
Credit: .5
Examination: Local
This all-levels course covers introductory through advanced piano skills, including basic music theory, note reading, playing by ear, chords, and various styles of playing and musicianship. This course also includes the history of western through popular music, influential piano players, and piano and keyboard history. Note: This elective course does not fulfill the New York State art/music requirement for graduation.

African Drumming
Grades: 9-12
Length: Semester
Prerequisite: None
Credit: .5
Examination: Local
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide an opportunity for experiences in playing African drums and other world percussion instruments. Students will perform traditional African rhythms and learn how they are used throughout the African culture. Activities will emphasize aural learning by ear.

Science of Sound
Grades: 11-12
Length: Full Year
Prerequisite: Completion of one music class, concurrent with any level chemistry or physics class, completion of algebra and concurrent with geometry
Credit: 1.0
Science of Sound includes a hands-on experience of physical science, as it relates to sound and music. This course includes opportunities to build and play musical instruments, while fostering a deep understanding of the physical science that makes them work, from the perspective of energy, forces and motion. Note: This elective course does not fulfill the NYS art/music requirement for graduation.
Music and Technology
Grades: 9-12  
Length: Semester  
Prerequisite: Some musical knowledge  
Credit: 0.5  
Examination: Local

Music and Technology is an elective course designed to be an in depth study of the uses of technology in learning and creating music. This course is intended to provide students with enrichment and extension of their musical knowledge. Students will explore a wide variety of music writing software and methods, as well as historical aspects and the ever-changing landscape of electronic music creation. Through describing, creating and performing, students will gain direct knowledge and skill development of the written and aural aspects of music and technology applications. Through this study, students will gain self-confidence in their own musicianship both now and in future musical activities. Note: This elective course does not fulfill the New York State art/music requirement for graduation.

Music Theory
Grades: 10, 11 and 12  
Length: Full Year  
Prerequisite: None  
Credit: 1.0  
Examination: Local

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

AP Music Theory
Grade: 11-12  
Length: Full Year  
Prerequisite: Music Theory  
Credit: 1.0  
Examination: AP and Local

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

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

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

Band
Grades: 9-12  
Length: Full Year  
Prerequisite for Band Ensembles: Prior study of a band instrument and/or demonstrated proficiency through the audition process.  
Examination: Local

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

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

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

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

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

Chamber Orchestra
Grades: 9-12  
Length: Full Year  
Prerequisite: Member of the Orchestra in good standing, audition  
Examination: None

Note: This course does not fulfill the New York State art/music requirement for graduation. This course will allow students to explore more involved and challenging pieces of music from the string orchestra repertoire. Instruction will focus on improving musical skills within an ensemble, culminating in multiple performances throughout the year. Rehearsals will take place from 2:20 - 3 p.m. on Thursdays.
Handsome Devils
Grades: 9-12  Length: Full Year
Prerequisite: Membership in choir
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide participants with an experience of a variety of styles of men’s a cappella music, including barbershop harmony, in the ensemble setting. Instruction in unaccompanied settings geared toward concert performance is the main focus of the course. Rehearsals will be 2:20-3:10 p.m. Monday and Friday.

Triple Voices/Bella Voci
Grades: 9-12  Length: Full Year
Prerequisite: Membership in choir, audition
Examination: Local
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide participants with an experience of a variety of choral styles and performance practices in the ensemble setting. Instruction in many idioms from traditional to jazz to pop in a cappella and accompanied settings geared toward concert performance will be the main focus of the course. Rehearsals will be 2:20-3:10 p.m. Wednesday.

MadVocals
Grades: 9-12  Length: Full Year
Prerequisite: Membership in choir, audition
Examination: Local
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide participants with an interpretive experience of madrigal and jazz styles and performance practices in the ensemble setting. Instruction in jazz idioms and improvisation and singing madrigals in a cappella settings geared toward concert performance will be the main focus of the course. Rehearsals will be 2:20-3:10 p.m. Tuesday and Thursday.

Symphonic Orchestra
Grades: 9-12  Length: Full Year
Prerequisite: Participant must be a band or orchestra member in good standing.
Examination: None
All members of the string orchestra combine with select members from the band for this ensemble. The Symphonic Orchestra provides students with an opportunity to perform orchestral literature. This group rehearses during the activity and Advisement periods.

Blue Notes
Grades: 9-12  Length: Full Year
Prerequisite: Membership in band, audition, students who are not Band members that play guitar, piano, bass may be considered for membership
Examination: Local
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide proficient players the opportunity to showcase their talent while increasing their knowledge in the performance practices of jazz idioms. The learning will be performance based with a number of concerts taking place during the school year. Rehearsals will be 2:20-3 p.m. Tuesday and Thursday.

Jazz Ensemble
Grades: 9-12  Length: Full Year
Prerequisite: Membership in band; students who are not Band members that play guitar, piano, bass may be considered for membership
Examination: Local
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide participants with an interpretive experience of jazz styles and performance practices in the ensemble setting. Instruction in jazz idioms and improvisation geared toward concert performance will be the main focus of the course. Rehearsals will be 2:20-3 p.m. Tuesday and Thursday.

Percussion Ensemble
Grades: 9-12  Length: Full Year
Prerequisite: Membership in major ensemble
Examination: Local
Note: This course does not fulfill the New York State art/music requirement for graduation. This course will provide students the opportunity to play a variety of percussion repertoire, as well as give students a chance to develop their musicianship, ensemble and technical skills, and have fun in the process. Rehearsals will be 2:20-3 p.m. Monday and Wednesday.
Physical Education is a mandated course for all students in the public schools of New York State and is a requirement for graduation from Brockport High School. Students receive 1/2 credit per year for the successful completion of physical education for a total of two credits upon graduation.

**Physical Education**

<table>
<thead>
<tr>
<th>Grades: 9-12</th>
<th>Length: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td>1 out of 4</td>
</tr>
<tr>
<td>Examination: None</td>
<td>Credit: 0.5</td>
</tr>
</tbody>
</table>

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

**Selective activities available:**

**Lifetime activities:**
Badminton, tennis, archery, fitness swimming, weight training, fitness walking, circuit training, resistance training, cooperative games, water games, adventure activities, table tennis, pickleball, dance, self defense, ice skating, yoga, pilates, inline skating, mountain biking, rock climbing, geocaching, bowling and disc golf.

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

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

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

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

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

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

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

Advanced Topics in Biology
Grades: 9-10
Length: Semester
Prerequisite: Currently enrolled in Living Environment
Credit: .5
Examination: None

This class will cover additional topics and skills that will better prepare students planning on advancing into upper level sciences. Topics covered will include relevant topics and necessary skills for advanced placement science courses. Students must take Living Environment in the same year.

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

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

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

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

Earth Science - Regents
Grade: 9
Length: Full Year
Prerequisite: None
Credit: 1.0
Examination: Regents

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

Living Environment - Regents
Grade: 10
Length: Full Year
Prerequisite: None
Credit: 1.0
Examination: Regents

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

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

This chemistry course designed with the science/engineering student in mind. This course will not only prepare students to challenge the Physical Setting/Chemistry state exam, but will also prepare the students for advanced science courses. In-depth coverage will be given in the areas of Atomic Theory, Bonding, Stoichiometry, Kinetics and Equilibrium. Students must demonstrate mastery of lab safety requirements before participating in laboratory activities. Students will be required to successfully complete a minimum of 1,200 minutes of lab work with write-ups (or equivalent) in order to take the NYS Regents Chemistry exam.

Physics - Regents

Grades: 11-12
Length: Full Year
Prerequisite: Two years of Regents
Science, completion of Integrated Algebra and Geometry Regents is required; completion or concurrent enrollment in Algebra 2/
Trigonometry recommended.
Credit: 1.0
Examination: Regents

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

Conceptual Physics A

Grades: 11-12
Length: Fall
Prerequisite: Earth Science and Living Environment, Algebra
Credit: .5
Examination: Local

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

Conceptual Physics B

Grades: 11-12
Length: Spring
Prerequisite: Earth Science and Living Environment, Algebra
Credit: .5
Examination: Local

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

Environmental Science

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

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

Horticulture

Grades: 11-12
Length: Semester
Prerequisite: Earth Science, Living Environment
Credit: .5
Examination: Portfolio Assessment

This is a one-semester course designed for the student who wishes to learn the proper care and successful propagation of house and garden plants. This course provides an opportunity to develop skills in the greenhouse and gain knowledge about many common plant types. Students learn about basic botanical concepts, methods of propagation, growing plants; and computer landscape design.
Forensic Science
Grades: 11-12  Length: Full Year
Prerequisite: Regents Earth Science 2 out of 4
Living Environment 2 out of 4
and a credit of Chemistry is preferred
Examination: Local
This course is designed for students with a background in Living Environment and Chemistry. Students taking Forensic Science will apply chemistry and biology laboratory skills to real-life criminal investigations. Students will use higher-level thinking skills to piece together the written information with lab results and form logical conclusions.

Astronomy
Grades: 11-12  Length: Semester
Prerequisite: Geometry 2 out of 4
Co-requisite: Any level Chemistry or Physics and Algebra II
Examination: Local (Cumulative)
Astronomy contains all the other sciences and more. This course will use knowledge gained in several Brockport High School classes to increase a student’s understanding of the universe. We will use skills gained in Earth Science to study plants and moons. We will use skills learned in life sciences to examine the potential for extraterrestrial life. We will use chemistry and physics to examine the characteristics of planets, stars and galaxies. We will use math to make scale models of different parts of the universe, to calculate the mass of celestial objects, and to measure the distance to the stars. We will use world history to explore how astronomy has developed as civilization has evolved.

Human Anatomy and Physiology A
Grades: 11-12  Length: Semester
Prerequisite: Earth Science, Living Environment, Chemistry/Physics 2 out of 4
Examination: Local (Cumulative)  Credit: .5
This one-semester course is an introduction to the fundamental structure and function of the body. It covers the systems of the body in detail, including the skeletal system, the muscular system, the nervous system, and special senses, and shows how these systems interact as one unit. Students should be prepared for a moderate degree of memorization of facts, have good reading skills, be able to manipulate scientific data (i.e., graphs), and be comfortable with the dissection of specimens. Field trips and guest speakers are planned occasionally. Students who plan a career in medicine such as a nurse, physician, physical therapist, or medical secretary, are encouraged.

Human Anatomy and Physiology B
Grades: 11-12  Length: Semester
Prerequisite: Earth Science, Living Environment, Chemistry/Physics 2 out of 4
Examination: Local (Cumulative)  Credit: .5
This one-semester course is an introduction to the fundamental structure and function of the body. It covers the systems of the body in detail, including the digestive system, the respiratory system, blood and the cardiovascular system, and the urinary system. Students should be prepared for a moderate degree of memorization of facts, have good reading skills, be able to manipulate scientific data (i.e., graphs), and be comfortable with the dissection of specimens. Field trips and guest speakers are planned occasionally. Students who plan a career in medicine such as a nurse, physician, physical therapist, or medical secretary, are encouraged.

Advanced Laboratory Skills
Grades: 11-12  Length: Full Year
Prerequisite: Regents Chemistry 1 out of 4
Examination: Local  Credit: .5
Advanced Laboratory Skills is designed for college bound students planning on majoring in a science field. Students must have completed Regents level chemistry as a prerequisite and possess strong mathematical skills. The course will provide knowledge, development, and refinement of common laboratory techniques used in quantitative experiments typically experienced in college labs. Topics that will be studied include chemical hygiene, transfer techniques, standard reagent preparation, error analysis, and introduction to new laboratory processes and equipment. Hands-on laboratory processes and practicals will occur regularly.

AP Biology
Grades: 11-12  Length: Full Year
Prerequisite: Earth Science, Living Environment & Regents Chemistry 3 out of 4
Examination: AP and Final Exam that will count 1/5 of final grade.
AP Biology is designed as a college-level introductory course so that a student will be eligible for college credit, advanced standing or both. Major areas covered are biochemistry, cells, photosynthesis, respiration, cell division, heredity, molecular genetics, evolution, classification, ethology, ecology, experimental design and analysis. Students can obtain college credit through the AP Examination offered by the College Board or through the 3-1-3 program at The College at Brockport.
AP Chemistry

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

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

AP Environmental Science

Grades: 11-12  
Length: Full Year  
Prerequisite: Earth Science, Living Environment, Regents Chemistry, concurrent enrollment in or successful completion of Trigonometry, or by permission of instructor  
Credit: 1.0  
Examination: AP and Local  

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

AP Physics I: Algebra-based Physics

Grades: 10-12  
Length: Full Year  
Prerequisite: Living Environment, Regents Geometry,  
Credit: 1.0  
Examination: AP and Local  

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

AP Physics C - Mechanics (Calculus Based)

Grade: 11-12  
Length: Full Year  
Prerequisite: Enrolled in Calculus  
Credit: 1.0  
Examination: AP and Local  

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

Science of Sound

Grade: 11-12  
Length: Full Year  
Prerequisite: One music class and Geometry  
Co-requisite: Any level of Chemistry or Physics  
Credit: 1.0  
Examination: Local  

Science of Sound includes a hands-on experience of physical science, as it relates to sound and music. This course includes opportunities to build and play musical instruments, while fostering a deep understanding of the physical science that makes them work, from the perspective of energy, forces, and motion. Note: This course does not fulfill the New York State art/music requirement for graduation.
Global History & Geography 1 - Regents

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

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

Global I – Humanities

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

Global I – Humanities curriculum is structured using a combination of thematic units as they correlate with English I topics from Geography and Ancient Civilizations through the Enlightenment period. The year focuses on strengthening students’ skills necessary to meet the Common Core Standards. Through the Global Studies I Scope and Sequence, students will be exposed to content based lessons that focus on events of the past. (The students will be exposed to multiple genres that represent world literature as it connects with the themes and key ideas of the new Global Studies Framework such as: Individual Development and Cultural Identity; Development, Movement, and Interaction of Culture; Time, Continuity, and Change; Geography, Humans and the Environment; Development and Transformation of Social Structures; Power; Authority; and Governance; Civic Ideals and Practices; Creation, Expansion, and Interaction of Economic Systems; Science, Technology, and Innovation; Global Connections and Exchange.) Romeo and Juliet is studied as an example of Renaissance literature and its effects on history. Vocabulary will be derived from the Global curriculum and the literature studied. Emphasis is placed on the formation of skills in the writing process as students work on writing the Enduring Issues Essay as part of the new Common Core exam in Global Studies. This is a two-year course that will continue in the sophomore year of High School with additional credit for Global II.

AP World History 1 & 2

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

The two-year course is for highly-motivated students who possess strong reading and writing skills and a strong work ethic. The scope and sequence includes a study of world history from about the Neolithic Revolution to the late 1900’s, focusing on the evolution of global processes and contacts, in interaction with different types of human societies. The course will prepare students for an Advanced Placement examination in May of the sophomore year. If completed successfully, students may receive college credit.

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

For an Advanced Designation Diploma, students must earn at least four social studies credits, as well as pass both the Global History and Geography and the US History and Government NYS Regents exams with a 65 or higher.
Global History and Geography 2 - Regents
Grade: 10  Length: Full Year
Prerequisite: Global History and Geography I
Credit: 1.0
Examination: NYS Regents

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

Global II – Humanities
Grades: 10  Length: Full Year
Prerequisite: Humanities I – Global
Credit: 1.0
Examination: NYS Regents

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

United States History & Government - Regents
Grade: 11  Length: Full Year
Prerequisite: Global History and Geography I & II
Credit: 1.0
Examination: NYS Regents

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

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

The Advanced Placement US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States History. The program prepares students for intermediate and advanced college courses by initiating demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a particular event in history, their reliability, and their importance—and to weigh the evidence and various interpretations of events presented in historical academia. The course will thus focus on developing the skills necessary to arrive at conclusions on the basis of an informed judgment and to present findings and evidence clearly and persuasively in essay format. The course will follow chronology beginning with the arrival of Europeans to America and ending with the year 1980. Students will take the AP exam in early May (for which they may receive college credit) and the US History and Government Regents Exam in June.
Economics
Grade: 12 Length: Semester
Prerequisite: US History Credit: .5
Government
Grade: 12 Length: Semester
Prerequisite: US History & Government Credit: .5
Examination: Local/Project
This semester course is mandated for all seniors. Topics of study include: basic economic concepts such as supply and demand; scarcity; the Capitalist Economic system of the US and how it operates; the interdependence of today’s Global Economy; and the fundamental differences between diverse economic systems utilized throughout the world and their operations.

Economics Honors
Grade: 12 Length: Semester
Prerequisite: None Credit: .5
Examination: Local/Project
This course enriches the study of economics. Topics of study include: basic economic concepts, economic system of the US, economic interdependence and differing economic systems.

Government
Grade: 12 Length: Semester
Prerequisite: US History Credit: .5
Examination: Local/Project
This mandated course emphasizes the interaction between citizens and government at all levels: local, state and national. The development of student participation in the processes of government is encouraged. Topics of study include: an analysis of public policies, issues and problems; a unit on making political decisions; and the implementation of these decisions.

Government Honors
Grade: 12 Length: Semester
Prerequisite: None Credit: .5
Examination: Local/Project
This course will focus on the structure and function of American government. In addition students will be expected to participate in a variety of activities: debates, board visitations, simulations to better understand how the US political system works.

AP Microeconomics/
AP US Government and Politics
Grade: 12 Length: Full Year
Prerequisite: None Credit: .5
Examination: Advanced Placement
The purpose of the microeconomics portion of the class is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the US Government and Politics portion of the class will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs and ideas that constitute US political reality.

General Psychology
Grades: 11-12 Length: Semester
Prerequisite: None Credit: .5
Examination: Local
The intent of this semester course is to provide an introduction to the terms and concepts psychologists use to illustrate the special fascination of the topics that draw people to the field of psychology, and to explain the significance of psychological findings for the student’s own life. Experiments, activities and discussions will be used to help achieve the course goals. The academic outline includes the following topics: history of psychology; classical and operant conditioning; developmental psychology; personality theories and abnormal psychology.

AP Psychology
Grades: 11-12 Length: Full Year
Prerequisite: None Credit: 1.0
Examination: Local and AP
In this course, students will study the history, development, and various fields of Psychology. The course of study will cover a range of topics in detail and will culminate in May with the AP Examination. General Psychology, the one semester course, is NOT a prerequisite for the AP course. Psychology has an important and broad role in dealing with many issues we face: aggression, child-rearing, mental health and illness, learning, product design, stress, neurobiology, and others. The issues to which we can apply psychology are limitless. This course will give students a better understanding of why people behave as they do, and will provide insights into your own attitudes and reactions.
Sociology
Grades: 11-12  Length: Semester
Prerequisite: None  Credit: .5
Examination: Local/Project

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

Violence in America
Grades: 10-12  Length: Semester
Prerequisite: None  Credit: .5
Examination: Final Project

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

* A minimum of 12 registrations is required.

Crime, Punishment and Rights
Grades: 10-12  Length: Semester
Prerequisite: None  Credit: .5
Examination: Local

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

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

The course will demand that students demonstrate an understanding of basic chronology of major events and trends from approximately 1450 to the present. Students will learn about the cultural, economic, political and social developments that have shaped today’s world. In addition to providing a basic narrative of events and movements, the goals of the AP European History program are to develop: (a) an understanding of some of the principle themes in Modern European History; (b) an ability to analyze historical evidence; and (c) an ability to analyze and express historical understanding in writing.

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

The course will examine major social and cultural changes through the lens of sports in society. Beginning with the impact of Imperialism in bringing baseball to America, students will examine the social and cultural shifts experienced in the United States during the 19th, 20th and 21st centuries. Students will examine gender and racial inequalities, cultural/societal shifts, and ethics through an analysis of how these shifts in sports often times mirrors shifts in society.
The Technology Department offers many practical courses that students can use throughout their lives. Many people may think that these courses are only for students entering the work force directly after graduation. While this is the case for some, it is certainly not true of all students enrolled in technology courses. For students pursuing a career in the varied areas of engineering, architecture, electronics, construction and building, our department offers courses that will form the foundation for more advanced studies in college. Participation in these courses at Brockport will give students a head start in those widely diversified areas.

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

### Technology Education Grades 9-12

#### Rotation of Courses

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<th>Full Year Courses (1 Credit Each)</th>
<th>Every Year</th>
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<td>Transportation</td>
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**Ask your counselor about our NYS CTE endorsement in Engineering!**
Aerospace
Grades: 9-12  
Length: Semester  
Prerequisite: None  
Credit: .5  
Examination: Local

Areas of study will include: history of flight, navigation, communication, propulsion, space technology, and careers in Aerospace. A variety of hands-on activities will accompany each unit of study. Each student is required to complete 5 hours of flight sim training.

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

Electronics I involves the study of the use and operation of electronic components and test equipment. Students will study circuit theory and apply their knowledge to build and solder electronic projects and complete lab experiments. In addition, students will build multiple house wiring circuits with Romex, switches, outlets, and light receptacles.

Electronics II
Grades: 10-12  
Length: Semester  
Prerequisite: None  
Credit: .5  
Examination: None

Electronics II is intended to be a follow up class to Electronics I but is open to everyone. This class will focus on learning advanced electronic concepts through hands-on applications found in modern day electronic devices. Arduino and Raspberry Pi will be used for skill building and interactive problem solving.

Introduction to Computer Science - Video Game Design
Grades: 9-12  
Length: Semester  
Prerequisite: None  
Credit: .5  
Examination: Local

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

*Coursework is accomplished through drag and drop graphics rather than typing and creating code.

Creativity and Innovation
Grades: 9-12  
Length: Semester  
Prerequisite: None  
Credit: .5  
Examination: Local

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

Design Drawing for Production (DDP)
Grades: 9-12  
Length: Full Year  
Prerequisite: None  
Credit: 1.0  
Examination: Local

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

* Please note there is one section of DDP designated for female students to encourage young women in engineering and technology.
Residential Structures
Grades: 9-12  
Length: Semester  
Prerequisite: Production  
Credit: .5  
Examination: Local

This is a 1/2-unit course dealing with the residential construction process. This offering is geared toward students interested in any construction trade. This course will explore old and new building techniques, materials and equipment. Students will have access to a variety of tools and equipment used in the construction industry today. They will gain experience in the hands-on, design, and safety aspects involved with these careers.

Robotics & CNC Machining
Grades: 9-12  
Length: Semester  
Prerequisite: Production or Teacher Approval  
Credit: .5  
Examination: Local

The main objective of this class is to expose students to the fundamentals of Computerized Manufacturing, Machining, and Production Technology. Students will utilize a Computer Numerically Controlled Milling Machine (CNC) and a Robotic Arm to machine and manufacture various projects. Computer Simulation software will also be a large component of the course. Students will use G & M codes and CAM software to perform the programming and operation of the CNC. Through hands-on learning students will also learn about Prototyping techniques, Precision Measurement, Quality Control, and various Production Management Systems. Students may program and operate Vex Robotics.

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

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

Broadcast Media Production
Grade: 9-12  
Length: Full Year  
Prerequisite: None  
Credit: 1.0

Broadcast Media Production is a full year course with potential Technology or English credit, focusing on the production of regular news program to be aired in the school. Students will learn about all aspects of pre-production, production, and post-production, and will produce their own side projects, like commercials, and short films, as well. Coverage of school and community events will be emphasized, including sports games, music and theatre productions, and other events. Students will have full access to and be expected to master equipment in the studio and production room. No previous experience is required.

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

This is a required Freshman course in Technology education. It is an excellent course for students who enjoy hands-on activities involving design and production of a product. Students will use tools and equipment found in the manufacturing and construction industries.

Production II
Grades: 9-12  
Length: Semester  
Prerequisite: Production I  
Credit: .5

This course will build on the skills gained in the Production I course. This competency-based course prepares students for entry-level positions in the carpentry and cabinetmaking industry. Included in the course are cabinet design and styles, the use of advanced machines and equipment, computer-aided manufacturing, special materials and commercial wood finishes including green, sustainable techniques and materials. Students will demonstrate their knowledge and skills by designing and building advanced wood projects.

Stagecraft & Construction
Grades: 9-12  
Length: Semester  
Prerequisite: None  
Credit: .25/.5

Assessment: Student performance/participation (pass/fail)  
Independent Study (after school/weekends).

Designed for students interested in the technical aspects of theater. Students may concentrate on set design and construction, lighting, audio, photography, safe use of all equipment, business and finance, etc. Students will complete an independent study contract with the Theater Technical Director for up to one year. Whenever the student accumulates 30 hours of participation, he/she will receive a grade for that marking period worth 1/4 credit at the end of the year. Consequently, students can earn as little as 1/4 credit or as much as 1 full credit during the school year. This course does not meet any New York State requirements for graduation.
Project Lead-the-Way

The mission of PLTW is to forge a dynamic and ongoing partnership among school districts, colleges, universities and industry that will establish and support a pre-engineering education career cluster program in America's high schools, exciting students about engineering careers and strengthening the link between traditional academic programs with hands-on learning experiences. Suggested course sequence follows.

Design Drawing for Production (DDP)
Grade: 9  Length: Full Year
Prerequisite: Concurrent enrollment in Math I or higher  Credit: 1.0
Examination: Project Lead-the-Way

DDP is an introductory course which develops students problem-solving abilities and gives them the skills necessary to successfully complete the upper-level pre-engineering courses. Topics of study include: basic measurement, sketching, two-dimensional and three-dimensional CAD systems, technical drawing standards, the design process, visual design principles and elements, graphic design, the history of technology and inventions.

* Meets the Art/Music high school graduation requirement
* Course may be taken for college credit
* Please note there is one section of DDP designated for female students to encourage young women in engineering and technology.

Digital Electronics (DE)
Grade: 9-12  Length: Full Year
Prerequisite: Concurrent enrollment in college preparatory math  Credit: 1.0
Examination: Project Lead-the-Way

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

* Course may be taken for college credit.

Principles of Engineering (POE)
Grade: 9-12  Length: Full Year
Prerequisite: Successful completion of the DDP class/current enrollment in college preparatory math  Credit: 1.0
Examination: Project Lead-the-Way

The POE class focuses on the development of students’ problem solving, teamwork, math/science and communication skills. Topics of study include: engineering fields, processes, power transfer methods (simple machines, linkages, gears, pneumatics, hydraulics, and motors), industrial applications of statistics, and applied physics (material strength, projectile motion, thermodynamics and statistics). This course may be taken for college credit and/or third unit of science credit or third unit of math credit.

* Course may be taken for college credit.

Computer-Integrated Manufacturing (CIM)
Grade: 9-12  Length: Full Year
Prerequisite: Successful completion of the DDP class/current enrollment in college preparatory math  Credit: 1.0
Examination: Project Lead-the-Way

The purpose of the CIM course is to expose students to the fundamentals of computerized manufacturing technology. Topics of study include: shop math, 2D and 3D CAD, G & M code programming, computer numerical control (CNC) equipment, computer aided manufacturing (CAM) software, automation control, industrial robotics, simulation softwares, and CIM systems. This course relies heavily upon the technical drawing standards, two-dimensional and three-dimensional CAD modeling skills developed in the DDP class.

* Course may be taken for college credit.
Civil Engineering and Architecture
Grades: 9-12  Length: Full Year
Prerequisite: DDP, PLTW  Credit: 1.0
Examination: Project Lead-the-Way

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

* Course may be taken for college credit.

Cybersecurity
Grades: 9-12  Length: Full Year
Examination: Project Lead-the-Way and/or AP
Credit: 1.0

Students explore the tools and concepts of cybersecurity and create solutions that allow people to share computing resources while protecting privacy.

* Course may be taken for college credit.

Capstone Engineering (formerly EDD)
Grade: 12  Length: Full Year
Prerequisite: Successful completion of the DDP, DE, POE and CIM classes/current enrollment in college preparatory math
Credit: 1.0
Examination: Portfolio

This course relies heavily upon the technical skills learned in DDP, DE, POE and CIM. The EDD course is the most open-ended and most challenging of all the PLTW classes. It offers the serious student the opportunity to apply all of the skills learned in the four prerequisite courses. Working as a team, the EDD class identifies a quarter- or semester-based problem/project and breaks up into sub-teams of two to three students to research the problem from different angles. Design, building, and testing follow a timeline developed by the class. Assistance from engineers and other professionals is often utilized. Each sub-team is responsible for delivering progress reports to the group. Students will maintain a journal as part of a portfolio of their work. The completed projects are followed by formal presentations/critiques of each sub-team’s work.

* All PLTW courses will be comparable to honor courses. (weighted 1.03)
Career and Technical Education Courses
Successful completion of Career and Technical Education courses results in credits toward a Regents diploma. Courses are offered in the following career areas:

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

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

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

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

New Visions Courses:
- STEM Professions
- Health Professions

Career and Technical Education Center
- Middle Skills

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Health Care

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

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

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

Human Services

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

Manufacturing

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

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

Construction

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

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

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

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

Transportation

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

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

Heavy Equipment Operation and Maintenance - Prepare for a commercial driver’s license (COL) and learn skills required by heavy equipment operators for construction, landscaping and highway industries, as well as the maintenance and repair of construction-related equipment. Outdoor Powersports Technology
Learn to diagnose, troubleshoot, repair and maintain two- and four-stroke recreational and utility machines. Gain real-world experience driven by seasonal demands.

Education

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

Law and Public Safety

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

Communications

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

Hospitality

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

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

Information Technology

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

Find more info about WEMOCO at http://www.monroe2boces.org/CTE or follow on social media: @WEMOCOCTE
Mission
We engage and empower each student to achieve excellence as a learner and citizen.

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

Core Beliefs

Students first
Our students are our first priority.

Character
We value integrity, diversity and respect for all.

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

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

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

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

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