

GRAND ISLAND HIGH SCHOOL

2025-2026

COURSE CATALOG



1100 Ransom Road
Grand Island, NY 14072
(716) 773-8820



The Grand Island Central School District maintains a policy of non-discrimination on the basis of sex in compliance with Title IX of the Education Amendment of 1972 in all activities and programs under its sponsorship. In addition, the school district administers all actions without regard to race, creed, color, national origin, and age or disability as defined by law. These policies apply to application and selection for admission to all courses by students as well as application for employment and all other personnel actions with the school district.

CEEB Code: 332 - 163

BEDS Code: 141501060004

NB: Schools may award a Regents diploma with honors and a Regents diploma with advanced designation with honors. (Commissioner's Regulations Part 100.5(b) (7) (ii))

For additional information, please refer to the Part 100 Website available at <http://www.emsc.nysed.gov/part100/opener.html>. On the top of the website, you can access the Part 100 Index. On the bottom of the website, there are links to policy (questions/answers on a variety of content and general topics), resources (SED publications/documents), EMSC Program offices, and Hot Topics (other areas of interest).

If you click on the link to the Part 100 Index and then on 100.5 (Diploma Requirements), you will find the link to "types of Diplomas". Under that heading is a direct link to "Regents diploma or advanced diploma with honors."

Additional information is available at the Grand Island School District web site www.grandislandschools.org.



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Dear GIHS Students and Families:

The contents of the *2025-2026 Course Catalog* are designed to help you make informed choices about programs of study offered at Grand Island High School. We continually seek input from students, parents and alumni with the primary focus of offering and expanding course selections to best meet our students' needs and interests. GIHS teachers, counselors and administrators are all here to assist our students in developing a strong academic program that will prepare them for a promising future.

The first few pages of this *Course Catalog* include information about the scheduling process and graduation requirements. You will also find information on making schedule changes, late arrival, early release, course weighting, class rank, other services and academic pathways. The remainder of the *Course Catalog* provides course descriptions. Please read through all information carefully because there are annual changes.

As you develop your course plan, it is important to remember that high school graduation requirements do not equal college admissions requirements. Most four year colleges require 4 units of math, 4 units of science, 3-4 units of a world language and other diverse elective courses. Some college programs may also require specific high school courses for specific college majors.

A well-rounded education and achievement of a high school diploma are important to your future success. As you review this *Course Catalog*, keep these points in mind:

- Colleges like to see Honors, Advanced Placement, and College Advanced Study courses on your transcript.
- Your high school counselors are very familiar with college entrance requirements. Seek their input and utilize their advice.
- Get involved in clubs and activities outside of the academic day. Maintain a balance between school, activities, work and family.
- May 1st is the deadline for requesting changes to the courses that you have selected. Changes requested after May 1st may be more difficult or not possible to accommodate due to the scheduling process being complete and staffing arrangements being set.
- Our intention is to offer courses with enrollments of 15 students or more. Courses with less than 15 students may not be offered. Should a course be offered with less than 15 students, those who have requested the course will not be able to change their request after the course has been scheduled.

We hope that you are excited about the wide range of course opportunities available to you. If you have any questions, please contact the student support services office at 773-8860.

Sincerely,
Hillary Kretz-Harvey
High School Principal
Grand Island Central School District



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➤ **STUDENT SUPPORT SERVICES**

	SCHOOL COUNSELORS	Grades
A-Fi	Mrs. Grace Butler	9-12
Fj-L	Mrs. Christina Kensy	9-12
M-Ri	Mrs. Victoria Coyne	9-12
Rj- Z	Ms. Sheryl Kavanagh	9-12

SCHOOL SOCIAL WORKERS

Mr. Brodie Kaiser
Mrs. Sara Barczykowski

SCHOOL PSYCHOLOGIST

Ms. Michelle Smock

STUDENT SUPPORT STAFF

Mrs. Nannette Keller
Mrs. Karen Sturtz

In accordance with New York State educational mandates, the district provides guidance and counseling services for each student. These services are based on the commitment that each student is a unique individual with varying interests, skills, and talents. School counselors help students learn about themselves, their interests, their values, and their abilities so that each student can reach his/her potential.

School counselors provide students with opportunities to secure and interpret information, to explore alternatives, to reach decisions and to carry out plans of action. School counselors help students in the decision-making process and work with them to accept responsibility for their decisions and actions as they mature.

In addition, school counselors assist parents and teachers through their specialized knowledge and skills. School counselors keep up to date on the constantly changing information about individual students, careers, academic requirements and post-secondary education that will benefit the student. School counselors provide:

1. A friendly, non-judgmental atmosphere where students can seek assistance dealing with personal questions or problems.
2. Opportunities for students experiencing academic difficulties to explore alternatives that will help them rectify the difficulties.
3. Opportunities for students to examine interests, values, aptitudes and abilities and the relationship of these personal traits to post-high school plans.
4. Assistance to each student in program planning and the selection of high school courses. This assistance ensures that students meet graduation requirements and develop appropriate plans for their future.
5. Opportunities for students, parents and teachers to share concerns and information regarding the academic, personal needs and progress of the student in a confidential and professional setting.
6. Information and suggestions for referrals to other services available to parents and students.



➤ **COURSE SELECTION AND SCHEDULING**

Choosing Your Courses

At Grand Island Senior High School, we believe that academic success should be a student's number one priority. Students will be inspired to challenge themselves and pursue their highest potential by taking a well-rounded academic program of coursework. Exposure to a broad range of studies creates more opportunity to better prepare students for college and their future careers.

This planning guide has been prepared to provide you with an overview of the courses that may be offered at Grand Island High School this coming school year. Course offerings are dependent upon two factors: 1) the number of students who request to take the course during the course request process and, 2) the availability of teacher resources. Therefore, it is very important to discuss your strengths, weaknesses and strong interests with your parents and school counselors. Involve them in the critical decisions that you are facing. Discuss options with other adults whose opinions you value.

Course Requests for the Following Year

The school counselors meet with each student to discuss and select their courses for the following school year. Input is solicited from students, parents, and faculty members in the course selection process. A student is given ample opportunity to make any necessary adjustments to their course selections prior to May 1st. Scheduling and staffing needs are made based upon student requests. Therefore, we expect students to honor their commitment to taking their requested courses. Administration or faculty may revisit student recommendations for future coursework once scores for New York State Regents exams are confirmed. This is intended to ensure students are being challenged at an appropriate level.

Course Request Timeline:

1. It is required for all GIHS students to be scheduled for 6 enrollments plus Physical Education per semester.
2. During February, students will meet with their School Counselor to review course choices and select potential classes for the upcoming school year.
3. A copy of student course selections will be available through the Infinite Campus Portal in early April for parents'/guardians' review.
4. Requests to change course selections must be made through the School Counselors and will be considered until **May 1st**. **Course change requests cannot be honored after May 1st as the Master Schedule for next year will have been finalized and student course commitments will be set..**
5. Alternate selections will be added during April/ May for any courses that will not be offered in the upcoming school year. If needed, counselors will meet with the student during that time to update course selections.
6. From late May through the summer months, School Counselors will resolve any conflicts in students' schedules and contact them if necessary.
7. Any student requesting to attend a BOCES CTE Program must complete an application by the designated due date in January. Late applications will not be considered.



Determining Minimum Course Enrollments

All students must be scheduled for a minimum of 6 enrollments plus physical education per semester. The following guidelines will be used in determining course enrollments:

- A full year course will count as 1.0 enrollment toward the total.
- A half year course will count as a 0.5 enrollment toward the total.
- Up to 1 enrollment can be replaced by an academic support service including, but not limited to: Academic Intervention Services (AIS), Resource Room, or Academic Support. Other Academic Interventions may be approved by school administration.
- An approved BOCES program will count as 3.75 enrollments. Students enrolled in approved BOCES programs must be scheduled to take 2 enrollments at GIHS plus Physical Education.
- The following will not count towards the minimum number of required enrollments: APEX Credit Recovery Courses, Study Halls, Lunch, and Blue Crew.

Reasons for Course Changes during the school year

Students may not drop or change academic courses during the school year except for under the circumstances outlined below.

Changes to elective courses may only be considered during the summer up until the designated deadline, and in certain circumstances during the first few days of school. Any requests for changes after this point must go through the School Counselors and school Principals and will only be considered under rare and extenuating circumstances. These could include:

- Extreme physical or medical hardships that impact a student's ability to remain in the course.
- Administration determination that a student has been misplaced in a course and is failing despite putting forth every possible effort and actively seeking remediation.
- Student is not enrolled in enough classes to be considered full-time.
- Student is missing one or more courses required for graduation.
- There has been an error in a student's schedule preventing them from receiving required courses or lunch.

Dropping a Course

When students select their courses, they are expected to maintain their commitment to taking and completing the courses that they have requested. Course offerings and staffing decisions are made as a result of students' course requests. As such, Grand Island High School will only consider making a schedule change to drop a requested course in extremely rare situations with administrative approval.

During the first 10 days of the school year the following circumstances may be considered:

- Students who are enrolled in a rigorous schedule (generally 7 or more enrollments plus physical education) may be considered for a schedule change/ adjustment when the request is due to workload management concerns. Prior to any changes, the student is required to have



a conversation with the course teacher and the school counselor regarding the request to drop the course and reason for the request. A student will not be dropped from a course that has been scheduled and staffed based on a minimum student enrollment (minimum of 15 students). Requests will be considered on a case-by-case basis when the reason is justified.

- When recommended by the teacher, students may request a level change to another course within the same content area. These changes will be considered based on the teacher recommendation for course placement. In these circumstances, no changes will be made until after the first full 4-day cycle.
- In both of these circumstances, the course change request form must be completed and approved by the teacher, parent, school counselor, and student. In cases where one of the parties does not agree with the course change/ drop, the school administrator will make the final determination.
- PLEASE NOTE: Any student who makes schedule changes after the first day of instruction will not be able to add Late Arrival or Early Release during the semester that the change was made.

After the 10th day of the school year, the following must occur before any changes will be considered:

- Student must be enrolled in 6 enrollments plus physical education (see previous page). A student cannot be considered for a drop if his or her course load will fall below this Board of Education requirement enrollments.
- Student must have expressed academic concerns with the teacher.
- Student has sought remediation by working with the teacher or in the Academic Learning Center.
- Student discussed academic concerns with parents or guardian.
- Student and parent meet to discuss academic concerns with the teacher.
- A conversation must occur between student, parent, teacher, and school counselor.
- Parent and student meet or have a conversation with Administrator to determine if the student is properly placed.
- If the principal identifies that the student is misplaced, and the student has made all above efforts, the following guidelines will be followed:
 - Before the end of the 5th week of a 1st or 2nd semester course, the course will not be noted on the report card or transcript.
 - After the 5th week of the course, any drop will be noted on both the report card and transcript and a grade of a “drop 50” will be used as the student’s final average for the course. This 50 will be calculated into the child’s overall GPA and calculated to determine the student’s overall class rank.
 - No drops will occur after the 10-week point except for in rare and extenuating circumstances.



Adding a Course

It is strongly recommended that courses be added no later than the second week of the semester in which the course commences. Students who had requested a study hall for the second semester and who decide they would like to instead add an elective, should speak with their school counselor prior to the end of the first semester in order to determine availability.

Request for Early Release/Late Arrival (Seniors only)

In May/June of the 11th grade year, students who will be Seniors the following year may complete an application, with parent approval, requesting a late arrival or early release in the Senior year. Seniors who do not have a scheduled course at the beginning or end of the day, and have completed an application, may be approved for late arrival or early release. Schedule changes will not be made to accommodate an early release or late arrival. No exceptions will be made. Students who are failing courses and those who are in jeopardy of not graduating, will have their early releases and/or late arrivals removed. In no situation may a student drop a course or change a schedule to obtain an early dismissal or late arrival. Students who have a schedule change after the first day of the school year which results in an open period at the start or end of the day will not be allowed to add late arrival or early dismissal during the semester in which the schedule change occurred.

GIHS Blue Crew Academy Program

All students in Grade 9-12 will be assigned to the Blue Crew Academy Program. This will show on students' schedules under the 10th period, which is not an actual period of the day, but strictly a notational period. The GIHS Blue Crew Academy Program is designed to encourage students' connectedness to school and allow for small group instruction once per month on a variety of topics that include but are not limited to social-emotional learning, executive functioning skills, and skills that promote academic success. Students will be informed of the Blue Crew Academy Program date each month and will report to the location on their schedule at the designated time.



➤ GRADUATION REQUIREMENTS

The GIHS Principal will determine a student's eligibility for a Grand Island High School Diploma. This determination will be based upon the student's official high school record. Graduates will earn a NYS Regents or Regents with Advanced Designation Diploma (in some cases, a Local Diploma).

<u>Regents Diploma</u> Required Courses	# of units	<u>Regents Diploma w/ Advanced Designation</u> Required Courses	# of units
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Foreign Language	1	Foreign Language*+	3
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
Total	22	Total	22
Required Exams (Passing score of 65 and above)		Required Exams (Passing score of 65 and above)	
English		English	
Algebra 1		Algebra 1	
Global Studies		Geometry	
U.S. History		Algebra 2	
One Regents Science (Earth Science, Biology, Chemistry, or Physics)		Global Studies	
		U.S. History	
		Two Regents Science (Earth Science, Biology, Chemistry, or Physics)	
		Foreign Language	

*Students may complete a specific 5 credit sequence in Art, Music, Career and Technical Education OR complete a 3 credit second language requirement. See specific departments for requirements.

+Students who have been identified by the Committee on Special Education may be eligible for modification of this requirement.



REMINDER: High school graduation requirements do not necessarily meet College Admissions Requirements. It is important to be aware that MOST four year colleges require 4 units of math, 4 units of science, and 3-4 units of a world language, as well as other diverse course selections for admission eligibility. It is important that students select a diverse range of rigorous and challenging courses if the goal is college admission.

New York State Diploma Types

Diploma Type	Available to	Requirements
Regents	All Student Populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives</p> <p>Assessment: 5 required Regents exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p>
Regents (through appeal)	All Student Populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives.</p> <p>Assessment: 4 required Regents exams with a score of 65 or better and 1 Regents exam with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p>
Regents with Honors	All Student Populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives</p> <p>Assessment: 5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p>
Regents with Advanced Designation	All Student Populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in World Language or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: 8 required Regents exams with a score of 65 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B World Language examination or a 5 unit sequence in the Arts or CTE</p>



<p>Regents with Advanced Designation with an annotation that denotes Mastery in Math</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in World Language or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics</p>
<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in World Language or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science</p>
<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in World Language or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science</p>
<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in World Language or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: 8 required Regents exams with a computed average score of 90 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B World Language examination with a score of 65 or a 5 unit sequence in the Arts or CTE</p>



<p>Local</p>	<p>Students with disabilities with an Individualized Education Program or Section 504 Accommodation Plan</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 World Language, 2 Physical Education, 3 ½ Electives.</p> <p>Assessment:</p> <p>* Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government</p> <p>* Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned</p>
<p>Local (through appeal)</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 1/2 Electives.</p> <p>Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p>
<p>CDOS Credential</p>	<p>All Student Populations</p>	<p>Credit: Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program.</p> <p>Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved career and technical education program which the student has completed.</p>



➤ **ALTERNATE GRADUATION CONSIDERATIONS**

1.) **Pathways**

A student must either:

- earn the [Seal of Civic Readiness](#); or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the requirements for earning the [CDOS Commencement Credential](#).

Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).

2.) **Traditional Appeals**

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

3.) **Special Endorsements**

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

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

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

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

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

Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

4.) **Languages Other than English (LOTE) Exempt Students**

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

5.) **Superintendent Determination of a Local Diploma**

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

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

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

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



Career Development and Occupational Studies (CDOS) Exit Credential

A stand-alone credential that may be a supplement to a local or regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential.

Option 1

- A completed Career Plan
- Demonstrate achievement of the CDOS learning standards 1, 2, & 3a
- Successful completion of at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning)
- A completed employability profile

Option 2

Meet the requirements for one of the nationally recognized work readiness credentials identified on the [CDOS Department-Approved Pathway Assessments list](#).

Students exit school with the CDOS Credential as a stand-alone credential or in addition to a Local, Regents, or Regents with Advanced Designation diploma.

Skill and Achievement Commencement Credential (SACC)

This commencement credential is specifically designed for students identified through the Committee on Special Education who are eligible to take the New York State Alternate Assessment (NYSAA). This will include instruction in the Career Development and Occupational Studies Standards; skills in reading, writing, listening, and speaking; interpersonal skills; use of technology, and other functional skill sets. The credential will include documentation of the level of academic achievement and independence as measured by the NYSAA. Please see your counselor or school administrator for additional information.

Graduation Exercises

School Board policy mandates that students will be permitted to participate in graduation exercises only if all necessary graduation requirements established by the school district and the State of New York are completed prior to the date of such graduation.

Early Graduation

Early graduation of students is difficult to achieve and is reserved only for those students who have a specific post-high school plan or a specific goal that justifies completion of their high school program at an expedited rate of progress. In these circumstances, students seeking early graduation are expected to discuss this request with their school counselor. Students will then be expected to meet with the school administration for further discussion and planning. Students who wish to seek granting of NYS course credit for a course taken through a night school or college are expected to seek advance approval, if this credit is to be used toward a graduation requirement. Students must articulate this request in writing for consideration and approval of their school counselor and the principal. This should be done prior to enrolling in the course. The student will be responsible for providing all necessary course information and course completion information.



➤ **ADDITIONAL INFORMATION**

Academic Intervention Services (AIS)

Academic Intervention Services are state mandated services designed to help students achieve the learning standards in English language arts, mathematics, social studies, and science in grades 9-12. These services include two components:

1. Additional instruction that supplements the general curriculum (regular classroom instruction) **and/or**
2. Student support services needed to address barriers to improve academic performance.

The intensity of such services may vary, but are designed to respond to student needs as indicated through state assessments results and/or the district-adopted or district-approved procedures that are consistent throughout the district at each grade level. AIS services are generally scheduled for any student who has not passed state mandated Regents exams for graduation requirements.

Honors Courses

Honors courses may be offered in English, Social Studies, Science, and Mathematics. Similar to regular course offerings, Honors courses are dependent upon the number of students enrolled and teacher resources. Honors courses are designed to offer students a greater level of challenge and rigor, typically teaching topics in greater depth and/or breadth, and often progress at a faster pace than the non-honors courses. Students may be required to complete a written assignment in order to be enrolled in Honors courses in the fall. Students may also be required to complete readings and assignments during the summer prior to the start of the course.

Advanced Placement Courses

The College Board Advanced Placement (AP) program gives students an opportunity to earn college credit while still in high school. Taking AP coursework offers significant academic advantages, as it challenges students with college-level material and enhances their critical thinking and problem-solving skills. Successfully completing AP courses can lead to college credit or advanced placement at many universities, which can save students both time and money in their higher education journey. Each institution has its own policies regarding credit transfer; generally, students need to achieve a specific score on the corresponding AP exam to qualify for credit.

Advanced Placement studies may be available in the following areas: Biology, Calculus, Chemistry, English Language, English Literature, Physics, Studio in Art, American History, World History, Macroeconomics, US Government and Policy, Psychology, Music Theory, and Statistics. Similar to regular course offerings, Advanced Placement courses are dependent upon the number of students enrolled and teacher resources. Students may be required to complete a written assignment in order to be enrolled in Advanced Placement courses in the fall. Students may also be required to complete readings and assignments during the summer prior to the start of the course.



The AP exam fee is set by the College Board and can vary each year. The College Board typically provides fee reductions for eligible students, such as those from low-income households, making the exams more accessible. These reductions can significantly lower the cost, helping to ensure that all students have the opportunity to participate in AP coursework and potentially earn college credit.

Please note the following: ALL STUDENTS ENROLLED IN ADVANCED PLACEMENT COURSES ARE EXPECTED TO TAKE THE AP SUBJECT EXAM. THE COST OF EACH EXAM IS THE RESPONSIBILITY OF THE STUDENT. **The Due Date for AP Exam fees may be as early as October 1.** Students who qualify for free or reduced school meals may qualify for reduced AP fees or waivers for exam fees. Please see your counselor or an administrator for more information.

Advanced Placement Course Offerings (may not be offered every year - dependent upon enrollment)**

AP Courses	Student Cost	Potential Credit
English Language and Composition	\$99.00* subject to change	3
English Literature and Composition		3
World History: Modern		3
United States History		3
Macroeconomics		3
United States Government and Politics		3
Psychology		3
Calculus AB		3
Studio in Art		3
Statistics		3
Biology		3
Chemistry		3
Physics: Electricity and Magnetism		3
Physics: Mechanics		3
Music Theory		3



Dual Enrollment- College Partnerships

Grand Island High School partners with several local colleges and universities to provide students with opportunities for greater academic challenge and to prepare students for college programs. Tuition is typically paid in the fall and students should receive the necessary paperwork from their classroom teacher. Taking a high school course for college credit offers several valuable benefits:


- College Credit: Students earn college credit while still in high school, allowing them to save time and money when they transition to college.
- Cost Savings: Dual credit courses are often offered at a deeply discounted rate when compared to standard college courses, reducing overall tuition costs.
- Academic Rigor: These courses typically provide a more challenging curriculum, helping students develop critical thinking and study skills essential for college success.
- Smooth Transition: Taking college-level courses can ease the transition to college by familiarizing students with the expectations and workload of higher education.
- Enhanced College Applications: Participating in dual credit courses demonstrates initiative and academic ambition, which can strengthen college applications.
- Exploration of Interests: Students can explore potential majors or fields of interest before committing to a specific college program.
- Access to Resources: Dual credit courses may provide access to college resources, such as libraries and academic support services.

It is a general requirement that students be in their junior or senior year in high school in order to be eligible for college credit. On occasion, a dual enrollment course may allow a 10th grade student to receive college credit. This decision is made solely by the college/university. In these circumstances, a 10th grade student should inquire whether or not college credit could be granted by requesting that their school counselor and the teacher for the course seek this information from the college/university.

Depending on the college, students may be eligible for a reduction in tuition rates for dual enrollment courses based on their free and reduced lunch status as determined by USDA guidelines. Families need to complete a free and reduced lunch application through GIHS. Each partnering college has their own process and procedure for students who qualify and the specific fee reduction offered.



College Course Dual Enrollment Offerings

 <p><u>Buffalo State University</u></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> ➤ <i>College Environmental Science</i> <p><u>Music</u></p> <ul style="list-style-type: none"> ➤ <i>Music Theory</i>
 <p><u>Canisius University</u></p>	<p><u>Business</u></p> <ul style="list-style-type: none"> ➤ <i>Business Communication and Promotion</i>
 <p><u>Niagara University</u></p>	<p><u>World Languages</u></p> <ul style="list-style-type: none"> ➤ <i>College French 103</i> ➤ <i>College French 104</i> ➤ <i>College Spanish 103</i> ➤ <i>College Spanish 104</i>
 <p><u>SUNY Niagara</u></p>	<p><u>Technology</u></p> <ul style="list-style-type: none"> ➤ <i>CAD I and CAD II</i>
 <p><u>SUNY Erie</u></p>	<p><u>Math</u></p> <ul style="list-style-type: none"> ➤ <i>College PreCalculus</i> <p><u>Business</u></p> <ul style="list-style-type: none"> ➤ <i>Career Exploration Internship Program</i> ➤ <i>Accounting II</i> ➤ <i>Microsoft Office</i> <p><u>English</u></p> <ul style="list-style-type: none"> ➤ <i>Public Speaking</i> ➤ <i>Theater and Acting</i>
 <p><u>Syracuse University</u></p>	<p><u>Business</u></p> <ul style="list-style-type: none"> ➤ <i>Sports Entertainment Management</i>



Repeating a Course

A student will repeat a course for one of the following reasons:

- 1) The student has failed a required course.
- 2) A student has passed a course and wishes to raise the grade. The student may be permitted to re-enroll in the course depending upon scheduling and class size. All students must be enrolled in the course to take the final exam. A student cannot earn extra credit for repeating the course.
- 3) A student may be enrolled in a credit recovery program on an individual basis. The student's transcript will show the results of the original test and course grade as well as the results on the retaken course and test. Credit recovery may only be used if a principal has granted approval. Typically, consideration will only be given for those who are credit deficient or those who are unable to repeat a course due to enrollment size or scheduling conflicts.



➤ GRADING AND RANKING

Final examinations or projects are required for all courses. Students not completing this requirement will fail the course.

Final Grade

The final grade for each course, as listed on the report card and the student's permanent record card, is derived from averaging each quarter mark and the final examination grade/project (a total of 5 grades for a whole year course; 3 grades for a semester course.) The final grade determines whether a student is eligible for course credit. The minimum passing final grade is a 65.

Incomplete Grade

A student may receive a temporary notation of "incomplete" instead of a grade in a course for extenuating circumstances. The use of the designation "INCOMPLETE" is limited to absences due to illness or extenuating circumstances. An "incomplete grade" carries a reasonable expectation that the work can be made up within 2 weeks of the original marking period closing date. If the work is not made up within 2 weeks into the next marking period, the "incomplete" is converted to a grade, based on the work completed. An incomplete grade prohibits a student from qualifying for the High Honor, Honor or Merit Roll for that particular marking period. Additional extensions can be given with administrative approval. Incomplete grades may not be given for the 4th marking period.

Regents Examinations

A Regents course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination that is administered at the end of the course. When deciding whether or not a student has satisfactorily completed a Regents course of study and is entitled to a unit of credit, the teacher should evaluate the student's performance on all of these activities. The granting of credit should not be based solely on the Regents examination scores.

The teacher will evaluate the student's total performance and determine the final grade in a Regents course. Passing the Regents examination is only one of the criteria for Regents credit. Students must have a passing course average (65) in order to pass the course. **PASSING THE REGENTS EXAM DOES NOT MEAN PASSING THE COURSE.** A passing course average is also required.



High Honor, Honor and Merit Rolls

Students must carry a full academic course load (**6 enrollments + physical education**) to be eligible for the High Honor Roll, Honor Roll or Merit Roll. Students with a grade below a 65, "I", or "U", in a course will not be eligible. Students completing "incomplete" courses in a timely fashion and who meet the appropriate criteria, may be placed on the High Honor, Honor and Merit Roll with the principal's permission. This recognition will be calculated each quarter and at the end of the year. A student must have the following unweighted average in order to qualify for these distinctions:

High Honor Roll.....	95 - 100
Honor Roll.....	90 - 94.99
Merit Roll.....	85 - 89.99

Average and Rank in Class

Students will receive an unweighted average on their report cards. A student grade will also be calculated using a weighted system. The weighted system is used for ranking purposes only. At the end of the sixth semester, a student's cumulative three-year weighted average will be calculated and used to determine the six semester class rank. This rank is traditionally sent to colleges during the application process. Some colleges will request additional information after completion of the seventh semester.

There are three widely-used indices of college potential including standardized test scores (SAT or ACT), overall average and rank-in-class. Rank-in-class is computed for the purpose of informing colleges of the relative academic standing of each student in a school's graduating class. When rank-in-class is based upon weighted grades, the ranking is often considered a more accurate indicator of relative academic achievement.

If grades are not weighted, then the grades in all courses and ability levels count equally when computing rank-in-class. Under that system, the rank of students who take a more rigorous academic course load is often lower than it would be if grades were weighted. Student's transcripts may display both weighted and unweighted averages, but it is only the weighted average that is used in the determination of class rank.

Selection of Valedictorian and Salutatorian

Criteria listed below will be used to determine the Valedictorian and Salutatorian of the Senior High School of the Grand Island Central School District.

1. An eligible student must attend the Grand Island Central School District for a minimum of three (3) full academic years, prior to graduation, from grades 9 through 12.
2. Student must be enrolled as a full-time student at the time of graduation.
3. Only the average of grades earned in the Grand Island School District through January of the senior year will be used to select the final candidate. If such final candidates are enrolled in Advanced Placement and/or Honors courses during their senior year, the



additional points granted for such courses will be included in the calculation of the class rank provided the students remain enrolled in such class or classes for the entire school year. (Course credits earned in other high schools, in summer schools other than those conducted by Grand Island Central School District, and post high school college credits will not be used in determining the final selection of a valedictorian or salutatorian.)

4. Eligibility will not be restricted in any way by virtue of the type of courses undertaken by the students.
5. The valedictorian and salutatorian will be afforded the opportunity to speak at commencement. This does not eliminate other students as determined by the school administration from speaking at commencement (i.e., senior class president, president of student association, etc.).
6. The Students eligible for graduation at the end of their junior year can qualify under the above criteria. In addition to being eligible as valedictorian and salutatorian, the student graduating at the end of his/her junior year will be permitted to participate in all other senior activities (i.e., prom inclusion in the year book, social functions, etc.). It is important to note that the student who opts for graduation at the end of the junior year must fulfill all other requirements of Board of Education policy dealing with early graduation including the determination of the student's status in the year preceding the junior year.

Course Weight Factors:

All high school courses are designated as belonging in one of the four categories, Level 1, 2, 3 or 4.

- | | |
|---------------------|--|
| Level 4 1.05 | Designates AP level/college level courses offered through a 4-yr college/university |
| Level 3 1.03 | Designates Honors level courses/college courses offered through a community college |
| Level 2 1.01 | Designates Core courses preparing students for a final state exam (Regents Exam) or equivalent |
| Level 1 1.00 | Designates Elective and other non-Regents preparatory courses |

The school's goal is to provide students with a variety of opportunities to explore and experience career and vocational interests. It encourages students to take advantage of educational options by selecting courses in Art, Business, Computer Education, World Language, Technology, Music, Career and Technical Education (CTE) and elective courses in Social Studies, Science, Math, and English.



National Honor Society Selection Process

Selection to NHS is based on nationally set standards and a locally implemented process. Specific criteria regarding scholarship, leadership, character and service must be met.

Preceding the Induction proceedings, an informal meeting is held for academically qualified students requesting each student to complete an application outlined by the National Organization. A 93% weighted index or equivalent is needed to qualify. The student is requested to provide information that would support his/her selection based on the other criteria, as outlined by the NHS Chapter. It is the responsibility of the student to ensure that all information necessary is provided at the onset of the process. The other criteria for selection include proven leadership ability – either overtly or through other documented means, honorable and admirable character, as well as service that demonstrates that the member is willing to use talents and skills for the improvement of society.

A list of eligible students is given to the faculty and staff of the high school for input on the student's character, leadership and service to help the Faculty Council make a more informed decision as to whether or not all of the four outlined criteria are met. Any member of the faculty may participate in the initial evaluation of candidates eligible for membership. No single criterion is conclusive.

The selection of members to the National Honor Society is by a majority vote of the Faculty Council, which shall consist of five teachers chosen by the principal. During the process, the council votes on a record anonymously. They do not know the identity of the student being considered. The candidates selected for membership shall become active members when inducted at a special Induction Ceremony. Notification of selection and/or non-selection will be sent to the student by letter, outlining details about the Induction Ceremony.

Parents and students must understand that no student has a right to be selected for membership in a chapter of the National Honor Society.

Should a person not be selected to NHS, they should know the following:

1. The selection process by the Faculty Council is done anonymously. Decisions are made based on the information provided to them.
2. Selection is a privilege, not a right, and based upon a variety of items, as opposed to any single criterion.
3. Students and parents can appeal to the advisor in writing within ten (10) calendar days of the denial letter. The selection process is a difficult one. The committee examines the information carefully and does not know the identity of the students. According to the National NHS chapter, the decision of the Council is final prior to selection. National Honor Society members must maintain all standards for membership used as the basis for their selection in order to retain membership. Failure to do so may be the basis for dismissal. Once a member is dismissed he/she is never again eligible for membership in the National Honor Society. Before a member is dismissed, he/she is entitled to a hearing before the Faculty Council. Such members shall be provided with a written outline of charges in sufficient detail to provide the member with due notice of the issues to be presented. The member shall also be provided with a full and fair



opportunity to be heard and to provide whatever evidence a member so wishes. Such hearing shall be informal. Any decision will be by majority vote. The individual must be notified in writing of the decision of the Faculty Council. Dismissals may be appealed under the same rules the Grand Island School District applies to disciplinary appeals. When a member is dismissed, his/her emblem and membership card must be returned to the advisor or principal, as stipulated in the national constitution. Notice of such dismissal will be indicated on the Annual Report submitted to the National Secretary at the end of the school year. An active member of the National Honor Society who transfers from this school will be given a letter indicating the status of his/her membership and signed by the principal. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. Honorary memberships may be awarded to school officials, principals, teachers, and NHS advisors, students in extraordinary and extenuating circumstances or foreign exchange students in recognition of achievement and/or outstanding service rendered to the school in keeping with the purposes of the National Honor Society.



➤ **ACADEMIC ELIGIBILITY & PARTICIPATION IN GIHS EXTRACURRICULAR AND ATHLETIC PROGRAMS**

As members of the New York State Public High School Athletic Association (NYSPHSAA), Section VI and the Niagara Frontier League (NFL), Grand Island Central School District has established academic requirements for all student athletes. This is required of students wishing to participate in GIHS Extracurricular Clubs and Activities, as well.

Initial eligibility for fall sports and activities is determined by the student's grades at the close of the previous school year, inclusive of summer school. In a similar fashion, winter eligibility is determined by grades at the 10-week marking period and initial eligibility for spring is based on grades at the close of the 30-week marking period. In addition, the grades of student athletes are monitored every five weeks. If during any of the academic review periods, a student is not passing a minimum of four classes plus PE, they will enter Phase 1 of Academic Probation until the next academic review. Students in Phase 1 can still practice and compete with their teams, contingent on attending a mandated Study Hall, Monday-Thursday from 2:30-3:15 p.m. Attendance is mandatory and attendance is taken. Students in Phase 1 of Academic Probation who are still not meeting the standard of passing at least four classes plus PE at the next academic review, will be placed in Phase 2. While in Phase 2, students may practice but not compete in contests. Phase 1 students who are successful in meeting the standard will be removed from Academic Probation.

Please refer to the [GIHS Athletic and Extracurricular Code of Conduct document](#) for additional credit requirements and eligibility criteria. Failure to meet the credit requirement will render the student-athlete ineligible to participate in a sport for the following season. Extenuating circumstances can be reviewed by the Building Principal and Director of Athletics.

The Grand Island Central School District Athletic and Extracurricular Agreement outlines rules and expectations for all students considering participation. Coaches and advisors may also develop additional expectations for team members. Questions or concerns in regards to these requirements may be addressed to the Director of Athletics or the club/activity advisor.



Interscholastic Athletics

Grand Island High School provides a wide range of Interscholastic athletic activities for students. Students are encouraged to participate in athletic activities.

Interscholastic Sports/Boys

Cross Country	V./J.V. (combined)
Football	V. & J.V.
Golf	Varsity
Soccer	V. & J.V.
Basketball	V. & J.V. and Unified
Bowling	Varsity and Unified
Swimming	V. & J.V.
Wrestling	V. & J.V.
Baseball	V. & J.V.
Lacrosse	V. & J.V.
Tennis	Varsity
Track & Field	V. & J.V.
Volleyball	V. & J.V.
Winter Track	Varsity
Hockey	Varsity

Interscholastic Sports/Girls

Cross Country	V./J.V. (combined)
Soccer	V. & J.V.
Swimming	V. & J.V.
Tennis	Varsity
Volleyball	V. & J.V.
Basketball	V. & J.V.
Bowling	Varsity and Unified
Softball	V. & J.V.
Track & Field	V. & J.V.
Lacrosse	V. & J.V.
Winter Track	Varsity
Cheerleading (Fall)	V. & J.V.
Cheerleading (Winter)	V. & J.V.
Hockey	Varsity
Flag Football	Varsity

NOTE: A health examination and health history update is required before participating in Interscholastic Activities. This service is provided annually by the Grand Island Central School District for all student athletes. Student athletes have the option to receive a health examination for sports from a private physician.



➤ **WORKING PAPERS**

New York State has approved the following amendments to the Child Labor Law to ensure that part-time employment of in-school minors does not interfere with their ability to participate in school and obtain their high school diploma.

- For 14 and 15 year olds, while school is in session, students may work a maximum of 18 hours per week and no more than 3 hours on a school day.
- For 16 and 17 year olds, when school is in session, students may work a maximum of 4 hours on a day preceding a school day with the exception of Sunday and holidays. On Friday, Saturday, Sunday, and holidays, they may work a maximum of 8 hours. The maximum hours each week that can be worked by 17 year olds while school is in session is 28 hours.
- The hours during which 16 and 17 year olds may work while school is in session is 6:00 A.M. to 10:00 P.M. On days preceding a school day, these students can work past 10:00 P.M. only if they provide the employer with written consent from a parent/guardian AND a certificate of satisfactory academic standing from their school. For days preceding non-school days, only written consent from the parent/guardian is needed to allow the student to work after 10:00 P.M. **IN NO CASE MAY THESE STUDENTS WORK BEYOND MIDNIGHT.**

In order for working papers to be issued, a student must be in good academic standing and demonstrating regular school attendance. Minors of any age may not work during school hours, unless they have graduated or withdrawn from school. Home-schooled children may not work during the hours of the local public school. GIHS can revoke working papers for any student who is not in good academic standing and/or who demonstrates chronic absences.



➤ ***SPECIAL EDUCATION SERVICES***

Special Education Services are provided to students identified by the Committee on Special Education (CSE). The GIHS Special Education Department provides services to individual students based on their Individualized Education Programs (IEP). Federal and State Education laws mandate that eligible students receive services in the appropriate environment that is least restrictive. The CSE, which includes the student and parent(s) make the decision on the appropriate educational supports and services. Parents or students with questions about special education supports and services should contact the school psychologist and/or the student's case manager.

Accommodations for College Board exams—including the PSAT/NMSQT, SAT, and AP Exams or the ACT—must first be approved by College Board's Services for Students with Disabilities (SSD) or ACT. To receive approval in time for the PSAT/NMSQT or the October SAT/ACT testing date, students should begin working with their school counselor in the spring of the previous school year.



GIHS ACADEMIC COURSE OFFERINGS

➤ ART COURSES

ART DEPARTMENT SUGGESTED PATHWAYS

Art Courses may be chosen based on interest, or by following a pathway as suggested by the categories below. Studio in Art is the prerequisite course and must be taken before any other art course (except Creative Crafts).

*Those students interested in pursuing a career in Art Education should take a variety of as many art electives as possible. The program culminates with AP Art, with the production of an art portfolio for college credit.

PATHWAYS			
GRAPHIC DESIGN & DIGITAL MEDIA	FINE ART FOR EXHIBITION	3 DIMENSIONAL ART	FASHION & TEXTILE DESIGN
<ul style="list-style-type: none"> - Studio in Art* - Advertising Design - Digital Photography** - Film & Animation - AP Art ⇄ <p>Also consider:</p> <ul style="list-style-type: none"> - Drawing & Painting - Fashion Design 	<ul style="list-style-type: none"> - Studio in Art* - Drawing & Painting - Sculpture - Digital Photography** - Ceramics - Textiles - AP Art ⇄ 	<ul style="list-style-type: none"> - Studio in Art* - Ceramics - Textiles - Sculpture - AP Art ⇄ <p>Also consider:</p> <ul style="list-style-type: none"> - Crafts 	<ul style="list-style-type: none"> - Studio in Art* - Drawing & Painting - Fashion Design & Illustration - Textiles - AP Art ⇄ <p>Also consider:</p> <ul style="list-style-type: none"> - Advertising Design
<p>* Studio in Art meets the NYS graduation requirement for the Arts, and is the prerequisite course for all of the other art courses.</p> <p>** College Credit available for this course through ECC.</p> <p>⇄ College Credit available for Advanced Placement Art Portfolio through the College Board</p>			



		SUGGESTED COURSE BY YEAR PER PATHWAY			
		GRAPHIC DESIGN & DIGITAL MEDIA	FINE ART FOR EXHIBITION	THREE DIMENSIONAL ART & DESIGN	FASHION & TEXTILES DESIGN
S C H O O L Y E A R	FRESHMAN	- Studio in Art	(This course can be taken in grade 8 or in HS)		
	SOPHOMORE	- Digital Photography**	- Drawing & Painting	- Ceramics	- Drawing & Painting
	JUNIOR	- Advertising Design	- Ceramics - Photography	- Textiles - Crafts	- Textiles - Advertising Design
	SENIOR	- Film & Animation - AP Art ⇄	- Sculpture - AP Art ⇄	- Sculpture - AP Art ⇄	- Fashion Illustration & Design - AP Art ⇄

6100 **STUDIO IN ART**

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

This course is required in 5 credit Art concentrations.

★ Prerequisite: None

★ Exam: Locally Developed Project

This course is designed to be a foundation course that introduces the students to various styles and techniques in art. This class covers the elements of art and principles of design through art projects which are a sampling of our more advanced art classes. The emphasis of this class will be improving the students' two dimensional and three-dimensional skills while developing a compositional awareness. This course fulfills the New York State art requirement and is a prerequisite for all art classes.



6110 CREATIVE CRAFTS

Grades 10-12

Level 1

0.5 Credit, 20 Weeks

★ Prerequisite: None

★ Exam: Locally Developed Project

Making simple, beautiful things is a great way to unwind. In this course, non-art majors will explore the creative world as they learn the very basics of art through craft. Decorative and functional projects will include techniques in areas such as wood burning, scrapbooking, papermaking and more. No experience in art is necessary, and grades will be based mostly on participation and completion of each project.

6120 STUDIO IN DIGITAL PHOTOGRAPHY

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

★ Exam: Locally Developed Project

This course is designed to help students understand photography and the use of a camera as a creative tool. This course covers the development, nature, and function of photography in our society. Students will learn many technical processes in regard to creating photographs. The course will focus on exploring digital photography and using imaging software (Adobe Photoshop) to edit, size and print photography on the computer.

6140 STUDIO IN CERAMICS

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

★ Exam: Locally Developed Project

This course will help students improve skills in working with ceramic clay and glazes. The student will work with clay to make vases, mugs, planters, ceramic sculpture using the potter's wheel and other hand-built methods of construction. They will learn glaze application and how to stack and fire the kiln.

6150 STUDIO IN TEXTILE DESIGN

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

★ Exam: Locally Developed Project

The goal of this course is to give students a chance to become involved with tactile fabric construction, surface design, fiber use and weaving. In this class, students will explore many fiber techniques and produce functional wearable and decorative work of art. Projects may include: tapestries, weavings, inkle loom belts, batik cloth, coiled bowls, stenciled items, and crocheted objects, and include techniques for quilting, cross stitch and embroidery. (This course pairs well with Fashion Illustration & Design, which is offered alternating years.)



6160 **STUDIO IN SCULPTURE**

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

★ Exam: Locally Developed Project

This course will help students improve skills in working with a variety of sculptural materials. The student will work with three-dimensional materials such as clay, wire, plaster, wood, etc. The student will construct a variety of sculptural forms in different styles.

6170 **STUDIO IN FILM AND ANIMATION**

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

~ not offered 2025-2026 ~

★ Exam: Locally Developed Project

This course will focus on the artistic elements and influences of film and animation. Students will watch, analyze, and create for production. Students will explore digital video editing. The course aims to develop student's skills so that they become adept in both interpreting and making film texts. The course develops student's critical abilities, enabling them to appreciate the multiplicity of cultural, historical perspectives and technical aspects of film and animation. (This course is offered alternating years, opposite Studio in Advertising Design.)

6180 **STUDIO IN FASHION ILLUSTRATION AND DESIGN**

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

~ not offered 2025-2026 ~

★ Exam: Locally Developed Project

Students will study the procedures and principles of fashion illustration and translate drawings from the live model into finished illustrations. Use of pencil, charcoal, pen and ink, marker, and brush and wash techniques will be covered, as well as basic computer illustration. The course will also focus on fashion design, including the design elements as applied to fashion illustration, fabric choices, and design. Students will produce a portfolio consisting of illustration techniques, and fashion design concepts. (This course is offered alternating years, opposite Studio in Textile Design.)

6190 **STUDIO IN DRAWING AND PAINTING**

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: Studio in Art

★ Exam: Locally Developed Project

This course will help students improve drawing and painting skills through experiencing different media and techniques with emphasis on composition and design. Projects will include portraits, still life, landscapes, and abstractions.



6200 **STUDIO IN ADVERTISING DESIGN**

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

★ Prerequisite: *Studio in Art, Studio in Drawing and Painting is suggested*

★ Exam: *Locally Developed Project*

This class is run like an advertising agency. Students will produce art and design projects both on the computer and with markers on paper. Students will learn to use the elements and principles of design and the principles of art to create posters, logos, ads, point of purchase displays, package design and storyboards for commercials. (This course pairs well with Film and Animation, which is offered alternating years.)

6105 **ADVANCED PLACEMENT ART**

Grades 11-12

Level 4

1.0 Credit, 40 Weeks

★ Prerequisite: *Studio in Art, plus 3 Additional Studio Courses *REQUIRED IN 5 CREDIT CONCENTRATION*

★ Exam: *Students are expected to take AP exam in May*

This course is designed to help students prepare a quality professional portfolio, which incorporates the following specific concepts:

1. Sustained Investigation - The development of a sense of excellence and experimentation in Art.
 2. Selected Works - An in depth personal commitment to a particular artistic concern.
 3. Written Evidence - Describing the process that guided the sustained investigation. Students in this course are expected to take the Advanced Placement Examination for either 2-dimensional design, 3-dimensional design, or drawing and produce an AP Portfolio for which they may receive college credit. Additional art work outside of class time is required, as well as summer study.
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➤ **BUSINESS & MARKETING EDUCATION COURSES**

The Grand Island High School Business Department is proud to offer the following program, approved by the New York State Education Department. This program offers students an opportunity to explore the world of business and finance, while also giving them the opportunity to earn a Career and Technical Education endorsement on their high school diploma. Students who enroll in and successfully complete the course requirements and industry-based technical assessment, will officially earn their CTE seal for graduation.

Students who complete all of the requirements listed below will receive a certificate from the Grand Island Academy of Finance, a Certified Academy within the National Academy Foundation (NAF), in addition to their Regents Diploma and CTE Endorsement. Students enrolled in this program will acquire the business skills, concepts, and knowledge that are needed in the world of finance. Academy students will participate in a variety of work-based learning activities such as operating a student-run store, field trips, classroom speakers, paid internships, and college credit courses. Interested students will be requested to apply to this program during January of their eighth or ninth grade year. Students may see their school counselor or a business teacher for an application. The Academy of Finance requires students to take the following electives.



NATIONAL ACADEMY OF FINANCE REQUIREMENTS	
COURSE	CREDIT
Career and Financial Management	0.5
Entrepreneurship	0.5
Principles of Accounting	1.0
Sports & Entertainment Management	1.0
Financial Planning	0.5
Microsoft Office	0.5
Career Exploration: Skills for Workplace Success (Internship)	0.5



7610 ACCOUNTING I

Grades 9-12

Level 1

1.0 Credit, 40 Weeks

- ★ Prerequisite: None
- ★ Exam: Locally Developed Exam

This course is designed to provide the student with a basic knowledge of accounting principles and procedures, such as debits and credits, general and special journals, worksheets, financial statements, payroll records and checking accounts. The student is introduced to computerized accounting. This is an excellent course for college-bound students or students who hope to operate their own business someday.

7620 ACCOUNTING II

(SUNY Erie Advanced Studies Credit)

Grades 11-12

Level 3

0.5 credits, 20 weeks

- ★ Prerequisite: Students must have taken and passed Accounting I
- ★ Exam: Locally Developed Exam in partnership with ECC



Building on the fundamentals learned in Accounting I and other related materials, merchandising businesses, stockholder equity and reporting procedures, business ethics, real life cases, payroll accounting, and the examination of Financial Statements for the purpose of managing or investing will be covered.

This course is accredited through SUNY Erie as a 3 credit course (BU 120- Intro to Accounting). Information on enrollment is available through the instructor.

7700 BUSINESS MATH

Grades 11-12

Level 1

1.0 Credit, 40 Weeks

- ★ Prerequisite: Two high school credits of Math or teacher recommendation.
- ★ Exam: Locally Developed Exam

This is an interdisciplinary business course designed to help students understand the complex financial world they will encounter during their lives. Students will learn mathematical concepts and computational skills using practical business applications such as bank services, payroll, annuities, stocks and bonds and business and consumer loans. Important financial literacy skills involving investing, saving for retirement, housing choices and other real-life situations form the basis for this course. Students may take this course as a third year of mathematics credit with approval from administration or as a business elective for a fourth year of math.



7600 CAREER AND FINANCIAL MANAGEMENT

Grades 9-12

Level 1

0.5 Credit, 20 Weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam

An ideal course for the student who wants to acquire the lifelong skills necessary to manage their personal and professional lives. Students will research careers based on their interests and aptitudes, with the goal of determining the best courses for their high school career and a potential best career path in life. Students will learn foundational skills, strategies, and opportunities at GIHS, so each individual has the greatest chance to be successful both in and out of the classroom. Students will engage in experiential learning activities such as project-based learning as well as more traditional methods such as journal reflections, presentations, and guest speakers with a focus on personal, social, and academic development along with career and life skills.

7710 CAREER EXPLORATION: SKILLS FOR WORKPLACE SUCCESS

(SUNY Erie Advanced Studies Credit)

Grades 11-12

Level 3

0.5 Credit, 20 Weeks

★ Prerequisite: Must be 16 and have current working papers on file.

★ Exam: Locally Developed Project

This course allows students to complete either a non-paid internship or on-the-job work experience in a career of interest. This program gives students a first-hand opportunity to learn about a particular career. This opportunity allows students to gain insight into the skills and educational requirements of a career prior to college. Students planning to enroll in CEP need to provide their own transportation to and from their placements. Students will also have scheduled class meetings that fulfill the required classroom instruction. Students who choose to enroll in this elective course are expected to demonstrate a level of responsibility and commitment appropriate for the workplace. Characteristics such as honesty, integrity, ethics, teamwork, and a positive attitude are expected.

Work-Based Learning Coordinators will assist all students in establishing an appropriate and available internship. **All students considering participation in this program must obtain an application form from the Business Department or Guidance then schedule this class.**

This course is accredited through SUNY Erie as a 3 credit course (GS 111-College Success Skills). Information on enrollment is available through the instructor.





7670 **START IT UP! ENTREPRENEURSHIP**

Grades 9-12

Level 1

0.5 Credit, 20 Weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam

This course provides the student the opportunity to explore ownership of a small business as a career choice. It will enable the student to examine small business as a job option by construction of a business plan, developing marketing strategies, identifying financing options for a business, and planning organizational structure that will be carried through in the operation of an in-school business. This will include running the school store, Casey's Corner during the school day and after school, as well as working in various community service projects centered around small business. Learning experiences will include exploration of local small business operations and their successes, guest speakers, field trips, and hands-on development of a school-based enterprise. This course partners with 43 North's "Student to Start Ups" program.

7730 **FINANCIAL PLANNING**

(SUNY Erie Advanced Studies Credit)

Grades 11-12

Level 3

0.5 Credit, 20 Weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam in partnership with ECC

This course seeks to teach students how to make informed decisions to reach personal financial goals. It targets five curricular units: income, money management, spending and credit, savings and investing, and risk management. Students will become financially savvy, a much needed skill in today's complex society. The curriculum will allow students to explore the complete financial planning process and apply their knowledge using stimulating exercises and projects.

This course is accredited through SUNY Erie as a 3 credit course (BU 233- Consumer Finance). Information on enrollment is available through the instructor.





7660 **MICROSOFT OFFICE**

(SUNY Erie Advanced Studies Credit)

Grades 10-12

Level 3

0.5 Credit, 20 Weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam in partnership with ECC

This hands-on course will focus on teaching students how to effectively integrate computers into their academic, professional and personal lives. Students will acquire hands-on experience using the Microsoft Office professional suite of products (Word, Excel, Access, and PowerPoint), and Google Suite (Drive, Docs, Sheets, Slides and Drawing). Technology skills and computer proficiency are essential assets for workers in all industries. This course is designed to prepare students to be college and career ready with 21st century skills. Successful students will be among the most sought after by hiring managers.

This course is accredited through SUNY Erie as a 3 credit course (DA 106-Introduction to Microcomputer Applications). Information on enrollment is available through the instructor.



7680 **SPM 205- SPORTS AND ENTERTAINMENT MGMT**

(Syracuse University Project Advance Credit)

Grades 11-12

Level 4

1.0 Credits, 40 weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam in partnership with Syracuse University

Are you looking to work in the sports or entertainment industry? If so, then this is the course for you! This college-level course is designed for the student who intends to work in any form of business management. Sports and entertainment marketing and management is one of the fastest growing fields in business. Students will learn about marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting supplies and equipment used for recreational or sporting purposes, products and services related to hobbies or cultural events, or business primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. Utilize your capacity for imagination and creativity to gain a competitive advantage in this field that is on the rise. Students will be required to complete a community based research project. Students will also learn the organizational and study skills important to succeed in college courses while also developing their oral and written communication.

This course is accredited through Syracuse University as a 3 credit course (SPM 205- Principles of Contemporary Issues in Sports Management). Information on enrollment is available through the instructor.





7695 BUSINESS COMMUNICATIONS & MARKETING

(Canisius University Advanced Studies Credit)

Grades 11-12

Level 4

1.0 Credits, 40 weeks

★ Prerequisite: Students must have completed one business course. It is also a recommended course for students who have completed or are enrolled in Studio In Advertising Design, Digital Photography, or Applied Technology & Design (Tech 3).

★ Exam: Locally Developed Project in partnership with Canisius University



CANISIUS
UNIVERSITY

Innovation, creativity, and entrepreneurship are key skills for student success in the 21st century. This course enables students to apply the knowledge they have gained through their educational experiences. You will closely look at how marketing affects those industries along with competition, consumer behavior, marketing concepts, channels of distribution, personal selling, physical distribution, pricing, and inventory control. Basic principles of advertising will be applied through student-based projects including print, traditional media, and social media. This is a project-based hands-on experience in which students learn to apply business and marketing strategies as they work on a school business. Taking this course will allow you to analyze real-world companies and use your creativity to develop and present your own marketing campaigns and products/services.

This course is accredited through Canisius University as a 3-credit course (MKT 201H: Principles of Marketing). Information on enrollment is available through the instructor.



➤ ENGLISH COURSES

The successful completion of four (4) credits in English is a requirement for graduation, and the English program is sequential; that is, the previous year of English must be successfully completed before the next year of English may be taken. Regents level courses are directed toward the successful completion of the New York State Comprehensive Examination in English at the end of Grade 11, while the honors program is intended for the highly motivated student interested in literature and has a high level of mastery of basic language art skills in reading, writing, and speaking. The honors program provides curriculum and instruction for students whose academic growth requires greater depth and complexity and a faster pace. Electives are also offered by the English Department; however, elective credit may not be used to meet the graduation requirement of four (4) units in English credit.

1103 ENGLISH 9

Grade 9

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: None

★ Exam: Locally Developed Exam

Regents English is a comprehensive language arts program that emphasizes in depth the skills of reading, writing, speaking, listening, and analyzing literature. This program of study is directed toward the successful completion of the New York State Comprehensive Examination in English at the end of Grade 11, and it is through English 9 that students are introduced to a variety of essay structures, comprehension strategies, and writing techniques.

1104 ENGLISH 9 HONORS

Grade 9

Level 3

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: English 8

★ Recommendation: Score of 4 on 8th grade ELA and recommendations from English 8 teachers, based on multiple measures.

★ Exam: Locally Developed Project

English 9 Honors is designed for academically motivated and proficient ninth grade students. The primary goal of this class is to foster critical thinking and analytical skills through challenging and diverse tasks and assessments. Students will be required to read a wide array of literature including novels, short stories, poems, plays, and essays. These pieces will be used as a platform to introduce and examine the various modes of writing. Through this examination, writing instruction and development will be guided and facilitated. Students taking this course will be expected to complete assignments at an accelerated pace, produce high quality products, and actively engage in class activities and discussions.



1203 ENGLISH 10

Grade 10

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Exam: Locally Developed Exam

English 10 includes a more in depth analysis of literary works, specifically through literary elements and rhetorical devices. It reinforces and extends skills that were introduced the previous year through frequent writing, projects, and oral presentations, while continuing to prepare them for the English 11 New York State Comprehensive Examination.

1204 ENGLISH 10 HONORS

Grade 10

Level 3

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: English 9
- ★ Recommendation: Completion of English 9 Honors with a minimum 87% and above overall average, or English 9 Regents with a minimum 90% or above overall average, recommendations from English 9 teacher based on multiple measures.
- ★ Exam: Locally Developed Exam/Project

English Honors 10 will build upon the basis of knowledge gained from English Honors 9 or in exceptional cases, English 9. Knowledge and comprehension of literature and writing will increase through the reading and analysis of various works. English Honors 10 is an advanced, comprehensive course intended for the student who has demonstrated consistent and continual growth in previous English classes. In an accelerated fashion, students build upon their existing advanced knowledge in literature, writing, language use, and conventions to develop a greater understanding, appreciation, and application of the English language. Students of English Honors 10 are expected to write descriptive, expository, argumentative/persuasive, analytical, and biographical compositions. In addition, students are expected to properly employ research skills and contribute to classroom activities and discourse.

1303 ENGLISH 11

Grade 11

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Exam: English Regents Exam

In English 11, students will strengthen and develop their own style as writers. They will be expected to draft strong essays, and focus primarily on American authors. In addition, they will regularly be exposed to and tested on Common Core Domain-Specific Vocabulary, and they will improve their public speaking skills through regular class discussion and oral presentations. The year will conclude with the successful completion of the New York State Comprehensive Examination in English.



1305 **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

Grade 11

Level 4

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: English 10
- ★ Recommendation: 87% final average in English 10 or 85% average in English 10 Honors, Teacher recommendation.
- ★ Exam: English Regents Exam and the AP Exam.

AP Language and Composition is designed to promote critical thinking and advanced analysis of literary and non-literary prose. Students work towards mastery of the various modalities with special emphasis on persuasive writing and the deconstruction of rhetorical devices. Assignments and projects also focus on building confidence with personal and academic writing in preparation for the college experience.

1403 **ENGLISH 12**

Grade 12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Exam: Locally Developed Exam/Project

English 12 is a post-Regents class which emphasizes college preparatory and career skills. College preparatory assignments include preparing a college admissions essay, writing research papers and participating in seminar discussions and lengthy presentations. The English program is sequential; that is, the previous year of English must be successfully completed before the next year of English may be taken. Elective credit may not be used to meet the graduation requirement of four (4) units in English credit.

1405 **ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: English 11
- ★ Recommendation: 87% final average in English 11 or 85% final average in AP Language & Composition, Teacher recommendation.
- ★ Exam: Students are expected to take the AP exam.

This program of study is designed for the student who seeks an academic challenge as a participant in an intensive study of literature. Students will read and critically evaluate works of literature regarded as world masterpieces. The readings will provide a basis for frequent and varied writing activities. Students who complete this course can take the Advanced Placement Examination in Literature and Composition, which may afford an opportunity to obtain college credit, depending on the score they receive and the institute of higher education. Throughout this course, the highest academic standards will be maintained as the program will be presented on the freshman college level.



----ENGLISH ELECTIVES----

1010 CREATIVE WRITING

Grades 9-12

Level 1

0.5 Credits, 20 weeks

NCAA Approved

★ Prerequisite: None

★ Exam: Locally Developed Exam/Project

This elective is designed to stimulate and encourage imaginative writing, observation, discussion, and interaction. Models from established authors will be read along with samples from various texts. Various modes of writing such as fiction, nonfiction, short story, poetry, are just some of the modes we will focus on. Students should be self-motivated and self-directed for much of the course is of an independent nature. The first half of the course will be focused on story writing. Instruction will focus on the core foundations of story writing including theme establishment, character development, world building, and plot design. The second half of the course is dedicated to poetry writing. Instruction will focus on learning to write poetry from the ground up starting with free verse, then introducing meter and rhythm, and then finally practicing our hand with traditional styles like haiku, tanka, pantoum, villanelle, limerick, sonnet, etc. Skills development will include focus on language use and description.

1020 PUBLIC SPEAKING

(SUNY Erie Advanced Studies Credit)

Grades 10-12

Level 3

0.5 Credits, 20 weeks

NCAA Approved

★ Prerequisite: None

★ Exam: Locally Developed Exam/Project in partnership with ECC

This course will provide opportunities for students to improve their ability to speak in public. Students will learn to write and present speeches of various types including informative, persuasive and business presentations. Effective speech presentation techniques will also be taught. Students will demonstrate growth as speakers as they progress from one speech format to the next. This course is not designed to remediate the shy or the faint at heart; the course is designed for the serious speaker who would like to develop his or her skills in speaking!

This course is accredited through SUNY Erie as a 3 credit course (EN114- Public Speaking). Information on enrollment is available through the instructor.





1030 UNDERSTANDING MASS MEDIA

Grades 10-12

Level 1

0.5 Credits, 20 weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam/Project

This course will stress the importance of being media literate in today's society and provide a framework for students to understand, analyze, and evaluate the methods used by various media to shape their perceptions and beliefs. While several forms of media, including television, magazines, advertising, news and music, will be covered, film analysis and production will be emphasized. Through hands-on activities, formal and informal writing, discussion, research, and collaborative group projects, students will learn to understand media on a deeper level. In place of a final exam, students will incorporate what they learned throughout the course to create, produce and edit an original project.

1040 THEATER AND ACTING I

(SUNY Erie Advanced Studies Credit)

Grades 10-12

Level 3

0.5 Credits, 20 weeks

★ Prerequisite: None

★ Exam: Locally Developed Project in partnership with ECC

Performance is the key to success in this course, which will explore the major areas of theater arts. Students will develop basic acting techniques through involvement in various aspects of drama, including pantomime, monologues, scenes, and one-act plays, as well as various theater games and improvisations. This course will build self-confidence and will be helpful to anyone who is planning a career that involves interaction with the public.

This course is accredited through SUNY Erie as a 3 credit course(DT101AB- Theater Appreciation).

Information on enrollment is available through the instructor.



1050 THEATER AND ACTING II

(SUNY Erie Advanced Studies Credit)

Grades 10-12

Level 3

0.5 Credits, 20 weeks

★ Prerequisite: Theater and Acting I is a prerequisite for this course; some concessions may be made based on instructor approval.

★ Exam: Locally Developed Project in partnership with ECC

This course picks up where Theatre and Acting I left off! You've learned the basics of acting and performance, and will now begin to explore more in depth scene work, analysis, and explore other areas of theatrical production as well. We will explore different approaches to creating character, scene work and monologue work. The course will include theater games and improvisations as well as a brief history of the theater. Students will build self-confidence and skills in a dynamic environment.

This course is accredited through SUNY Erie as a 3 credit course (DT101AB- Theater Appreciation). Students who have already received Advanced Study credit for Theater and Acting I are not eligible for any additional Advance Studies credit for Theater and Acting II. Information on enrollment is available through the instructor.





1075 **DIGITAL JOURNALISM**

Grades 9-12

Level 1

0.5 Credits, 20 weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam/Project

Whether you just love writing, or are looking to start a hobby, searching for a way to advocate for a good cause, or interested in making some extra money in the future, this course will help you learn the basics of digital journalism and online writing. In this course, you will experiment with blog writing and web design, vlogging, podcasting, freelance writing, and more. In addition, you will improve your research and writing skills as you begin to better understand the nuances and subtleties of the language, analyze bias, experiment with voice, and determine the importance of considering your audience.

1085 **POP CULTURE & LITERATURE**

Grades 10-12

Level 1

0.5 Credits, 20 weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam/Project

In this course, we will explore the relationship between popular culture and novels, screenwriters, lyrics, poetry, and other various forms of literature in order to analyze what these writings say about our culture and its values. In addition, we will analyze how certain authors use their writing to influence, sway, and transform the current values of society in order to change the culture.



➤ **FAMILY AND CONSUMER SCIENCE COURSES**

7750 COOKING, NUTRITION & CAREERS

Grades 9-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: None

★ Exam: Locally Developed Project

This course will help students understand basic to advanced food preparation techniques and nutritional value of the foods prepared and eaten in our daily lives. They will learn to read recipes, as well as properly measure ingredients, basic background information on food groups, and prepare and store foods using safety and sanitation techniques in the kitchen. They will examine what basics are needed to open and run a restaurant. Students will learn through food preparation, demonstrations, “hands-on” projects, and guest speakers.

7740 CHILD DEVELOPMENT

Grades 10-12

Level 1

0.5 Credits, 20 weeks

★ Prerequisite: None

★ Exam: Locally Developed Project

The aim of this course is to develop an understanding of children and their needs from birth to age 5, as well as to learn skills in caring for children that may be useful for parenting and careers related to children. Job opportunities related to working with children will be emphasized. Class experiences will include “hands-on” projects, and guest speakers in related careers.



> **HEALTH COURSES**

990 HEALTH

Grades 10-12

Level 1

0.5 Credits, 20 weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam

Health Education is a **mandatory** course that must be passed for graduation. Emphasis is placed on factual knowledge, and decision-making skills through the use of class discussion, audiovisual presentations, lectures, role-play, and guest speakers. Areas of concentration include diseases and disorders, tobacco, alcohol and other drug prevention, nutrition, and mental and community health. This course is designed for students to apply knowledge and skills learned to be able to make appropriate decisions through all areas of their life as they progress through high school and beyond. This course may also be offered in summer school for full credit.



➤ **MATHEMATICS COURSES**

The goal of mathematics is to provide every student with a sequence of courses to suit his/her needs and abilities. The basic concepts are stressed on all levels. Objectives of the mathematics curriculum include critical thinking, the nature of proof, the mastery of mathematical concepts, the contributions of mathematics to civilization and the preparation for further education in mathematics. There are a number of possible sequences for mathematics students depending on their abilities, interests, and future plans. It is currently recommended that every math student own a graphing calculator such as TI-84 Plus.

3103 ALGEBRA I

Grade 9

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: None

★ Exam: Students are required to take Algebra I (Next Generation Learning Standards) Regents Exam

Units to be included in Algebra I include algebraic topics such as operations with polynomials, solving linear equations, factoring, solving quadratic equations and problem solving. Students will also study coordinate geometry, data analysis and also focus on linear, quadratic and exponential functions. Daily assignments and frequent testing are requirements of this course. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator.

3112 FOUNDATIONS OF ALGEBRA SC

Grade 9

Level 1

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: CSE recommendation required

★ Exam: Locally Developed Exam

This course is designed to cover the first half of the NYS Algebra curriculum. This course will prepare students to take the New York State Algebra I Regents Exam in June of their sophomore year (after the completion of Algebra 1.2 SC). Units covered in this course include operations with polynomials, solving and graphing linear equations and inequalities (including systems in two-variables), factoring, and functions. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator.



3122 ALGEBRA 1 SC

Grade 10

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Foundations of Algebra SC. CSE recommendation required.

★ Exam: Students required to take Algebra I (Next Generation Learning Standards) Regents Exam.

This course is designed to cover the second half of the NYS Algebra curriculum. This course will prepare students for the New York State Algebra I Regents exam in June. Units covered in this course include operations with radicals, quadratics, statistics, arithmetic and geometric and sequences. A large portion of this course is dedicated to review for the Algebra Regents Exam. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator.

3204 GEOMETRY HONORS

Grade 9

Level 3

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Algebra I & Algebra I (Next Generation Learning Standards) Regents exam.

★ Recommendation: 85% Algebra course and Regents exam of at least 85%.

★ Exam: Students are required to take the Geometry Regents Exam.

Units to be covered in this course are formal and informal proofs, constructions, transformational geometry, coordinate geometry, geometric relationships and right triangle trigonometry. This course is needed to prepare for the Geometry (Next Generation Learning Standards) Regents Exam. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator. Passing this Regents Exam is a requirement for a Regents Diploma with Advanced Designation.

3203 GEOMETRY

Grades 10-11

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Algebra 1, Applied Math or Algebra 1 SC.

★ Exam: Students are required to take the Geometry Regents Exam.

Units to be covered in this course are formal and informal proofs, constructions, transformational geometry, coordinate geometry, geometric relationships and right triangle trigonometry. This course is needed to prepare for the Geometry (Next Generation Learning Standards) Regents Exam. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator. Passing this Regents Exam is a requirement for a Regents Diploma with Advanced Designation.



3133 **APPLIED MATHEMATICS**

Grades 10-11

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: Algebra 1 or Algebra 1 SC and must have teacher and/or counselor recommendation to take this course.

★ Exam: Locally Developed Exam

The course may include topics from the Algebra I curriculum to a greater depth and breadth as well as selected topics from geometry. Students will apply the mathematical content to real-life and/or problem solving situations. This course is designed to help students prepare for an entry-level mathematics college course.

3323 **PREPARATION FOR COLLEGE MATH**

Grades 11-12

Level 1

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Geometry or Applied Math

★ Exam: Locally Developed Exam

The course will include unit topics such as Functions, Factoring, Radicals & Applications, Quadratics & Applications and possibly additional advanced algebra topics. Use of the TI- 84+ graphing calculator will be an integral part of the course. This course will also provide a basis for those who would like to go on to Algebra 2 the following year. This course concludes with a local final exam (no Regents Exam).

3304 **ALGEBRA 2 HONORS**

Grades 10-11

Level 3

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Geometry Honors & Geometry Regents exam

★ Recommendation: 85% in Algebra course and Regents exam score of at least 85% AND 85% in Geometry course and Regents exam of at least 85%

★ Exam: Students required to take the Algebra 2 Regents Exam.

This course follows the study of Algebra I and Geometry. Within this course the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential and logarithmic functions. Students will study direct and indirect variation, and systems of equations will be solved algebraically and graphically. Data analysis, sequences and series, probability theory and normal distributions will be investigated. Right triangle trigonometry will be extended to include circular functions, trigonometric equations and identities. The course will culminate with students taking the corresponding Regents examination. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator which will be an integral part of the course. This course is a requirement for the Regents Diploma with Advanced Designation.



3303 **ALGEBRA 2**

Grades 11-12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Geometry

★ Exam: Students required to take the Algebra 2 Regents Exam.

This course follows the study of Algebra I and Geometry. Within this course the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute, value, radical, trigonometric, exponential and logarithmic functions. Students will study direct and indirect variation and systems of equations will be solved algebraically and graphically. Data analysis, sequences and series, probability theory and normal distributions will be investigated. Right triangle trigonometry will be extended to include circular functions, trigonometric equations and identities. The course will culminate with students taking the corresponding Regents examination. The preferred graphing calculator for this course is the TI-84 Plus CE Color Graphing Calculator which will be an integral part of the course. This course is a requirement for the Regents Diploma with Advanced Designation.

3403 **PRE-CALCULUS AND ADVANCED TOPICS**

Grade 12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Algebra 2 and teacher recommendation.

★ Exam: Locally Developed Exam

This course is intended to provide the foundation for the study of calculus and other college-level mathematics courses. The curriculum contains a review of familiar topics to a greater depth, to include such topics as functions, quadratics, exponentials and logarithms. Trigonometric functions, equations and identities will also be studied. Topics of differential calculus such as limits, continuity, derivatives and integration may be included. The final exam will be a local exam.



3404 COLLEGE PRECALCULUS

(SUNY Erie Advanced Studies Credit)

Grades 11-12

Level 3

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Algebra 2 (Honors) or Algebra 2 Regents with teacher recommendation.

★ Recommendation: 85% in the Algebra 2 course and an A2 Regents exam score of at least 80%

★ Exam: Locally Developed Exam in partnership with ECC



This course is intended to prepare students for calculus and provide a foundation for those who would like to take AP Calculus. Topics include: advanced algebra, geometry, trigonometry, analytic geometry (rectangular and polar coordinates, equations, graphs, lines and conics), functions and relations, vectors, matrices, limits and continuity. Students should have a solid understanding of Algebra I, Geometry and Algebra 2. A graphing calculator TI-84 Plus will be used throughout the course but, unlike NYS Regents courses, some topics will need to be understood without their use.

This course is accredited through SUNY Erie as a 4 credit course (MT180- Precalculus Mathematics). Students enrolled in this course are eligible, with registration and payment to SUNY Erie, to obtain four (4) college credits or can take the course for local credits. Information on enrollment is available through the instructor.

3405 ADVANCED PLACEMENT CALCULUS AB

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Precalculus with teacher recommendation or College Pre-Calculus.

★ Exam: Students are expected to take the AP exam

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines and conics). Calculus AB is a course in introductory calculus with elementary functions. The topics for Calculus AB are: functions and graphs, limits and continuity, differential calculus and its applications and integral calculus and its applications. The TI-84 Plus graphing calculator will be used throughout the course.



3415 **ADVANCED PLACEMENT STATISTICS**

Grades 11-12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Algebra 2. Students may take AP Statistics concurrently with Pre-Calculus and Advanced Topics or Pre-Calculus Honors. Students may also opt to take AP Statistics in conjunction with AP Calculus

★ Exam: Students are expected to take the AP exam

Students who wish to complete studies equivalent to a one-semester, introductory, non-calculus-based, college course should enroll in AP Statistics. An introductory statistics course, similar to the AP Statistics course, is typically required for majors such as social sciences, health sciences, and business. Science, engineering and mathematics majors usually take an upper-level calculus-based course in statistics, for which the AP Statistics course is an effective preparation. The purpose of the AP course in statistics is to introduce students to major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. The TI-84 Plus graphing calculator will be used throughout the course.



> **MUSIC EDUCATION COURSES**

The Music Department has numerous offerings to challenge and advance the music skills of the students at GIHS. Ensemble offerings include Concert Band, Wind Ensemble, String Orchestra, Choir and Concert Choir. Music Theory will allow a student to complete a major sequence in Music. A 5 credit concentration in music includes 3 credits of ensemble and 2 credits of theory courses. Students may also opt to participate in the extra-curricular ensembles of the Department on a level suitable to his/her talents, interest and ability level.

6540 CONCERT BAND

Grades 9-12

Level 1

1.0 Credits, 40 weeks

- ★ Prerequisite: Competency on Band Instrument (interested students without prior experience should see teacher).
- ★ Exam: Locally Developed Exam

Concert Band is one of two major performance ensembles in the high school band program. The Concert Band presents between 4-6 public performances each year and with a performance tour generally offered every other year. This group also participates in state and national performance festivals.

6550 STRING ORCHESTRA

Grades 9-12

Level 1

1.0 Credits, 40 weeks

- ★ Prerequisite: Competency on String Instrument (interested students without prior experience should see teacher).
- ★ Exam: Locally Developed Exam

Students interested in string orchestra should be proficient in violin, viola, cello, or string bass. Wind, brass and percussion players are recruited for the Orchestra as needed.

Students perform 3-6 concerts per year, with a performance trip offered every other year. Performances are required along with participation in weekly lessons. Lessons are important as they are geared to advancing the student's technique and to expose them to solo and chamber music literature.

6560 CHOIR

Grades 9-12

Level 1

1.0 Credits, 40 weeks

Open Enrollment

- ★ Prerequisite: None
- ★ Exam: Locally Developed Exam

Choir is a group designed for musical self-expression and skill development. The choir provides an opportunity for musical growth and performance. No specific prerequisite is required for this group except an interest in singing. The group performs a wide variety of musical styles while learning the fundamentals of good choral singing and music reading. Participation in all choral concerts and weekly voice labs are required.



6530 CONCERT CHOIR

Grades 9-12

Level 1

1.0 Credits, 40 weeks

- ★ Prerequisite: Selection by audition. Students must demonstrate proficiency in vocal production, part independence and sight-reading.
- ★ Exam: Locally Developed Exam

The Concert Choir is a select performing ensemble. Like the Choir, it performs Music Literature from many stylistic periods from the Renaissance to 20th Century. The music for this ensemble is of an advanced level of difficulty and includes study of major musical works. Participation in all choral concerts and weekly voice labs are required.

6570 WIND ENSEMBLE

Grades 9-12

Level 1

1.0 Credits, 40 weeks

- ★ Prerequisite: Selection by audition: Students must demonstrate proficiency on Band instrument and sight-reading.
- ★ Exam: Locally Developed Exam

The Wind Ensemble is a select group that offers students the opportunity to perform advanced literature for the Wind Band. This group presents between three and six public performances a year with a performance tour generally offered every other year. This group performs with professional ensembles and soloists as well as participating in State and International Music Festivals.

Participation in one of the above ensembles also presents students with the opportunity to perform with one of the many additional ensembles on Grand Island including the Jazz Ensemble, Pit Orchestra, Full Orchestra and Pep Band.

6500 COLLEGE MUSIC THEORY

(SUNY Buffalo State College: College Access Program)

Grades 11-12

Level 4

1.0 Credits, 40 weeks

- ★ Prerequisite: None (musical experience helpful).
- ★ Exam: Locally Developed Exam

Offered through the Buffalo State University: College Access Program, this course is organized to prepare the student to analyze, listen receptively and perform all types of music. Ear training, sight-reading, conducting and music history all play an integral part in this development of total musicianship. The main emphasis is in the area of music reading and writing. Rudiments of notation, scales, intervals, chords and musical form provide the basis of musical study. These skills enable the student to become musically independent and enhance their understanding of music.



This course is accredited through SUNY Buffalo State College Access Program as a 3 credit course (College Music Theory for Non Majors 210). Information on enrollment is available through the instructor.



6505 **ADVANCED PLACEMENT MUSIC THEORY**

Grades 10-12

Level 4

1.0 Credits, 40 weeks

- ★ Prerequisite: College Music Theory and a solid foundation on a musical instrument or in a credit bearing school ensemble
- ★ Exam: Students are expected to take the AP exam.

AP Music Theory is a course opportunity for highly motivated students to do college level work in music reading, dictation, composition, analysis, performing and listening. The course emphasizes application of musical knowledge and understanding to a cross section of musical styles and genres.

6515 **INSTRUMENTAL FOLK MUSIC**

Grades 9-12

Level 1

0.5 Credits, 40 weeks- every other day

- ★ Prerequisite: None
- ★ Exam: Locally Developed Project

This course aims to expand student exposure to instruments in the string family within the idioms of folk and bluegrass music. Students will explore the use of guitar, ukulele, violin and other string instruments in folk music tradition. Emphasis is placed on community music making, connecting students to the methods in which music has historically developed and been preserved. Students with any level of musical background or instrumental technique are invited to take this course provided that they select an instrument to play that is relevant in the folk tradition.

6520 **MUSIC IN OUR LIVES**

Grades 9-12

Level 1

1.0 Credits, 40 weeks

- ★ Prerequisite: None
- ★ Exam: Locally Developed Project

This is an interactive course for students interested in creating today's music. Students will be involved in the writing and performance of drum set grooves, bass lines, and melodies in order to create original music. Performance of instruments will be done both through computerized software and on acoustic instruments. All students, with or without any formal musical training, can explore their own musical preferences through songwriting in this course. This class meets for a full year and fulfills the Regents Fine Arts requirement for graduation.



➤ ***PHYSICAL EDUCATION COURSES***

Physical Education strives to develop students who:

- Respect and appreciate people and their differences
- Practice and understand good health & safety habits.
- Value physical fitness and work to improve individual fitness
- Are knowledgeable in the many varied areas of physical activity.
- Know what resources are available throughout the community to maintain a healthy lifestyle.

These goals will be achieved through emphasizing team sports, small group activities and individual activities. Students must attend class, be properly dressed, and participate to the best of their ability. Adaptive Physical Education may be prescribed by a physician or school authorities.

Grand Island Board of Education Policy, along with New York State Education Law, makes physical education a required course for all students. Students with a documented medical concern will be placed in an Alternative PE program. In this alternative program, students will fulfill the physical education requirement through individually prescribed activities indicated by the student's condition.

All students at Grand Island High School are expected to attend and participate in Physical Education each year and must earn 2.0 credits in order to graduate. The physical education offerings are full year courses. Students will earn .5 credit for successfully completing each year of PE. Physical Education grades are averaged into students' GPA.

- Grades 9-10; 40 weeks; .50 credit per year
- Grades 11-12; 40 weeks; .50 credit per year



Units:

We believe participation is very important and offer a wide variety of activities so that each student can find an activity they can be fully engaged in. It is our hope that this will lead to lifelong participation in a healthy lifestyle. The following activities are taught in the High School:

INDIVIDUAL SPORTS

Archery
Badminton
Bowling
Can Jam
Golf
Line Dancing
Dance
Racquetball
*Swimming
Rock Climbing
Adventure Activities
Table Tennis
Track & Field
Tumbling
Tennis

TEAM SPORTS

Soccer
Football
Volleyball
Lacrosse
Basketball
Ropes Course
Floor Hockey
Softball
Team Handball
Ultimate Frisbee
Water Polo

FITNESS ACTIVITIES

Aerobics
Circuit Training
Exercise Balls and Resistance
Bands
Fitness/Wellness
Physical Fitness Testing
Weight Training
Yoga
Pilates/Yoga

*A 4-week swimming unit is required for graduation per Board of Education Policy for all boys and girls in 9th and 10th grades. Students must have a medically necessary exemption and a doctor's note to be exempt from the swim instruction requirement.



> **SCIENCE COURSES**

Imagine for a moment that man had never discovered the wheel or electricity, and that he had never learned to make medicines or increase food production. How would your life be different from what it is now? What would your house be like? Would you have enough food to eat? Would you have a smartphone or a car for transportation? It is through studying the natural world that we improve our living conditions.

The aim of the Science program is to help you, the student, discover the laws that govern the behavior of nature. You will be doing many laboratory experiments in each of our science courses to enable you personally to discover the laws of nature. Courses offered in Grades 9-12 cover the broad areas of Science.

Successful completion of these classes can prepare you for college, a career in a science related field or more importantly, a more satisfying and productive life. Choose the one that is most interesting and useful to you now and in the future. Some courses require a background obtained in previous courses in Science. Plan carefully, talk to your Science teacher about them so that you can choose the most suitable course and enjoy your studies.

At GIHS, the typical sequence of required science courses for a high school diploma is as follows: Earth & Space Science, Life Science: Biology, Chemistry or PECS. It is recommended that college bound students continue their studies of science for a 4th year. The department recommends students should only take an AP course upon completion of all 4 Regents science courses or with teacher recommendation. If students did not complete Earth & Space Science in 8th grade, yet wish to take an AP science course, it is recommended that they “double up” (take 2 Regents courses) during their sophomore or junior year. The department recommends taking elective courses upon completion of three years of HS science and/or along with the core science courses.

4103 **EARTH AND SPACE SCIENCES**

Grades 9-12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ *Prerequisite: None*

★ *Exam: Students are required to take the Regents Exam.*

In this course, there will be discussions, investigations and research in the following units of study: Astronomy, Meteorology, Geology, Environmental Studies, and Lab Skills/Techniques Individual research, cooperative learning, peer-group instruction, and traditional lecture-demonstrations will all be utilized in this comprehensive science course.

Regular classroom attendance is a requirement for success in this program. The laboratory requirement as outlined by the core curriculum must also be met. All enrolled students are required to take the Regents Earth and Space Science exam in June. In order to be eligible for this examination, the student must complete a documented 1200 minutes of laboratory clock minutes and satisfactorily complete all assigned laboratory reports.



4203 **LIFE SCIENCE: BIOLOGY**

Grades 10-12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Exam: Students are required to take the Regents Exam.

Students are involved in a lecture-oriented classroom situation covering concepts that involve heredity, reproduction and development, evolution and diversity of plants and animals in our environment. Students perform a variety of laboratory activities that supplement lecture material. Students are required to attend class and complete all written laboratory reports. All enrolled students are required to take the New York State Life Science: Biology Examination in June. In order to be eligible for this examination, the student must complete a documented 1200 minutes of laboratory clock minutes and satisfactorily complete all assigned laboratory reports.

4204 **LIFE SCIENCE: BIOLOGY HONORS**

Grade 9

Level 3

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Recommendation: Science Department Recommendation, a grade of 83% or higher in Grade 8 Honors Earth Science/The Physical Setting and a minimal grade of 85% on the Earth Science/The Physical Setting NYS Regents Exam
- ★ Exam: Students are required to take the Regents Exam.

Students will study the following biological concepts in this course: the study of life, maintenance in animals, maintenance in plants, reproduction and development, transmission of traits from generation to generation, evolution and diversity, and plants and animals in their environment. Formal laboratory write-ups will be done on the average of one per week. A written record of classroom activity is required. Regular classroom attendance is a necessity for success in the class. Homework includes textbook assignments and other outside work. Students are expected to complete research and perform an experiment with a formal laboratory report.

Students in the Honors Biology program must maintain a solid 83 average in Regents Biology and will pursue topics covered in more detail than the regular Regents program. Honors Biology is used as a preparation for the Advanced Placement Program that is offered to a qualified group of students.

All enrolled students are required to sit for the Life Science: Biology Regents Examination in June. In order to be eligible for this examination, the student must complete a documented 1200 minutes of laboratory clock minutes and satisfactorily complete all assigned laboratory reports.



4303 CHEMISTRY / THE PHYSICAL SETTING

Grades 10-12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Recommendation: Minimum 75% course average and Regents Examination score in Algebra, Geometry, Physical Setting Earth Science and Living Environment Biology. Students scoring less than 75% for the above listed math and science courses and Regents exams should enroll in the Physical, Environmental and Chemical Sciences (PECS) course to achieve the third required science credit for NYS high school graduation.
- ★ Exam: All enrolled students are required to take the June New York State Regents Exam in Chemistry. The student must successfully complete the laboratory requirement in order to sit for the examination. The Regents examination will serve as the final examination for the course.

This course seeks to develop an understanding of the fundamentals of inorganic chemistry with an introduction to organic chemistry. A major goal of this course is to prepare students for enrollment in an introductory chemistry course at a two or four-year post-secondary institution.

In order to be eligible for the June Regents examination in chemistry, the student must complete the NYS Education Department minimum 1200 laboratory clock minutes at GIHS. To fulfill this requirement, an additional lab period will be scheduled with this course.

4313 PHYSICAL, ENVIRONMENTAL, AND CHEMICAL SCIENCE (PECS)

Grades 11-12

Level 1

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Earth Science and Biology
- ★ Exam: Locally Developed Exam and Project.

This is a full year, lab based course designed to fulfill a third year science credit for students not enrolling regents Chemistry. The course will generally focus on human environmental impacts and issues by using key concepts in basic Chemistry and Physics. Students design and carry out multiple experiments and research projects, both in the classroom and in the field. There is a lab attached to this course that meets once every four days. Major topics include basic atomic structure, "ecology" study of motion, Newton's laws, energy and plant/animal classification. Current scientific issues such as global warming and alternative energy sources will be investigated.



4403 **PHYSICS /THE PHYSICAL SETTING**

Grades 11-12

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Recommendation: Science Department Recommendation or minimum 65% course average and Regents Examination scores in Geometry, Earth Science, Living Environment Biology, and Chemistry
- ★ Exam: Students are required to take the Regents Exam.

The physics course is a problem solving class that deals with all aspects of the physical world and places emphasis on one of the major world issues- production and use of energy. The study of energy is detailed in the study of major units of motion, waves and electricity. Additional topics covered include gravitation, magnetism and modern physics.

The ultimate goal of the physics course is to help students become more proficient in their ability to make decisions, solve problems and express their solutions to others in a meaningful way. Physics is often thought of as a college preparatory course to help students make the transition between high school and college level expectations and workload. This course is beneficial to all interested college bound students even those not planning on a science or engineering field.

All enrolled students are required to sit for the Regents Physical Setting Physics Examination in June. In order to be eligible for this examination, the student must complete a documented 1200 minutes of laboratory clock minutes and satisfactorily complete all assigned laboratory reports. To fulfill this requirement, an additional lab period will be scheduled with the course.

This course is a prerequisite for students wishing to enroll in AP Physics and a pre-co-requisite for students wishing to take AP Biology or AP Chemistry.

4205 **ADVANCED PLACEMENT BIOLOGY**

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

1.5 Periods

- ★ Prerequisite: None
- ★ Recommendation: Science Department Recommendation, Biology/Living Environment, Chemistry/The Physical Setting and Physics/The Physical Setting and a minimal grade of 80% on Chemistry/The Physical Setting Regents.
- ★ Exam: Students are expected to take the AP exam and an ecological field study will be completed at the end of the year.

This course is geared to the college level student. Students should be highly motivated in Biology and be planning to attend college. The objectives of the course are to achieve advanced placement standing and college credit; to be introduced to modern biological concepts not covered in a Regents Biology course; and to understand modern biological research.

Material covered will include important biological concepts discussed at the molecular level. Modern genetics, human physiology, evolution, enzymes, cell physiology and ecology are some of the main units that will be studied at the biochemical level. The student should be an honors science student, or have demonstrated mastery of the courses in Biology, Chemistry and Physics.



4305 ADVANCED PLACEMENT CHEMISTRY

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

1.5 Periods

- ★ Prerequisite: None
- ★ Recommendation: Minimum 85% course average and NYS Regents examination score in Earth Science, Living Environment, Regents Chemistry and Regents Physics. Minimum 85% course average and NYS Regents examination score for: Algebra I, Geometry, and Algebra 11. Minimum 85% course average in Pre-Calculus, if taken in the junior year. Concurrent enrollment in Pre-Calculus, AP Calculus, or AP Statistics during the senior year is expected.
- ★ Exam: All enrolled students in the GIHS AP Chemistry course are expected to take the May College Board Advanced Placement exam in Chemistry, as well as the local final exam for AP Chemistry at the end of the school year. This local exam will serve as the final exam grade for the course, will carry a 20% weighting toward the final course grade and will appear on the student's transcript.

Advanced Placement Chemistry is a second course in Chemistry equivalent to General Chemistry I with lab (fall semester) and General Chemistry II with lab (spring semester) at the university level.

A primary goal of this AP chemistry course is to provide the student with a thorough preparation for General Chemistry I and II at the undergraduate level. General Chemistry I and II are typically required courses for undergraduate majors in the health and biomedical sciences (*pre-medicine, pre-dentistry, molecular genetics, cell and developmental biology, microbiology and neuroscience*), physical sciences (*chemistry and geology*) and many engineering disciplines.

Prior to starting AP Chemistry, the student must have mastered the content, skills, and student learning practices at the Regents Chemistry level. The prospective AP Chemistry student must be willing to work productively in small groups of three to four students.



4404 ADVANCED PLACEMENT PHYSICS C: MECHANICS

Grades 11 - 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

1.5 Periods

★ Prerequisite: None

★ Recommendation: Science Department recommendation or minimum 75% course average and Regents examination scores in Geometry, Earth Science, Living Environment, Biology, and Chemistry. It is recommended that students enrolled in this course should also be enrolled in Pre-Calculus.

★ Exam: Students are required to take the AP Mechanics exam in May and the Regents exam in Physics in June.

AP Physics is a must for students who are planning on a natural science or engineering major at the collegiate level, but also incredible preparation for any college bound student. The course will be taught at the AP Physics "college" level that employs the basic application of Calculus, which will be covered in detail when it becomes relevant during the school year. The class will employ analytical problem solving and student interaction to solve problems and draw data driven solutions. Lab is an integral part of the course and will challenge students to design their own experiments testing the physics concepts covered in class. This course will hone students' problem solving and analytical skills, preparing students for more advanced courses at the college level. By taking AP Mechanics in their Junior year, students will be able to take a 2nd AP Science course their Senior year (next year AP Physics, Electricity and Magnetism will be offered as a 2nd year Physics course). This path is HIGHLY recommended for any student interested in pursuing a college degree in science, mathematics, engineering or the medical field as it offers the optimum college preparation for these fields of study.

4405 ADVANCED PLACEMENT PHYSICS

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

Double Period

★ Prerequisite: Science Department Recommendation, Regents Biology/Living Environment, Regents Chemistry/The Physical Setting, and Regents Physics/The Physical Setting

★ Recommendation: AP Physics is a course offered to science students who have completed Regents Physics with a minimal grade of 83%. It is highly recommended that the student be presently taking PreCalculus or AP Calculus.

★ Exam: Students are expected to take AP exams in both Mechanics and Electricity/Magnetism.

AP Physics is a must for students who are planning on a natural science or engineering major at the collegiate level, but also incredible preparation for any college bound student. The course will be taught at the AP Physics "college" level that employs the basic use of calculus. The class will employ problem solving, student interaction, and a final research and skill building project. Lab is an integral part of the course and will challenge students to design their own experiments testing the physics concepts covered in class. This course will hone students' problem solving and analytical skills, preparing students for more advanced courses at the college level.

Students in this course are expected to take the AP examinations in both Mechanics and Electricity/Magnetism. It is possible to earn college credit for two courses by achieving a passing grade on both exams.



-----SCIENCE ELECTIVES-----

4350 **HUMAN ANATOMY AND PHYSIOLOGY**

Grades 11-12

Level 1

0.5 Credits, 20 weeks

NCAA Approved

Course does not meet graduation requirements for a 3rd science credit.

★ Prerequisite: None

★ Recommendation: It is recommended that a student has passed Regents Chemistry or PECS.

★ Exam: Locally Developed Project

The purpose of this course will be to explore in some detail the structure and function of the human body. Molecular Biology, Cytology, and Histology are studied. The following will be studied: skeletal, muscular, digestive, respiratory, circulatory, excretory and endocrine systems. Each system will be studied from the standpoint of specific structure, function and some practical application. Laboratory investigation will be conducted as time allows. Dissection is an integral aspect of the course. The final assessment of the course involves the dissection of a mammal with a detailed study of the specimen.

4356 **COLLEGE ENVIRONMENTAL SCIENCE**

(SUNY Buffalo State: College Access Program)

Grades 11-12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: At least 3 credits of high school science.

★ Recommendation: Students complete all 4 Regents science courses in addition to taking this course.

★ Exam: Locally Developed Exam and Research Paper

Diverse arrays of environmental issues are presented with particular attention to the concepts of energy and its role in the environment, pollution, population, resource use, and the balance of man-made environments.

Students enrolled in this course are eligible with registration and payment to SUNY Buffalo State College, to obtain three (3) college credits through the SUNY Buffalo State College: College Access Program (Bio 104-Environmental Biology). Information on enrollment is available through the instructor.





4510 **COMPUTER SCIENCE DISCOVERIES**

Grades 9-12

Level 1

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Exam: Locally Developed Final Project

Computer Science Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Topics covered include web site design, app design, interactive animations, video game development, robotic programming and artificial intelligence. Students will learn the basics of computer program and software development. This course will be taught using the code.org curriculum (available online for student inspection). Students are encouraged to take this course if they are interested in taking Computer Science Principles the year after.

4511 **COMPUTER SCIENCE PRINCIPLES**

Grades 10-12

Level 1

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Computer Science Discoveries or Teacher Recommendation.
- ★ Exam: Locally Developed Final Project.

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Topics include digital information, the internet, app designs, conditionals, functions, data, lists, loops, libraries, cybersecurity and global impacts, performance tasks, and algorithms. AI will be woven into most topics.

This course does not require prior knowledge of computer science or programming, however, a strong math/science background or the Computer Science Discoveries course is recommended. Students enrolled in the course may consider challenging the AP Computer Science Principles exam.

4360 **FORENSICS**

Grades 11-12

Level 1

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Three credits of high school level science.
- ★ Exam: Locally Developed Exam and Project

Forensic Science is the application of chemistry, physics, and biology to the criminal and civil laws that are enforced by police agencies in a criminal justice system. This course includes many fun and interesting investigations including fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. Students are urged to consider the sensitive nature of some of the topics before enrolling in this course. The department recommends students to have completed 3 credits of HS science courses prior to enrollment in this course. Students interested in a career in Forensic Science should strongly consider also taking Regents Chemistry, Regents Physics, and an AP science if scheduling allows as this college major covers a wide array of scientific principles.



> SOCIAL STUDIES COURSES



New York Seal of Civic Readiness

The Grand Island Sr. High School Social Studies Department is proud to offer the Seal of Civic Readiness, approved by the New York State Education Department. The Seal is a formal recognition that a high school offers meaningful civics education and that a student has attained a high level of proficiency in terms of: civic knowledge, civic skills, civic actions, civic mindsets, and civic experiences. Civic education strengthens the relationships between schools and students, as well as students' relationship with parents, caregivers and families, civic leaders, community partners, and among each other. The responsibility of ensuring all students are civic ready is a chief aim of social studies education.

In order to earn the Seal of Civic Readiness, by May of Senior year, high school students must provide evidence in the categories of Civic Knowledge and Civic Participation by completing components in the chart below. The Seal is earned when students achieve **six total points** in the criteria below with at least two points on each side -both Civic Knowledge and Civic Participation. Students who achieve the requirements of the Seal of Civic Readiness, will receive a special designation on their diploma and transcript. Students may see their School Counselor or a Social Studies teacher for an application.

Criteria for Demonstrating Proficiency in Civic Knowledge	
	Points Possible
1a. Four (4) Social Studies courses required for graduation	1
1b. Social Studies Regents Exams - Mastery level (85+) Exam Scores: Global History & Geography Regents _____ United States History Regents _____	1.5*
1c. Social Studies Regents Exams - Proficiency Level (65+)** Exam Scores: Global History & Geography Regents _____ United States History Regents _____	1*
1d. Advanced Social Studies Courses List courses below:	.5*
1e. Research Project	1
can be earned multiple times	

Criteria for Demonstrating Civic Participation	
	Points Possible
2a. Civic Skills, Actions, and Mindsets Complete a high school civic project	1.5*
2b. Civic Experiences Area I Complete a service learning project	1*
2c. Civic Experiences Area II Demonstrate proficiency in an elective course that promotes civic engagement Course(s):	.50*
2d. Civic Experiences Area III Participate in an extra-curricular program, or work-based learning experience	.50*
2e. Middle School Capstone Project (under development)	1*
2f. High School Capstone Project	4

One requirement of graduation is the successful completion of four (4) units of Social Studies. Courses are offered during each of the four years. The Social Studies program is sequential; that is, the previous year of Social Studies must be successfully completed before the next year of Social Studies may be taken. Electives are also offered by the Social Studies Department. Elective credit may not be used to meet the graduation requirement of four (4) units in Social Studies credit.



2103 **GLOBAL HISTORY AND GEOGRAPHY 9**

Grade 9

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: None

★ Exam: Locally Developed Exam

This state-mandated course is the first half of a two-year program in Global History. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world. This class is a combination of World History and Geography – focusing on the periods from Early Civilizations through the Atlantic World.

This course uses a global approach which aims to cultivate in students the knowledge, skills and attitudes needed to function effectively in a diverse, pluralistic and interdependent world. Students will be introduced to writing and reading skills that are necessary in order to successfully pass the Global History and Geography Regents examination at the end of the 10th grade. Writing and literature skills are stressed in this course.

2104 **GLOBAL HISTORY AND GEOGRAPHY 9 HONORS**

Grade 9

Level 3

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: None

★ Recommendation: Students must have achieved a final average of 90% or higher in both Grade 8 Social Studies and Grade 8 English, with the recommendation of their 8th Grade Social Studies teacher. Additionally, they should demonstrate advanced reading and writing skills.

★ Exam: Locally Developed Exam

Global History 9 Honors is designed for academically proficient ninth grade students who are highly motivated towards the study of history. This course will be more challenging and instruction will occur at a faster pace than the general Regents level course. A primary goal of this class is to foster critical thinking and analytical skills through a wide variety of tasks and assessments. Students will be expected to utilize a variety of skills including analyzing primary and secondary sources, taking notes, writing essays, communicating ideas, and collaborating with their peers. They will develop these skills while mastering the content and relating what they have learned to the modern world. The course content mirrors the Regents level course covering the history of the world from the beginning of civilization until 1750, however, this course will go into greater depth and proceed in an accelerated fashion. Students will develop an understanding of the chronology of geography, justice and human rights, nationalism, diversity, and change.



2203 GLOBAL HISTORY AND GEOGRAPHY 10

Grade 10

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Global Studies 9 or Advanced World History 9
- ★ Exam: Students are required to take the Regents Exam.

This state-mandated course is the second half of a two-year program in Global History and Geography which culminates in a Regents examination at the end of the 10th grade. Students will focus on common themes that recur across time and place. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world. Students will develop an understanding of world history from 1750 until modern times. Writing and literature skills are stressed in this course.

2205 ADVANCED PLACEMENT WORLD HISTORY 10

Grade 10

Level 4

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: None
- ★ Recommendation: Completion of Global 9 History Honors is *HIGHLY* suggested to ensure success in this course. Students should have passed Global 9 History Honors with an 87% or better or pass Global History with a 92% and have earned 92% or better on the local exam.
- ★ Exam: Students are required to take the Regents Exam and are expected to take the AP World History 10 exam at the end of this year.

For the 2025-2026 school year, AP World History 10 is the second year in a two-year course geared to the above average student who is highly motivated towards the study of world history. In addition to covering the Regents Global History curriculum, this course will also cover the second half of the curriculum established by the College Board for AP World History 10. Students will be expected to master reading primary sources, writing essays as well as independently interpreting and analyzing historical world events. College level readings, major written assignments and projects will all be emphasized. Successful completion of this course prepares students for the Regents and AP World History 10 exams.

Units of study include:

- Global Interactions 1450 – 1750 C.E.
- Industrialization and Global Integration 1750 – 1900 C.E.
- Accelerating Global Change and Realignment 1900 C.E. – the present.

This is the second year of a two year AP course for the 2025-2026 school year. This course will not align with the Regents classes at grade level until the end of this year. Therefore, it is highly recommended that students signing up for this course have already taken Advanced World History 9 in 9th grade as well. AP World History 10 requires a commitment of time and effort that is significantly greater than what is expected in Regents or honors courses. The course moves at a faster pace and will require students to learn independently along with what is going on in the classroom. This course may require the completion of assignments over the summer. Please see your teacher for details.



2303 UNITED STATES HISTORY AND GOVERNMENT

Grade 11

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Global Studies 10 or AP World History 10
- ★ Exam: Students are required to take the Regents Exam.

This is a state-mandated course that stresses American history and citizenship in the post-Civil War era. The course will give a strong foundation in the understanding of the American political system and its history. The course follows the NYS curriculum for United States History. It focuses on the principles and ideals of a democratic system and the rights and responsibilities of citizens of the United States. Current events in relationship to past historical events will also be emphasized.

The course will involve historical analysis of events in United States history using global themes such as presidential leadership, civil rights, conflict, and immigration. Written skills are stressed in this course. Students will focus on the mastery of thematic essay skills learned in grades 9 and 10 and work towards a greater mastery of document-based-questions (DBQ's). These writing skills comprise 50% of the United States History and Government exam.

2305 ADVANCED PLACEMENT UNITED STATES HISTORY

Grade 11

Level 4

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Global Studies 10 or AP World History
- ★ Recommendation: Pass AP World History 10 with an 87% or better or pass Global History 10 with a 92% or better. Earn 85% or better on the Global History Regents Exam
- ★ Exam: Students are required to take Regents Exam and expected to take AP Exam

This course chronologically traces the political, economic, and social history of the United States from colonial times to the 20th Century. It is designed for college bound students. Students should have high academic standing, and exhibit strong reading, writing and comprehension skills. Students will be expected to master reading primary sources, writing essays as well as independently interpreting and analyzing historical world events. College level readings, major written assignments, seminar discussions, historical analysis and book reviews will be emphasized.

All students enrolled in this course are expected to take the Advanced Placement Examination in May. After the administration of the AP examination, the course will focus on preparation for the NYS Regents Examination in U.S. History and Government that is given in June.



2403 **ECONOMICS: THE ENTERPRISE SYSTEM AND FINANCE**

Grade 12

Level 2

0.5 Credits, 20 weeks

NCAA Approved

- ★ *Prerequisite: US History 11 or AP US History*
- ★ *Exam: Locally Developed Exam*

This is a one semester state-mandated course for graduation. This course focuses on the major areas of microeconomics, macroeconomics, monetary and fiscal policy, and international trade and finance. In addition, practical information such as banking, taxes, interest, mortgages, and the stock market will also be presented. The goal is to provide students with the economic knowledge and skills that will enable them to function as informed and economically literate adults and help them connect economic theory with economic reality. A local exam will be administered at the conclusion of the course.

2413 **PARTICIPATION IN GOVERNMENT**

Grade 12

Level 2

0.5 Credits, 20 weeks

NCAA Approved

- ★ *Prerequisite: US History 11 or AP US History*
- ★ *Exam: Locally Developed Exam*

This is a one semester state-mandated course for graduation. This is a course in citizenship. We will investigate the information, skills, and attitudes one needs to become an effective citizen in a democracy. This course is about “awareness.” We will investigate what effective citizens have done to make a difference. We will engage the student in experiences designed to expose him or her to things that active people do in providing service and leadership to the community and country. We will become more aware of the issues and challenges facing citizens in shaping policy. We will learn what it means to be “involved.” In order to be successful in this course, it is imperative that students complete field work service requirements. The field work service, along with a paper describing the work and its relevance, serves as the final exam for this course. A minimum of 10 volunteer/political service hours are required. Also, students need to attend One Grand Island Board of Education meeting and attend one Grand Island Town Board Meeting as well as complete two Individual Citizen Action activities of their choice.



2405 **ADVANCED PLACEMENT MACROECONOMICS**

Grade 12

Level 4

0.5 Credits, 40 weeks

NCAA Approved

This course meets daily during the second semester. Students enrolling in AP Macroeconomics are required to enroll in AP Government.

★ **Recommendation:** *Earn an 85% or better average for AP US History or a 90% for US History, 85% or better on the US History Regents.*

★ **Exam:** *Students are expected to take the AP Exam.*

This course is offered to seniors who wish to take advanced studies in this area of social studies. Macroeconomics studies the laws of the marketplace on national and international levels. The focus is the US economy, examining such concepts as inflation, unemployment, GDP, and monetary and fiscal policy. We will examine: What role does the government play in the economy? Why does the US have such a high trade deficit? What role does the FED play in the economy?

Students are expected to conduct sophisticated analysis of all concepts especially through graphs and diagrams. Evaluation will be based on tests, homework and class participation. Written work will be required as well.

2415 **ADVANCED PLACEMENT US GOVERNMENT**

Grade 12

Level 4

0.5 Credits, 40 weeks

NCAA Approved

This course meets daily during the first semester. Students enrolled in AP Government are required to enroll in AP Macroeconomics.

★ **Recommendation:** *Earn an 85% or better average for AP US History or a 90% for US History, 85% or better on the US History Regents.*

★ **Exam:** *Students are expected to take the AP Exam.*

This course is offered to seniors wishing to take advanced studies in this area of Social Studies. The study of government and politics as a discipline requires advanced skills in reading, writing and critical thinking.

Students will examine an American anomaly – seeing changes and recurring themes in government and politics. Course topics will include: Constitutional Framework, The Federal Government, Political Institutions and Special Interests, Public Opinion and Voter Behavior, and Civil Rights and the Supreme Court.

A minimum of 10 volunteer/political service hours are required. Also, students need to attend One Grand Island Board of Education meeting and attend one Grand Island Town Board Meeting as well as complete two Individual Citizen Action activities of their choice.



-----SOCIAL STUDIES ELECTIVES-----

2000 **CRIMINAL LAW**

Grades 11-12

Level 1

0.5 Credits, 20 weeks

NCAA Approved

★ *Prerequisite: None*

★ *Exam: Locally Developed Exam*

This course focuses on the criminal justice system and family law. It gives the student an understanding of New York State laws, courts and court procedures. It deals with basic rights under the law and the avenues of legal recourse open when those rights are jeopardized. Class activities include field trips to correctional facilities, mock trials, Supreme Court decisions, role-playing and a research project.

2010 **AMERICA'S WARS**

Grades 9-12

Level 1

0.5 Credits, 20 weeks

NCAA Approved

★ *Prerequisite: None*

★ *Exam: Locally Developed Project*

America's Wars is a 20 week course that covers the basic causes, events and outcomes of the most important wars in American history. We will examine the changing technology in warfare over the last 200 years and how that impacts the wars fought and how it impacts the society at home. Discussion also includes the role of the military and war in our society throughout our history. Class activities will include, lecture, discussion, videos, and group projects. The course may also include a field trip and/or guest speakers. The course will cover the American Revolution, The Civil War, America's role in World War I and II, Cold War conflicts and the current War on Terror.

2020 **INTRODUCTION TO PSYCHOLOGY**

Grades 11-12

Level 1

0.5 Credits, 20 weeks

NCAA Approved

★ *Prerequisite: None*

★ *Exam: Locally Developed Exam*

This elective is open to seniors and juniors (seniors have first priority). This course gives students the opportunity to explore various aspects of human behavior. Traditional psychological theory will be addressed through lecture, demonstration, video, discussion and group activities. The objective of this course is to give students a greater understanding of, and appreciation for, the complexities of human nature. Topics include sensation and perception, sleep and dreams, abnormal psychology, social psychology and learning theories.



2025 **ADVANCED PLACEMENT PSYCHOLOGY**

Grades 11-12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite:None

★ Recommendation: Earn an 85% or better on the US History Regents.

★ Exam: Students are expected to take the AP exam.

This course is designed for college-bound seniors who are highly motivated in the social sciences. Psychology is a course that approximately 1.4 million college students take every year. Many fields such as law, business, education, medicine, and engineering require a psychology course. This is a great entry-level AP course for students looking to get a college level experience before leaving GIHS and to possibly earn a college credit. It also serves as a great course for the experienced AP student to gain a general education college credit for their course of collegiate study. Students will be introduced to college-level reading, writing and comprehension skills. Advanced Placement Psychology covers all major fields within the discipline. These fields are broken down into 13 units of study. Major theories, principles, and methodology are explored in detail. Units include research, the brain and biology, sleep and dreams, learning, and memory. The curriculum of the course follows a traditional 'Psychology 101' course that is taught at most universities and colleges. This course utilizes a variety of instructional formats including lecture, discussion, video, online, small group work, and in-class demonstrations.

2050 **FOUNDATIONS OF KNOWLEDGE**

Grades 9-12

Level 1

0.5 Credits, 20 weeks

★ Prerequisite:None

★ Exam: Locally Developed Project

Open to all students, this 20- week course addresses the basic questions of what is knowledge, how do we gain knowledge and how do we pass this knowledge on to others. In other words, how do you know what you know, and is what you know correct? This is an excellent course to take to prepare a student for college level critical thinking and inquiry. However, it is not limited to college bound students. This course strives to develop strong critical thinking skills and helps students to develop and defend their ideas by looking at a wide variety of topics such as: Can you tell if someone is lying? What is reality? How does emotion help us to learn? Is it better to be logical or emotional? How does language mold our view of the world? Why does perception differ from individual to individual, especially in fields like art?



2060 **WOMEN'S STUDIES**

Grades 11-12

Level 1

1.0 Credits, 40 weeks

NCAA Approved

★ *Prerequisite: None*

★ *Exam: Locally Developed Project*

The Women's Studies course is a full-year survey course to introduce students to topics that pertain to Women's Studies. The course offers a way for students to explore women through the history of the United States and make parallels to other cultures of the world, both past and present. The course will additionally offer an examination of current issues women face today relating to health, domestic violence, double standards, media and sexual harassment. Students will also discuss and debate current events.

The objective of the Women's Studies course is for all students to gain an appreciation for the struggle for women's rights through time and an acknowledgement of issues that still need to be addressed in the United States and abroad.



➤ **TECHNOLOGY EDUCATION COURSES**

ACADEMY OF DESIGN & TECHNOLOGY

All technology courses emphasize important occupational and life skills taught through the use of "hands on" project work. It should also be noted that Intro to Tech - Design and Drawing for Production may be used toward the fulfillment of the one unit of fine arts requirement.



The Technology Education Department also offers students who complete all of the requirements listed below a certificate from the **Grand Island Academy of Design and Technology**. Students enrolled in this program will acquire technical skills, learn concepts, and knowledge that is needed in the technical or trades industry. Interested students will be requested to apply to this program during December of their 9th grade year. Students may see their school counselor or a technology teacher for an application. The Academy of Design and Technology requires students to successfully complete 5 out of the 10 electives offered within the department or in combination with a specified BOCES CTE program.

ACADEMY OF DESIGN AND TECHNOLOGY REQUIREMENTS

Completion of any 5 GIHS Technology Course or 3 courses in combination with an approved BOCES program.

(see chart below for a suggested paths based on interest)

Industry-based technical assessment and/or project

Participation in Technology Education Department activities – minimum of 12 hours total over 4 years

(Tech Wars, Tech Club, Musical Set Design/Construction or volunteer opportunities within the department)

Successful Completion of Career Exploration: Skills for Workplace Success (Course 7710)



SUGGESTED TIMELINE TOWARDS ACADEMY CERTIFICATE

COURSE(S)	SUGGESTED YEAR	CREDITS
Intro Level Course – Intro to Tech – Design and Drawing for Production Intro to Computer-Aided Design* Intro to Building Trades and Construction Systems Intro to Technology and Design	Freshman/ Sophomore	2 GIHS technology courses
Advanced Level Course – Advanced Computer-Aided Design* Advanced Building Trades and Construction Systems Advanced Technology and Design Junior/Senior Level Course – Applied Technology and Design Robotics and Electronics Manufacturing Systems & Fabrication BOCES Programs – Auto Technician Training I & II Aviation Technology I & II Building Trades I & II Collision Repair I & II Electrical Systems I & II Plumbing I & II Welding I & II Career Exploration: Skills for Workplace Success (Course 7710)	Junior/ Senior	3 GIHS technology courses /OR/ 1 GIHS technology course + a BOCES approved CTE Program
Industry Technical Assessment and/or Project	Senior	
	Total	5 Credits + Assessment/Project
<p align="center"> There is flexibility on recommended courses based on enrollment and course availability including BOCES programs. Individual meetings with the Academy of Design and Technology Director and school counselors will take place to ensure completion of the academy. *Successful completion of Intro to Computer-Aided Design and Advanced Computer-Aided Design courses (90% or better) will award up to 5 credits at SUNY Niagara </p>		



7500 **INTRO TO DESIGN & DRAWING FOR PRODUCTION (DDP)**

Grades 9-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: None

★ Exam: Locally Developed Exam

This course also known as Design Drawing for Production (DDP) emphasizes technical sketching and visualization, drawing using Autodesk Inventor a 3-dimensional modeling software, and production of various projects. Students will learn the design process used in business and industry to develop products and apply it to hands-on building. The course is tailored to a student wanting to design, test, and fabricate independent projects they have sketched and drawn using the computer software. Various materials including wood will be used to construct lab based projects using hand and power tools throughout the course. Students will learn design through sketching and drawing as well as hands-on development and building. Intro to Tech - Design & Drawing for Production may be used to fulfill the NYS **Art/ Music credit**. All students are encouraged to take this course prior to other technology courses.

7510 **INTRO TO COMPUTER-AIDED DESIGN - (CAD I)**

Grades 9-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: None

★ Exam: Locally Developed Project

This course is designed for students who understand the need to be on the cutting edge of technology. Welcome to the world of computer-aided-design and drawing (CAD). In this course students will develop, design, and create solutions to meet specific design criteria. Using state-of-the-art Solid Works 3-dimensional modeling software, students will produce technical drawings related to the fields of engineering, electronics, architecture, structural drafting, and design. Today, more than ever, businesses are looking for students with current design and drawing skills to enhance their competitive edge. This class is the answer to that need! All students are encouraged to take this course.

7520 **ADVANCED COMPUTER-AIDED DESIGN - (CAD II)**

Grades 10-12

Level 3

1.0 Credits, 40 weeks)

★ Prerequisite: Intro to CAD (CAD I)

★ Exam: Locally Developed Project in partnership with SUNY Niagara

COLLEGE CREDIT may be awarded

This course is offered to students who have taken Intro to Computer-Aided Design (CAD I) and have learned the basics of SolidWorks 3-Dimensional Modeling Software. CAD II will allow students to build on their knowledge of design and drawing with the computer. Using state of the art 3D modeling software, students will design, draw, and produce advanced models that solve relevant engineering questions. Students will explore the world of rapid prototyping through the use of 3-dimensional printing. CAD II graduates will be prepared for college level courses or entry level positions in the engineering work world of CAD.

****Successful completion of CAD I and CAD II courses (90% or better) will award students up to 5 credits at SUNY Niagara. Information on enrollment is available through the instructor.***





7530 MANUFACTURING SYSTEMS & FABRICATION (formerly CAD III)

Grades 11-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: Any Level 1 Design and Technology course

★ Exam: Locally Developed Project

This course introduces students to a general overview of manufacturing systems and metal working (both metal and wood) processes. Students will gain an understanding of equipment, tools, safety procedures, machine operation, metal-fabricating methods, wood fabrication, industrial applications, and problem solving. Students in this class will explore pattern making, technical drawing, computer aided design (CAD), wood manufacturing systems as well as metal working techniques. This course focuses on the manufacturing of items and designs using a wide range of tools and materials.

Basic metalwork and wood working involves marking, cutting, drilling, filing and joining. Metal, like working with wood, requires specific skills and specialized tools. Students will become familiar with all wood working tools, laser cutters, gas and plasma cutting, brazing, arc welding, wire feed welding (MIG) and TIG welding. They will also learn the importance of measuring precisely and drawing items to scale. Safety is a priority in this class and will be taken very seriously. Whether a student is interested in metal art, engineering or project construction, this class will provide an excellent introduction to the world of woodworking, welding and metal fabrication.

7540 INTRO TO BUILDING TRADES & CONSTRUCTION SYSTEMS - (BT I)

(formerly Arch I)

Grades 9-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: None

★ Exam: Locally Developed Project

This course is designed to give students an introduction to various building trades, construction and residential architecture. Students will design, develop, and draw residential structures to meet both specific and open design criteria. Students use technical drawing equipment to produce floor plans, layouts, house elevations, and site plans as well as using Chief Architecture, an architectural software. Students will also receive instruction on residential home construction to include, but not limited to, foundations, framing, electrical, plumbing and wall finishing. This course is recommended for anyone considering a career in architecture, interior design, computer-aided drafting (CAD), building and construction trades.



7550 ADVANCED BUILDING TRADES & CONSTRUCTION SYSTEMS - (BT II)
(formerly Arch II)

Grades 10-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: Intro To Building Trades & Construction Systems (BT I)

★ Exam: Locally Developed Project

This course is an extension of Intro to Building Trades & Construction Systems and builds on the foundations students developed during that course. Advanced Building Trades & Construction Systems is a course that focuses on the design and development of advanced architectural principles and building trades. Students use state of the art 3-Dimensional architectural software, Chief Architect, to design solutions to real world challenges related to the field of construction and architecture. This class focuses on relevant topics such as: Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, Project Documentation and Presentation, Model Building, Advanced Construction Techniques, Landscape Architecture. This course is recommended for anyone considering a career in architecture, interior design, computer-aided drafting (CAD), building and construction trades, or real estate.

7560 INTRO TO TECHNOLOGY & DESIGN (Tech I)

Grades 9-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: None

★ Exam: Locally Developed Project

This is an introductory course that focuses on a hands-on approach; teaching technical drawing, tools, machines, and careers associated with woodworking. The lessons and projects that are completed use a wide variety of materials, processes, tools and machinery. In this course students will design, draw, and produce projects primarily composed of wood. All students can benefit from this class.

7570 ADVANCED TECHNOLOGY & DESIGN (Tech II)

Grades 10-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: Any Intro (1) and Advanced (2) sequence or Manufacturing Systems & Fabrication

★ Exam: Locally Developed Project

This is an advanced course that further develops the students' woodworking skills. The goal of this course is to provide an advanced experience in various aspects of woodworking. The course is taught in an engineering laboratory setting providing access to computers, advanced modeling software, fabrication equipment, and various materials. Students will model real world applications through individual, small group, and large group projects. Students will also receive training on and experience operating high quality woodworking tools and equipment such as lathes, planers, CNC routers and laser engravers. This course is designed to provide students with a challenging hands-on-experience.



7580 APPLIED TECHNOLOGY & DESIGN (Tech III)

Grades 11-12

Level 1

1.0 Credits, 40 weeks

★ Prerequisite: Any Intro (1) and Advanced (2) sequence- Manufacturing Systems & Fabrication

★ Exam: Locally Developed Project

This is an advanced course that uses students' knowledge of woodworking to develop and market products. Students will be involved in realistic hands-on research and development of fine crafted wood products along with the design process. Students, working from plans and material lists, will build projects to be sold in a small business model setting. Cost-analysis, budgeting and personal labor rates will also be explored. Experiences in this course can be applied to the real world after high school.

7590 ROBOTIC AND ELECTRONICS

Grades 10-12

Level 1

1.0 Credits, 40 weeks

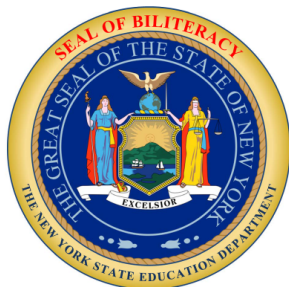
★ Prerequisite: None

★ Exam: Locally Developed Project

The focus of this course is on the ever changing dynamic that exists in electronics and robotics. This course is for students that are interested in the design, engineering, problem solving and programming of electronic circuits and robotics. Robotic engineering focuses heavily on prior knowledge from engineering technology courses and STEM (Science, Engineering, Technology and Math) courses. The project based units range from ground based to airborne (Drone/ unmanned aircraft) robotics and will instill proper engineering principles and practices as it relates to robotic design and construction.



➤ **WORLD LANGUAGES COURSES**



New York State Seal of Biliteracy

Grand Island High School offers students the opportunity to achieve the New York State Seal of Biliteracy (NYSSB). This seal recognizes students who have attained a high level of proficiency in English and one or more other world languages by high school graduation. The NYSSB highlights the hard work and achievement of students who study a world language through their senior year and students who speak a language other than English at home.

The NYSSB also affirms the value of diversity in a multilingual society, encourages the study of languages, identifies high school graduates with biliteracy skills for employers and universities, prepares students with 21st century skills, and recognizes the value of world and home language instruction in schools.

The NYS Seal of Biliteracy is affixed to the students' diploma and is noted on the students' official high school transcript. Students at Grand Island High School will also receive a certificate of recognition, as well as special recognition in the graduation program.

World Language students who are pursuing the New York State Seal of Biliteracy need to continue their studies with College French or Spanish 103 in 11th grade and College French or Spanish 104 in 12th grade. Candidates should also continue ELA studies through 12th grade.



5113 FRENCH II

Grade 9

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: French 7, 8
- ★ Exam: Locally Developed Exam

Experience French culture, music and food in this level II French Class! Students will improve their ability to speak, read, write and understand French through engaging, student-centered lessons and activities using 21st century media. A local examination is given at the conclusion of this course.

5123 FRENCH III

Grade 10

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: French II
- ★ Exam: Locally Developed Exam

Emphasis on improving the four skills (listening, speaking, reading, and writing) continues in French III. Student-centered games, readings, activities and lessons using current media will help each student to understand and use the vocabulary, grammar and tenses presented at this level. Successful completion of this course will fulfill the requisite number of credits most colleges require for acceptance. This course will prepare the students for the NUSTEP (Niagara University College level) French class(s) available the following years.

5136 COLLEGE FRENCH 103

(Niagara University Advanced Studies Credit)

Grade 11

Level 4

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: French III
- ★ Exam: Locally Developed Exam



This course is intended for the highly motivated student who wishes to continue to strive for true fluency in speaking French. Students will receive instruction in French and will be required to speak French. Students will gain insight into world perspective through study of Francophone cultures, literature, movies and dialects. This course, offered through Niagara University (NUSTEP) follows NU curriculum and uses the Imaginez text.

This course is accredited through Niagara University as a 3 credit course (FRE103- Intermediate College French). Students enrolled in this course are eligible, with registration and payment to Niagara University, to obtain 3 college credits or can take the course for local credits. Information on enrollment is available through the instructor.



5146 COLLEGE FRENCH 104

(Niagara University Advanced Studies Credit)

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: French 103

★ Exam: Locally Developed Exam

Offered through Niagara University (NUSTEP), this course continues the French 103/104 sequence using the Imaginez text as well as movies and culturally relevant topics. Three (3) nationally accredited college credits may be earned or the course can be taken for local credit.

This course is accredited through Niagara University as a 3 credit course (FRE104- Intermediate College French). Students enrolled in this course are eligible, with registration and payment to Niagara University, to obtain 3 college credits or can take the course for local credits. Information on enrollment is available through the instructor.



5003 SPANISH I

Grade 9

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: None

★ Exam: Locally Developed Exam

The four basic language skills: listening, speaking, reading and writing will be emphasized through the exposure to aspects of contemporary and historical Hispanic culture. These are introduced through current media, music, games, food, adapted readings, and student-centered activities. A local exam is given at the conclusion of the course. **This course is intended for the student who has never studied a second language, failed the Proficiency Exam in 8th grade, or failed Spanish 8 overall.*

5013 SPANISH II

Grades 9-10

Level 2

1.0 Credits, 40 weeks

NCAA Approved

★ Prerequisite: Spanish 8 or French 8

★ Exam: Locally Developed Exam

This course is designed for the Spanish 8 language student who is interested in pursuing a full sequence in World Languages, ultimately culminating in college credit available through Niagara University. Emphasis in this course will be placed on promoting growth in students' writing, reading, listening and speaking skill sets in the Spanish language. Students will also experience Hispanic culture, music, and food in engaging classroom activities. This course begins the first steps towards giving students the second language skills they need to be competitive in a global marketplace.



5023 SPANISH III

Grades 10-11

Level 2

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Completion of Spanish II
- ★ Exam: Locally Developed Exam

This course is designed for the Spanish II language student who wishes to continue to expand their use and understanding of the Spanish language and fulfill the requisite number of credits *most colleges demand for acceptance.*

Successful completion of this course will fulfill the requisite number of credits most colleges require for acceptance. The enriched content in this course will enable a student to grasp the grammatical concepts and communicative abilities for the NUSTEP (Niagara University College level) course(s) available the following two years.

5036 COLLEGE SPANISH 103

(Niagara University Advanced Studies Credit)

Grades 11-12

Level 4

1.0 Credits, 40 weeks

NCAA Approved

- ★ Prerequisite: Spanish III
- ★ Exam: Locally Developed Exam



Offered through Niagara University (NUSTEP), this course is intended for the motivated student who wishes to attain fluency in speaking Spanish. Students will receive instruction in Spanish and will speak primarily in the target language. Students will gain insight into world perspective through intensive study of Hispanic cultures, literature, full-length movies, and different Spanish dialects.

Among engaging topics covered in the *Atando Cabos* text are effects of the modern world on the traditional Hispanic family, virtual travel to the Spanish speaking countries of Latin America, and a look at global pollution's effects on the earth's environment.

Students produce a portfolio incorporating writings, pronunciation samples, personal reflections, and project components/presentations/debates. A video series called *La Catrina* serves as a springboard where grammatical structures and vocabulary are strategically applied to communicate activities in the target language.

This course is accredited through Niagara University as a 3 credit course (SPA103- Intermediate College Spanish). Students enrolled in this course are eligible, with registration and payment to Niagara University, to obtain 3 college credits or can take the course for local credits. Information on enrollment is available through the instructor.



5046 COLLEGE SPANISH 104

(Niagara University Advanced Studies Credit)

Grade 12

Level 4

1.0 Credits, 40 weeks

NCAA Approved



★ Prerequisite: Spanish 103

★ Exam: Locally Developed Exam

Offered through Niagara University (NUSTEP), this course continues the Spanish 103/104 sequence using the *Atando Cabos* text, as well as the video series *La Catrina*, role plays/dialogs/debates/pronunciation samples, portfolios, full-length movies, and culturally relevant current events. Among topics covered are global pollution's effects on the earth's environment, dealing with medical emergencies/health problems, careers and using Spanish, and the influences of technology today on Gen Z and society in general.

This course is accredited through Niagara University as a 3 credit course (SPA104- Intermediate College Spanish). Students enrolled in this course are eligible, with registration and payment to Niagara University, to obtain 3 college credits or can take the course for local credits. Information on enrollment is available through the instructor.



ERIE 1 BOCES CAREER AND TECHNICAL EDUCATION PROGRAMS

-----KENTON/HARKNESS/CALSPAN-----

KenTon, Harkness, and Calspan Career Education programs provide outstanding opportunities for students who are committed to learning a specific technical skill. Students must have a good attendance record and an interest and aptitude for their chosen program. This program requires four (4) periods in the student's day. Only those students who are interested in learning the specialized trade and skills provided by these programs should choose these courses. Students who complete these programs are in demand in industry. They also are eligible to go on to two and four year colleges and Business or Trade Schools. For more information and to view program videos go to website: www.e1b.org/cte

Students interested in these programs are required to complete an application during their sophomore year. BOCES CTE programs typically provide each district with a limited number of seats in their programs, so selection may be competitive, or based on receipt of student applications. Students are expected to commit to the full two year program.

9720 *ANIMAL SCIENCE I*

Location: Kenton

9721 *ANIMAL SCIENCE II*

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will be prepared for a wide range of careers related to animal care and veterinary science. Topics of study include: animal health and disease, nutrition, reproduction, parasitology, anatomy and physiology, and animal behavior. Students will perform clinical procedures that are commonly performed at veterinary clinics and learn the technical skills to operate and manage a veterinary practice. Animal care and grooming clinics are implemented to help students learn standard operating procedures by following written protocols, documentation, team work, problem solving, and verbal communication/instruction in a professional work environment.

9363 *AUTO TECHNICIAN TRAINING I*

Location: Kenton

9364 *AUTO TECHNICIAN TRAINING II*

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the skills necessary to troubleshoot and repair today's modern vehicles. Topics of study include: engine performance, tire repair/replacement, alignment, fuel systems, wiring and electrical systems, power trains and transmissions, brake repair and replacement, steering and suspension. Students will diagnose, troubleshoot, and perform preventative maintenance on foreign/domestic cars and light trucks by using the latest techniques and computerized diagnostic equipment.



9722 AVIATION TECHNOLOGY I

Location: Harkness

9732 AVIATION TECHNOLOGY II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will study and apply aerodynamic principles, aircraft control, and instrumentation both in the classroom and during flight opportunities. Topics of study include: flight principles, systems and performance, aerodynamics, weight and balance, navigation, weather reports and interpretation, aviation meteorology, and ground and space based navigation. Students will learn the aeromedical factors for pilots as well as ground operations, piloting skills, and unmanned aerial vehicles, as well as aerospace engineering principles.

9400 BAKING AND PASTRY ARTS I

Location: Kenton

9401 BAKING AND PASTRY ARTS II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the fundamentals of baking, measurement and mixture methods, and plating and finishing techniques to create beautiful, edible works of art. Topics of study include: holiday baking, cookies and pastries, cakes, icing, and decorating, quick breads and bistro-style cooking. Students will build a professional portfolio by learning sugar and confectionary techniques, working with a variety of doughs and ingredients, and creating candies and chocolates. Students will earn a ServSafe certification during the two-year program.

9501 BARBERING I

Location: Kenton

9502 BARBERING II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the technical and communication skills required to be successful in a professional shop environment. Topics of study include: implements, tools and equipment, anatomy and physiology, properties and disorders of the skin and scalp, and New York State Board procedures. Students will perform professional barbering techniques, such as mustache and beard design, a variety of shear and clipper cutting techniques, hair color and lightening, as well as the basics of business, effective client communication, shop management, and safe work practices. Students must accumulate 500 hours of instruction in order to be eligible for the NYS Certification exam.

9354 BUILDING TRADES I

Location: Kenton

9355 BUILDING TRADES II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the fundamental practical skills needed in the construction field, such as: proper use of hand and power tools, safety procedures, blueprint reading, and obtaining accurate measurements. Practical knowledge will be applied by working with drywall installation, rough and finish carpentry, framing, painting, roofing, floor installation, door and window installation, siding, restoration work, and more.



9262 COLLISION REPAIR I

Location: Harkness

9263 COLLISION REPAIR II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will train in collision repair, automotive detailing, painting and restoration work. Topics of study include: collision and auto body repair, auto refinishing, welding techniques, and replacement of parts and sections of panels. Students learn to use hand, power, and specialized auto body tools and equipment to repair dents and frame work on metal and plastic sections of automobiles. Students have the opportunity to create customized paint graphics, airbrushing, and restoration work on vehicles.

9360 COSMETOLOGY I

Location: Kenton

9361 COSMETOLOGY II

Grades 11-12

2 Year Program, 3.75 Credits per year

★ *Students are required to purchase cosmetology uniform & kit*

Students will learn the communication and technical skills required to be successful in a professional salon work environment. Topics of study include: hair coloring, styling, conditioning and shaping, infection control and safety standards, esthetics, and nail care. Product knowledge, proper application and technical procedures are taught to enhance the personal care of hair, nails, and skin. Students develop and practice their skills during clinic events. Students must accumulate 1,000 hours of instruction in order to be eligible to take the NYS Certification exam.

9451 CULINARY ARTS I

Location: Kenton

9452 CULINARY ARTS II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the fundamentals of safety and sanitation, equipment operation, and how to prepare short order and large quantity cooking meals in this exciting and fast-paced program. Topics of study include: baking breads and pastries, creating main entrees, side dishes, and soups, practicing professional skills through customer services, menu planning, and recipe conversions. Students will work effectively with their team members, learn restaurant management skills through catering services and food orders.

9750 CYBERSECURITY AND NETWORKING I

Location: Harkness

9751 CYBERSECURITY AND NETWORKING II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will use the latest software to analyze data traffic and troubleshoot PC hardware and operating systems. Topics of study include: digital forensics, computer data and hardware analysis for evidence collection and criminal prosecution, network traffic analysis, vulnerability and network activity identification, and research ethics and morals in relation to cyber-attacks and cyberterrorism. Students will configure hardware firewalls for added network security, set up secure wireless devices for homes and businesses, and use various programs to hide data within pictures, videos, and music files.



9376 DENTAL LAB TECHNOLOGY I

Location: Harkness

9377 DENTAL LAB TECHNOLOGY II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will combine the art and science of the fabrication of corrective devices and replacements for natural teeth. Topics of study include: dental and oral anatomy, dental terminology, laboratory safety and infection control, and tooth morphology. Students will create orthodontics and restorations, all phases of complete dentures, crown and bridge restorations, ceramic and orthodontic techniques, and digital design, scanning, and milling. Students with an interest in dentistry, dental hygiene, and orthodontics may be interested in this course.

9372 EARLY CHILDHOOD EDUCATION I

Location: Kenton

9373 EARLY CHILDHOOD EDUCATION II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will examine the physical, social/emotional, and intellectual development of children. Topics of study include: child development, child psychology, nutrition, social/emotional learning, special needs of children, and health and safety of children. Students will design and implement lesson plans, care for children in a preschool environment, enhance professional written and oral communication skills, and gain hands-on experience through internships at local preschools, childcare centers, and elementary schools.

9394 ELECTRICAL SYSTEMS I

Location: Kenton

9395 ELECTRICAL SYSTEMS II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the theory and fundamentals of electrical systems and apply it to hands-on projects. Topics of study include: electrical safety, basics of hand and power tools, specialized tools and equipment, wiring methods, calculations and measuring, electrical circuits and troubleshooting methods, industrial motor controls, and residential and blueprint reading. Students will explore renewable technologies and energy sources, control systems, and business and industry principles like financial literacy. Students will earn their OSHA 10 Safety Certification.

9820 ELECTRONICS AND APPLIED TECHNOLOGY I

Location: Harkness

9821 ELECTRONICS AND APPLIED TECHNOLOGY II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will use soldering irons, hand tools, meters, and oscilloscopes to build computers, robots, amplifiers, wireless devices, and other high tech projects. Topics of study include: microcomputer systems, amplification, digital electronics, soldering, desoldering, and PCB repair. Students will understand semiconductor, DC, and AC electronics, analog/digital conversion, telephone and cellular communications, and radio communications.



9824 EMERGENCY MEDICAL AND FIRE SERVICES *Location: Kenton*

9825 EMERGENCY MEDICAL AND FIRE SERVICES II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will explore the wide variety of career opportunities available in Emergency and Fire Services and practice hands-on emergency care skills like patient assessment, treatment, team communication, and patient transportation. Topics of study include: anatomy and physiology, medical terminology, diseases and disorders, and basic medical abbreviations. Students will understand emergency medication and administration, primary and secondary assessment, weight conversions, concentration calculations, trauma interventions and special considerations, special patient populations, and EMS operations.

9296 EXERCISE SCIENCE I

Location: Kenton

9297 EXERCISE SCIENCE II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will explore the effects of exercise including cardio conditioning, strength and flexibility training on human health, wellness and sports performance. Topics of study include: fitness safety, functional movement and screening, health fitness trends, human anatomy and physiology, nutrition and weight management, specialty program design, cardiovascular and resistance training program design, sport specific training, and the business of fitness. Students will design, implement, and update personal training programs based on client specific goals. Throughout the two years, students will investigate and focus on various career paths in the health industry.

9609 HEALTH CAREERS I

Location: Kenton

9610 HEALTH CAREERS II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn the skills to be a supportive caregiver through clinical experiences in a variety of health care environments including long term care facilities and hospitals. Topics of study include: anatomy and physiology, medical terminology, infection control, legal and ethical responsibilities, vital signs and conversions, professional communication, personal health and wellness, and physical, mental, emotional, and social developments. During clinical rotations, students perform personal care procedures, learn to take vital signs, and assist patients with mobility using crutches, canes, walkers, and wheelchairs.

9600 HVAC I

Location: Harkness

9601 HVAC II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will gain an understanding of the fundamentals of residential and light commercial heating, ventilation, and air conditioning installation, service, and repair. Topics of study include: portable water systems, forced air heating systems, drainage, waste and vents, and central air conditioning systems. Students will practice soldering, brazing, blueprint interpretation and isometric drawing analysis. Students will earn trade related certifications like OSHA 10 and EPA 608.



9611 PLUMBING I

Location: Harkness

9612 PLUMBING II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn how to cut and install various types of materials that are used within the field. Topics of study include: plumbing and professional safety, blueprint reading, fixture assembly codes, pressure, temperature and water heaters, and water supply systems, mains, and wells.

9830 WEB TECHNOLOGIES & GAME PROGRAMMING I

Location: Calspan

9831 WEB TECHNOLOGIES & GAME PROGRAMMING II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will bring ideas to life by writing software, designing and coding games, and developing web pages and sites. Topics of study include: web design, web development applications, programming, game development applications, and databases.

9813 WELDING I

Location: Kenton

9814 WELDING II

Grades 11-12

2 Year Program, 3.75 Credits per year

Students will learn to manipulate metal using a variety of welding techniques and the many different job skills that will set students up for lucrative careers in manufacturing, field work, or entrepreneurship. Topics of study include: welding safety, equipment and maintenance and care, metalworking safety, oxy-fuel cutting, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, plasma arc cutting, and light manufacturing. Students will practice these methods on a variety of materials and create unique designs by using the CNC (Computer Numerical Control) Plasma Machine or by developing metal sculpture projects.
