

LEWISTON-PORTER HIGH SCHOOL *CURRICULUM HANDBOOK 2026-2027*

ADMINISTRATION

*Christopher D'Anna, Principal
John E. Evert, Assistant Principal
Telephone 716-286-7262 Fax 716-286-7852*

HIGH SCHOOL COUNSELORS

*Mrs. Petrina DiVincenzo
Tel: 716-754-8281 Ext. 2128
e-mail: pdivincenzo@lew-port.com*

*Mr. Daniel Behm
Tel: 716-754-8281 Ext. 2127
e-mail: dbehm@lew-port.com*

*Ms. Michelle Conti
Tel: 716-754-8281 Ext. 2126
e-mail: mconti@lew-port.com*

*Counseling Center Telephone
716-286-7258 or 7259*

Appreciation is extended to all faculty and staff members for their cooperation in the revision of this book.

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE.....	3
INTRODUCTION & PLANNING A HIGH SCHOOL PROGRAM.....	3
GUIDELINES FOR PLANNING A PROGRAM OF STUDY.....	4
GRADUATION AND DIPLOMA REQUIREMENTS.....	5
CAREER PLANNING & DEVELOPMENT.....	6
HONORS PROGRAM.....	7
GENERAL INFORMATION.....	8
COLLEGE LEVEL AND ADVANCED PLACEMENT COURSES.....	9
ADVANCED ACADEMIC COURSE PLACEMENT POLICY.....	10
STUDENT ATHLETES (NCAA)	11

COURSE OFFERINGS

ART.....	13
BUSINESS.....	17
ENGLISH.....	22
HEALTH	25
MATHEMATICS.....	26
MUSIC.....	30
PHYSICAL EDUCATION.....	32
SCIENCE.....	34
SOCIAL STUDIES.....	40
TECHNOLOGY.....	44
THEATER.....	45
WORLD LANGUAGES.....	46
BOCES VOCATIONAL PROGRAMS (CAREER & TECHNICAL EDUCATION).....	50
INDEPENDENT STUDY.....	55
LANCER LEARNING CENTER.....	55
LIBRARY/MEDIA CENTER.....	55
SPECIAL EDUCATION SERVICES.....	55
LIFE SKILLS.....	56
INDEPENDENT STUDY COURSE IN SPECIAL EDUCATION.....	56
AFTER SCHOOL ASSISTANCE PROGRAM.....	56

A MESSAGE FROM THE PRINCIPAL

Lewiston Porter High School educates, empowers and inspires students to academic and personal excellence through a diverse rigorous curriculum, innovative teaching and spirited student life in a safe and respectful environment.

Our fundamental goal at Lewiston-Porter High School is to prepare our fine young men and women for the demands and challenges of the twenty-first century. Problem solving skills, critical thinking, inquiry-based learning along with significant literacy and numeracy skills are all key pieces to effective twenty-first century curricular offerings at a school focused on student success and student achievement.

Academic rigor and innovation remain at the forefront of all curricular and instructional decision making. As a result, the 2026-2027 Curriculum Handbook reflects changes in support of our mission. We have multiple Advanced Placement course offerings that include Art, English, Math, Music, Science, Social Studies and Technology courses. Our partnerships with SUNY Niagara and Niagara University continue to support and offer several college-accelerated course offerings.

The goals established for our school are notably rooted in the teaching and learning process and are focused on the areas of literacy, numeracy, and school climate. Coupled with our focus on Middle States objectives, we will be continuing implementation of the Common Core State Standards for Math, ELA, and content area literacy. Success for all students and the belief that we will do whatever it takes to ensure student success continues to be our focus. We ask parents and students to challenge themselves to do their very best and to choose courses that expand the mind and develop future opportunities. Good luck as you choose your path for 2026-2027 and beyond.

Sincerely,

Christopher D'Anna
Principal

"We are Aiming Higher"

INTRODUCTION

- This handbook has been prepared to provide you with general information about courses, programs, graduation requirements and resources at Lewiston-Porter High School. Please read it carefully and save it as a reference for the coming year.
- Course offerings for the 2025-2026 school year have been reviewed carefully by teachers, counselors and administrators. Our curriculum is aligned to match the requirements mandated by New York State, and designed to meet the needs of all students.
- Consider with care the many courses listed in this guide. Read the course descriptions and prerequisites while keeping in mind your abilities, interests and aspirations.
- Your school counselor will help you select the most appropriate program of studies for next year. Your counselor will also help you develop goals and a career plan to assist you in reaching the new educational standards outlined in this handbook.
- Student course selections must be finalized by June 1st
- Course offerings are subject to changes or cancellations based on student enrollment.
- Students are encouraged to select alternatives for all courses chosen during the scheduling process.

GUIDELINES FOR PLANNING A PROGRAM OF STUDY

The school counselor plays a key role in helping each student plan the appropriate program of study. Assisting students with the proper selection of courses to help them realize their goals and ambitions is one of the most important tasks of the counselor, but not the only one. Our school counseling program promotes students' success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

After receiving an orientation to the program planning procedure, each student will meet with his/her counselor individually to discuss his/her progress, goals, and post-high school plans. The counselors will help the student plan next year's program of studies to assure that:

- graduation requirements are met,
- vocational and career training requirements are met,
- college entrance requirements are met, and
- students acquire appropriate life skills for the future.

It is expected that students in 9th, 10th & 11th grade sustain 6 academic periods and physical education within their schedules for each semester.

It is expected that students in 12th grade who are on track to graduate sustain 5 academic periods and physical education within their schedules for each semester.

The counselor coordinates the student's ideas and objectives with those of parents and teachers. Teacher recommendations for the next course are very much a part of the decision-making process, as are the prerequisites listed in the course descriptions found in this guide. Upon completion of the Course Selection Form, students are requested to review it with their parents/guardians and obtain their signatures. Parents/guardians are encouraged to call or meet with the counselor if they have any questions. Parents/guardians are welcome to be present at the initial meeting. Parental involvement in making the appropriate choices is critical in helping the counselors prepare the students for the challenges that lie ahead.

Students and parents should study the curriculum carefully in order to plan a program which will best serve the student's goals and ambitions. The following questions can be useful to students as they plan or review their overall high school program:

- Will the subjects I select enable me to meet the requirements for graduation?
- Will I be able to meet at least the minimum entrance requirements for schools beyond high school in which I may be interested, whether vocational, technical, two or four year college?
- Are my subject selections consistent with my tentative vocational plans? (Some subjects may be taken to explore new areas of possible interest, to develop special skills, or to develop appreciation of areas other than those of primary interest.)
- What course of study should I choose early in high school that will provide an opportunity for me to consider a vocational program, an internship program, or admission to a competitive college, etc.
- Am I challenging myself academically?
- Are my course selections rigorous and relevant to my future postsecondary and career aspirations?

Lewiston-Porter High School
Graduation Requirements

REGENTS DIPLOMA with ADVANCED DESIGNATION		REGENTS DIPLOMA	
Content Area	Credits	Content Area	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Second Language	3**	Second Language	1*
Art/Music/Tech	1	Art/Music/Tech	1
Health	0.5	Health	0.5
Physical Education	2	Physical Education	2
Freshman Seminar	0.5	Freshman Seminar	0.5
CFM	0.5	CFM	0.5
Electives	1.5	Electives	3.5
Total:	23	Total	23

*Students must complete 2 units of study and earn 1 high school credit by the end of ninth grade.

**Students acquiring 5 units in Career and Technical Education (CTE) or the arts need only earn 1 credit in a Second Language

REQUIRED REGENTS EXAMS

REGENTS DIPLOMA WITH ADVANCED DESIGNATION (PASSING SCORE OF 65 AND ABOVE)	REGENTS DIPLOMA (PASSING SCORE OF 65 AND ABOVE)
English Language Arts Exam	English Language Arts Exam
3 Regents Math Exams Algebra 1 R/H, Geometry R/H, and Algebra 2R/H)	1 Regents Math Exam Algebra 1 R/H, Geometry R/H, or Algebra 2 R/H)
Global History/Geography Exam	Global History/Geography Exam
US History/Government Exam	US History/Government Exam
2 Regents Science Exams (1 Life Science & 1 Physical Science)	1 Regents Science Exam (Life Science: Biology, Earth and Space Science, Chemistry, or Physics)
Comprehensive Second Language Exam*	

*Students acquiring 5 units of credit in Career and Technical Education (CTE) or the arts are not required to pass the Comprehensive Exam in a Second Language.

A student can also earn a Regents Diploma with **Honors** or a Regents Diploma with Advanced Designation with **Honors**. To earn honors, a student shall achieve an average of 90% in all Regents examinations required for the diploma. Averages below 90% shall **NOT** be rounded upward to 90%.

Note: The low-pass option of scoring between 55-64 on the required Regents Exams to earn a local diploma will continue to be available for students with disabilities. Students using this safety net will receive a local diploma.

CAREER PLANNING AND DEVELOPMENT

Career Planning and Development serves as an important element of the school counseling program. The school counselor provides valuable assistance to students as they plan their post-secondary pathway. Our goal is to increase students' awareness of the career and educational planning process. Counselors collaborate with teachers to help students achieve the standards outlined by the New York State Board of Regents on Career Development and Occupational Studies (CDOS). The standards state that students will:

- Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Employ strategies to achieve future career success and satisfaction.
- Understand the relationship between personal qualities, education and training, and the world of work.

By increasing self-knowledge and knowledge of the world of work, students can make better career decisions and understand the importance of life-long learning.

Basic principles of career planning, such as decision-making, self-evaluation, and goal setting have been integrated into the school counseling program. Counselors help students discover their interests, aptitudes, values and attitudes. During each year of high school, students are exposed to a variety of experiences and resources that are designed to promote exploration and research into broad career areas of interest. This includes involvement in career and college fairs, job shadows and internship programs. Students receive an orientation to the Career and Technical Education program during their sophomore year.

Assistance with the college search process is provided in a sequential manner through individual and group sessions. Every effort is made to make it a positive, educational experience for students and their families. Counselors offer a series of college programs that assist students and parents from the beginning task of making a self-assessment through to deciding where to apply, and finally completing the application process. Important scholarship information is coordinated through the Counseling Office as well.

When colleges make admission decisions they usually evaluate academic achievement, standard test scores, and a personal profile. Academic achievement is generally the most important. It includes the quality of courses taken, grades, and rank in class. The personal profile measures what the student does outside the classroom. A standardized test is designed to measure a student's ability to do college level work and potential for academic success. These tests are:

PSAT/NMSQT – The primary focus of this assessment is to give students experience with the types of questions they will encounter on the SAT Reasoning Test. This test also gives students the opportunity to qualify for the National Merit Scholarship Program.

SAT Reasoning Test – The SAT is a standardized, college-entrance exam that measures students' readiness for higher education through assessments in reading, writing and math. It is usually taken in the spring of the junior year and/or fall of the senior year.

ACT – The American College Testing is a college entrance test that is different in style from the SAT. It may be substituted for the SAT at some schools and is required by certain colleges/universities. The ACT contains four curriculum-based tests that measure academic achievement in the areas of English, Mathematics, Reading and Science reasoning. Students may also take a writing test, aside from the traditional ACT. It is recommended that students take both the ACT and SAT at least once.

LEWISTON-PORTER HONORS PROGRAM

The Lewiston-Porter Honors Program is a sequential four-year curriculum designed for the academically talented and highly motivated student. Focusing on excellence in high school, the program enables all students to “aim higher”, and provides opportunities for all students to experience higher achievements.

LEWISTON-PORTER DIPLOMAS WITH DISTINCTION

Students earning a Diploma with Distinction will qualify for one of the following based on their **WEIGHTED** grade point average and a total of 28 credits or more at the end of their 12th grade year.

- Highest Distinction – 100+ grade point average
- Distinction – 98 to 99.99 grade point average
- Honors – 95 to 97.99 grade point average

GENERAL INFORMATION

Grading

A numeric grading system is used. Report cards will be posted online to the parent/guardian every ten weeks. Final report cards will be mailed home. A grade below 65 is considered a failing grade. Both an unweighted and weighted numerical average is reported on the report card. Progress Reports are posted online in the middle of each 10-week reporting period for all students.

Weighting System

Honors, College Level and Advanced Placement courses are weighted. The weighting factor is 1.10.

Academic Honors and Awards (based on weighted grades)

- High Honor Roll – 95% (or higher) average
- Honor Roll – 90% (or higher) average
- Merit Roll – 85% (or higher) average

Unweighted & Weighted Average

Both an unweighted and weighted average will appear on the high school transcript and report cards.

Procedure for Determining Valedictorian and Salutatorian

Valedictorian and Salutatorian will be determined after the 7th semester. The student with the highest weighted average is the valedictorian. The student with the second highest weighted average is salutatorian. Should a tie occur, the student with the most credits is valedictorian and the student with the second highest number of credits will be salutatorian.

Guidelines for Dropping a Course

Students may request to drop or add courses during the first week of the school year. After the first week of school, all course schedules are considered final, and no drops or adds will be permitted, except under special circumstances approved by administration.

- Procedure for Dropping or Adding Courses:
 - Students must meet with their school counselor to discuss schedule changes and ensure they remain on track to meet graduation requirements.
 - Written approval from a parent or guardian may be required for any changes.
 - Teachers of the affected courses may be notified to support the transition.
- After the Drop/Add Deadline:
 - Requests for schedule changes after the first week will only be considered for exceptional reasons, such as:
 - Scheduling conflicts that prevent graduation
 - Administrative errors in course placement
 - Changes required for special education accommodations or other approved programs
 - Teacher approved level changes until the 12th week of school
- Impact on Grades and Transcripts:
 - Courses dropped within the first week will not appear on the transcript.
 - Courses added within the first week will appear on the transcript as scheduled.
- Communication:
 - Drop/Add deadlines and procedures will be communicated to students and parents through the curriculum handbook, school website, and counselor meetings.

COLLEGE LEVEL AND ADVANCED PLACEMENT COURSES

Lewiston-Porter offers a range of college-level and Advanced Placement (AP) courses designed to challenge students and provide opportunities to earn college credit while still in high school. College-level courses are available through SUNY Niagara (CAP) and Niagara University (NUSTEP), with tuition costing approximately \$87 per credit hour through SUNY Niagara and \$100 per credit hour through Niagara University. AP classes are offered through the College Board. In some subjects, students may choose either the college-credit option or the corresponding AP course. Regardless of the pathway selected, families are responsible for the associated fees, including the \$99 cost for each AP exam or portfolio.

English

- English Language and Composition (AP/CAP)
- English Literature and Composition (AP/CAP)
- Creative Writing I (CAP)

Social Studies

- World History (AP/NUSTEP)
- US History 103/104 (NUSTEP)
- US Government, Politics, & Economics (AP/NUSTEP)

Mathematics

- Pre-Calculus Mathematics (CAP)
- Calculus AB (AP/NUSTEP)
- Intro Statistics (NUSTEP)

Science

- Biology (AP)
- Chemistry (AP)
- Physics C: Mechanics (AP)
- Environmental Science (AP)

World Languages

- Spanish 203 (CAP)
- Spanish 204 (CAP)
- French 203 (CAP)
- French 204 (CAP)

Art

- Art Drawing Studio (AP)
- Art 2-D Design Portfolio (AP)
- Art 3-D Design Portfolio (AP)
- Art 2-D Portfolio/Photography (AP)

Music

- Foundations of Music Theory (CAP)
- Music Theory (AP)

Business

- Intro to Computer Applications (CAP)
- Intro to Web Design (CAP)
- Financial Accounting (CAP)
- Student Startups (CAP)

Technology

- Engineering Drawing I (CAP)

AP/College Level Course Pricing

- Advanced Placement (AP) \$99/course
- SUNY Niagara (CAP) \$261.00 or \$87/credit
- Niagara University (NUSTEP) \$100/credit

*All fees are approximate

ADVANCED ACADEMIC COURSE PLACEMENT POLICY

Purpose

Lewiston-Porter High School is committed to providing rigorous academic opportunities that challenge students and prepare them for college and career success. This includes access to Advanced Placement (AP), Honors, and College-Based courses. To ensure student readiness and maximize success, eligibility for these courses is based on specific academic, behavioral, and professional recommendations.

Course Types Covered

This policy applies to placement in the following academic tracks:

- Advanced Placement (AP) Courses
- College-Based or Dual Enrollment Courses

Eligibility Criteria for Enrollment

To be considered for enrollment in an advanced academic course, a student must meet the following minimum requirements:

- Academic Performance
 - A score of 85% or higher on the most recent subject-related Regents Exam (if applicable).
 - A final course average of 88% or higher in the current subject-area course.

Teacher Recommendation (Required)

A formal recommendation from the student's current subject-area teacher is required for placement consideration. This recommendation will assess the student's:

- Academic readiness and content mastery
- Work ethic and ability to manage increased rigor
- Classroom participation and engagement
- Independence, responsibility, and potential for success in an advanced academic environment

Teacher recommendations carry significant weight in the placement decision and are a critical factor in determining student readiness for advanced coursework.

Additional Considerations

The following factors will also be reviewed as part of the placement process:

- Attendance: A consistent and satisfactory attendance record
- Behavior: Demonstrated responsibility, maturity, and appropriate classroom conduct

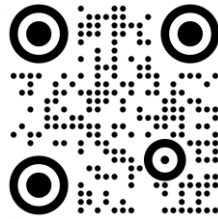
If you have questions regarding this policy or wish to discuss course placement, please contact the Guidance Office or your School Counselor.

STUDENT ATHLETES

The NCAA Eligibility Center is an agency of the National Collegiate Athletic Association that certifies the initial eligibility of all prospective student-athletes who register to compete as a freshman athlete at NCAA Division I and II member institutions.

If you wish to participate in NCAA Division I or II athletics, notify your School Counselor as soon as possible as you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you will also need to be cleared as an amateur student-athlete. To register at the NCAA Eligibility Center website click the following link or scan the following QR code:

[NCAA Eligibility Center](#)



You can also find the academic- eligibility requirements at the website. In addition, you will find a Guide that will lead you through a number of other important topics.

****If you are interested in participating in NCAA Division I or II athletics and are *planning on attending the Orleans/Niagara BOCES Vocational Center* for your junior and senior year, notify your school counselor to ensure that all academic requirements can be met. ****



Lewiston-Porter High School NCAA Approved Courses 2026-2027



[Approved NCAA Courses](#)

1. Scan the QR code.
2. Input LP's School Code: **336090**

Email or stop in to see your school counselor if you have questions.

pdivincenzo@lew-port.com

A-G

dbehm@lew-port.com

H-O

mconti@lew-port.com

P-Z

ART

ART REQUIREMENT: NYS requires all students to complete one unit in Art and/or Music. Studio in Art and Acting I fulfill this requirement.

ART FEE: There will be a \$15 fee for all full year courses.

STUDIO IN ART (6100)

This course is an introductory art course designed to provide a variety of art making opportunities including: drawing, painting, printmaking, digital media, sculpture, ceramics, and mixed media. The elements and principles of design will be explored, analyzed, and applied through the creation, presentation, and evaluation of artwork. Two dimensional and three dimensional art making techniques will be practiced through the lens of understanding how the elements and principles of design function. Preliminary work, final artworks, written and verbal reflections will be used to assess student understanding.

Credit: 1 unit (full year course)

CERAMICS (6112)

This course is designed to introduce the student to the use of ceramics as a medium for artistic expression and functional creativity. Basic techniques of construction with clay such as coil, slab, pinch and wheel–thrown work will be explored with reference to historical foundations. The general properties of clay and glaze material will be covered. Both verbal and written critiques will be employed as tools to foster creative and technical growth and as the basis for evaluation. This course will also focus on the use of surface decoration of the three–dimensional form. Contemporary trends in both functional and sculptural use of the medium will be surveyed to stimulate creative expression.

Prerequisite: Studio in Art
Credit: 1 unit (full year course)

PRINTMAKING (6126)

This course is designed to introduce students to the use of printmaking as a medium for artistic expression, creative and cognitive growth. Basic and advanced techniques of printmaking will be explored such as mono–printing, linoleum and wood block printing, calligraphic printing, drypoint engraving and screen printing with references to historical foundations. A sketch/notebook will be maintained of assignments to supplement class work. Design and composition, as well as creative problem solving, will be emphasized in all work. Both verbal and written critiques will be employed to foster growth and as the basis for evaluation.

Prerequisite: Studio in Art
Credit: 1 unit (full year course)

DIGITAL PHOTOGRAPHY (6149)

This course is designed to introduce students to the world of photography. Students will work exclusively with DSLR cameras that they are able to borrow from the department. Students will learn the technical aspects of photography such as aperture, shutter speed, framing and ISO. Emphasis on the elements and principles of art will be used to create aesthetically pleasing photographs. This course will also have a heavy emphasis on the history of photography, historical photographs and a variety of photographers. Students will be required to complete several projects throughout the year, verbal and written critiques, as well as a weekly Photographer of the Week assignment.

Although classroom cameras are available, students are encouraged to supply their own cameras, memory cards, flash-drives, and printing paper. A lab fee will be collected.

Prerequisite: Studio in Art
Credit: 1 unit (full year course)

DRAWING AND PAINTING (6166)

This course is geared toward exploratory experiences and techniques in drawing and painting with materials such as graphite, charcoal, pastels, watercolors, mixed media, oils and acrylics. A sketchbook must be maintained with assignments supplementary to class work. Techniques for working with the human figure, portraits, landscapes, and perspective, with emphasis on composition of design will be stressed.

Prerequisite: Studio in Art
Credit: 1 unit (full year course)

SCULPTURE (6176)

The goal of this course is to introduce the student to the sculptural arts. This goal will be accomplished through a three-pronged approach. The first is the exploration of the following work methods: additive, subtractive, construction, and assemblage. Secondly, a survey of sculpture's historical foundations and current movements will be introduced by slide and PowerPoint presentation. Lastly, both written and verbal critiques will be employed as tools to promote creative and technical growth along with evaluation. The student will be afforded the opportunity for individual expression and creative growth.

Prerequisite: Studio in Art
Credit: 1 unit (full year course)

PUBLICATION DESIGN (6186)

This course provides for the learning and adaptation of basic skills for publishing techniques. Skills such as theme development, planning, business related responsibilities, coverage and content, layout, copywriting/fitting, proofing, editing typography, and digital imaging will be developed. Students will also gain an understanding of the software programs Adobe InDesign and Photoshop necessary for designing yearbook pages and spreads. This course will also address basic photography skills essential in photojournalism.

Credit: 1 unit (full year course)

DIGITAL MEDIA (6118)

This course is an introduction to the history, basic concepts, and skills of digital media design and production. Students will explore a wide variety of commercially oriented problems, such as logo design, product design, package design, CD design and digital animations. Through the creation and critique of projects incorporating images, audio and video, students will gain knowledge of potential careers, acquire life-long production skills and produce a portfolio of their digital media work.

Prerequisite: Studio in Art
Credit: 1 unit (full year course)

ART DRAWING STUDIO (AP) (6252)

The AP Art Program in Studio Art is intended for highly motivated students who are seriously interested in the study of Art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students should be willing to stay after school to work and critique at least 3 to 6 hours a month in order to complete the portfolio by mid-May. Homework will be assigned as needed to facilitate portfolio completion and documentation in digital format by mid-May. All projects will be critiqued either verbally or in writing; some critiques may be graded. Students will be responsible for keeping a sketch/notebook. Media used will include traditional drawing and painting materials such as pen, pencil, painting materials, charcoal, pastel, collage and montage.

Specific requirements include:

- a. Quality section: 5 actual works
- b. Concentration section: up to 12 works of art
- c. Breadth section: 12 works of art

Prerequisite: Studio in Art
Credit: 1 unit (full year course) AP Exam required.
Cost: Fee approximately \$99 – financial aid available to those that qualify.

ART 2-D DESIGN PORTFOLIO (AP) (6257)

The AP Art Program in Studio Art is intended for highly motivated students who are seriously interested in the study of Art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students should be willing to stay after school to work and critique at least 3 to 6 hours a month in order to complete the portfolio by mid-May. Homework will be assigned as needed to facilitate portfolio completion and documentation in digital slide format by mid-May. All projects will be critiqued either verbally or in writing; some critiques may be graded. Students will be responsible for keeping a sketch/notebook. Media used will include traditional 2-D material such as pen, pencil, painting materials, charcoal, pastel, collage, montage and digital images and photography.

Specific requirements include:

- d. Quality section: 5 actual works
- e. Concentration section: up to 12 works of art
- f. Breadth section: 12 works of art

Prerequisite: Studio in Art & Drawing and Painting

Credit: 1 unit (full year course) AP Exam required.

Cost: Fee approximately \$99 – financial aid available to those that qualify.

ART 3-D DESIGN PORTFOLIO (AP) (6258)

The AP Art Program in Studio Art is intended for highly motivated students who are seriously interested in the study of Art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students should be willing to stay after school to work and critique at least 3 to 6 hours a month in order to complete the portfolio by mid-May. Homework will be assigned as needed to facilitate portfolio completion and documentation of work in digital format by mid-May. All projects will be critiqued either verbally or in writing; some critiques may be graded. Students will be responsible for keeping a sketch/notebook. Media used will include traditional 3-D material such as ceramics, wire, wood, and plaster, as well as non-traditional materials such as found objects and metals.

Specific requirements include:

- a. Quality section: 5 works of art
- b. Concentration section: 6-12 works of art
- c. Breadth section: 8 works of art

Prerequisite: Studio In Art

Credit: 1 unit (full year course) AP Exam required.

Cost: Fee approximately \$99 – financial aid available to those that qualify.

ART 2-D PORTFOLIO/PHOTOGRAPHY (AP) (6260)

The AP Art Program in Photography is intended for highly motivated students who are seriously interested in the study of photographic art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students should be willing to stay after school to augment class time in order to complete the AP portfolio requirements by mid-May. Homework will be assigned as needed to facilitate portfolio completion and documentation in digital slide form by mid-May. All projects will be critiqued either verbally or in writing; some critiques may be graded. Critiques will be held on average 3-6 hours per month and will be an ongoing process of the class. Students will be responsible for maintaining a sketch/notebook journal. Media used will include traditional film and darkroom processes, alternative film and darkroom processes, digital media, alternative digital media, imaging input and output devices, and photo manipulation. Students are encouraged to have access to both a traditional 35mm camera as well as a digital camera.

Specific requirements include:

- a. Quality section: 5 actual works
- b. Concentration section: up to 12 works of art
- c. Breadth section: 12 works of art

Prerequisite: Studio in Art and Digital Photography

Credit: 1 unit (full year course) AP Exam required.

Cost: Fee approximately \$99 – financial aid available to those that qualify.

INDEPENDENT STUDY

A student may elect to take an Independent Study in any advanced art area providing that he/she has achieved a minimum average of 80% in the initial course. (For example, if he/she desires to do Independent Study in Drawing and Painting, he/she must have received at least an 80% in that course.) Independent Study is motivated by the learner's aims and is free from constant supervision. The student selecting Independent Study selects media and sets up assignments with the approval and guidance of the art faculty. An Independent Study Contract must be approved by the Principal.

ART SEQUENCE:

Students must successfully complete the following for a three year sequence in art:

- **1 unit of Studio in Art (1 full unit of credit)**
- **4 art classes selected from any of the Art courses**
- **Many of these courses are offered on a rotating basis and according to student demand; they are not available every year to make 4 units**

BUSINESS EDUCATION

ACCEPTABLE USE POLICY FORM MUST BE AUTHORIZED BY PARENT/GUARDIAN AND BE ON FILE IN LIBRARY IN ORDER TO USE ANY SCHOOL COMPUTER.

INTRODUCTION TO COMPUTER APPLICATIONS (9070) (CAP)

This hands-on course introduces students to the use of computers in daily work or school activities. Students will use computers and will learn software programs including Microsoft Word, Excel, Access, and PowerPoint. Various word processing applications such as newsletters, flyers, and multiple-page documents are emphasized. Spreadsheet and database techniques are used to help the student organize and keep records involving math formulas. Students will learn how to develop databases in Access to organize data. Students will also learn PowerPoint and the proper way to develop a presentation for an audience. Other software programs will be introduced if time permits. *This course is offered for college credit through SUNY Niagara.* This course satisfies the computer course requirement for graduation.

Credit: ½ unit/ 3 college credits (CIS 100) (20 weeks)
Level: Grades 9-12
Prerequisite: None
Fee: \$261 (\$87/credit = 3 credits) Subject to change

INTRODUCTION TO WEB DESIGN (9062) (CAP)

Are you looking to learn how to code a web page? Web Design is a class that is offered to students who wish to develop, design and publish web pages and learn the basics of HTML coding. The course will introduce the methods and techniques of Web page design using HTML and CSS. The course is structured in a hands-on, project-based experience for students. *This course is offered for college credit through SUNY Niagara.*

Credit: ½ unit/3 college credits (DIG 111) (20 weeks)
Level: Grades 9-12
Prerequisite: None
Fee: \$261 (\$87/credit = 3 credits) Subject to change

SPORTS & ENTERTAINMENT MARKETING (9047)

In this course, students will have the opportunity to learn about the basics of marketing as it relates to the exciting Sports and Entertainment industries. Topics include marketing strategies, product development, promotion, pricing and distribution. In this project-based course, students will develop marketing plans for sports teams, advertise their favorite entertainment events, and more.

This course can count toward a sequence in Career & Technical Education (CTE)

Credit: ½ unit (20 weeks)
Level: Grade 9-12
Prerequisite: None

HOSPITALITY & TOURISM MARKETING (9055)

Enjoy traveling and visiting faraway places? Do you like to stay in hotels and eat out in restaurants? If you would like to learn how the hospitality and tourism industries market their products and services, attract customers, and maintain customer satisfaction, this course is for you. In this project-based course, students will develop marketing strategies for a variety of hospitality and tourism-related businesses and learn marketing processes for service industries.

This course can count toward a sequence in Career & Technical Education (CTE)

Credit: ½ unit (20 weeks)
Level: Grade 9-12
Prerequisite: None

BUSINESS COMMUNICATIONS (9142)

No matter your career path, employers want to hire people with strong written, verbal, non-verbal, and presentation skills. Communicating well is a skill that can be learned, practiced, and improved upon. In this course you will learn how to communicate in a way that is accurate, effective and persuasive, whether you are dealing with customers, teams, or your fellow employees or students. We will also touch on the differences in communication across cultures. This course will include:

- writing professional letters, memos, reports, proposals, and technical instructions
- developing graphic and visual aids
- designing presentations, speaking to groups, and dealing with stage fright, and
- understanding the impact of non-verbal communication

This course can count toward a sequence in Career & Technical Education (CTE)

Credit: ½ unit (20 weeks)
Level: Grades 9-12
Prerequisite: None

CAREER & FINANCIAL MANAGEMENT (9140)

The Career & Financial Management (CFM) course prepares students for life after high school. The course includes skills assessments, career research, college, trade school and military educational and career options, development of career documents including a resume and cover letter, interview techniques, workplace laws, and taxes.

Students will also learn how to develop financial responsibility in preparation for their future including checking and savings accounts, how to responsibly use credit, and personal budgeting.

This course is required for graduation for all non-BOCES students

This course can count toward a sequence in Career & Technical Education (CTE)

Credit: ½ unit (20 weeks)
Level: Grades 10-12, *Strongly suggested for junior year students
Prerequisite: None

PERSONAL FINANCE AND INVESTMENT (9095)

This course stresses the individual's roles and financial responsibilities as student, citizen, family member, consumer, and employee. Personal Finance students will create a budget, financial, savings, insurance and investment plan. Students can immediately begin to apply learned skills in their own lives. Students will learn strategies for handling credit and managing their debt. Students will also look at how their choice of career and lifestyle will affect their financial plan.

Credit: ½ unit (20 weeks)
Level: Grades 11-12
Prerequisite: None

SOCIAL MEDIA (9057)

This is a twenty week course in which students will earn ½ credit towards graduation. *This course serves as the introductory course for Academy of Finance students but is also available to take as an elective.* This course will focus on digital literacy and prepare students to take ownership of their digital lives. Topics include Social Media and Well Being, Privacy and Security, Digital Footprint, Cyberbullying and Social Media Marketing. Students will gain experience participating in classroom discussions, presenting and developing a personal mission statement. As the culminating project, students will create a Social Media Campaign for a local business.

Credit: ½ unit (20 weeks)
Level: Grade 9-12

FINANCIAL ACCOUNTING (9086) (CAP)

This course is designed to introduce students to the basics of Accounting. Students will be introduced to Business Decisions and Financial Accounting. Specifically, Financial Statements, Fraud, Internal Controls, Merchandising Operations, Inventories, Cost of Goods Sold, Receivables, Bad Debt Expense, Assets, Liabilities, Stockholders' Equity, and Statement of Cash Flows. *****This course is offered for college credit through SUNY Niagara.***

Credit: 1 unit/ACC 116 Financial Accounting (40 weeks)
Level: Grades 10-12
Prerequisite: None
Fee: \$261 (\$87/credit = 3 credits) Subject to change

SENIOR SEMINAR (9250)

This course will serve to facilitate, assist and instruct students on college exploration and research, applications, essays and financing. Students will have an opportunity to identify and explore their personal interests throughout the college planning process. All aspects of paying for college will be discussed and an in-depth understanding of the FAFSA will be introduced. Students can get assistance with the financial appeal process for merit awards from colleges/universities upon acceptance in addition to help with scholarship opportunities. This course will also include guest speakers from various colleges and career paths. The librarian and guidance counselors will push in where relevant. This course would be offered as a pass/fail course with no assessments per se, the main goal would be to minimize the confusion and stress associated with the entire college research and selection process.

Credit: 1/2 Credit (20 weeks)
Level: Grade 12 (Fall)

INTERNSHIP

Each Academy student must complete an 80-hour, compensated internship in the summer following their junior year. Students will use a resume and interview skills to participate in an interview and will then be offered a position by a sponsor. During the internship, students will use skills learned in the Academy such as computer skills, accounting, presentation skills, researching, etc. to complete work for the sponsor company.

Credit: ½ unit (20 weeks)
Level: Summer after Grade 11

ACADEMY PORTFOLIO (9044)

Students are required to complete a portfolio in the fall semester after their junior year. The portfolio is broken up into 5 sections; Professional Profile, College Prep and Workforce Competencies, Evaluations, Career Exploration, and Additional Achievements. The portfolio allows students to showcase exemplary work and the many achievements they have earned throughout their high school years academically, athletically, and through extra-curricular situations.

Credit:	½ unit (20 weeks)
Level:	Grade 12
Fee:	\$15.00 for Portfolio Supplies

STUDENT STARTUPS (CAP) (9087)

Students to Startups is a year-long one credit course that will focus on entrepreneurship and “Market Day” in which the students will develop a business as a small group, market the product, and sell the product during “Market Day”. Then students will use previous knowledge to build a business plan on a larger scale. Students as a group pitch their idea to a University of Buffalo, Board of Directors with a chance of winning cash prizes. This is inspired by the popular 43N Business Competition. This course is appropriate for students enrolled in any program of study who plan to own and operate their own business. In this course, students will develop strong foundational knowledge in key business and entrepreneurial principles, including types of business ownership management functions and styles, human resources, business operations, marketing, finance and budgeting, and ethics. Students will also develop skills in critical thinking, communication, and professionalism by exploring key aspects of leadership, the entrepreneurial mindset, and teamwork. *This course is offered for college credit through SUNY Niagara.*

Credit:	1 unit/ 3 college credits (BUS 122M) (40 weeks)
Level:	Grades 11-12
Prerequisite:	None
Fee:	Approximately \$261 (\$87/credit = 3 credits)

GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP) (9048)

GEWEP is an internship program approved by both the NYS Education Department and the NYS Department of Labor. This course requires students to complete **150 hours** on-site internship experience (**compensated**) under the supervision of a mentor. *Also required is 27 hours of related classroom instruction; however, this requirement can be fulfilled through completion of the Career and Financial Management course.* Internships are available to students age 16 and above with a strong interest in exploring a particular career field. Once scheduled, the internship coordinator identifies potential internship sites in the student’s occupational area and makes a selection. The program is offered during the fall and spring semesters. Students are placed throughout the WNY area and are **responsible for their own transportation**. *Students can be granted early release from school to accommodate their placement and completion of hours.* This course is taught by a certified internship coordinator. Students will earn half a credit and receive a pass/fail grade upon completion.

Credit:	½ unit (20 weeks)
Level:	Grade 12

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP) (9046)

CEIP is an internship program approved by both the NYS Education Department and the NYS Department of Labor. This course requires students to complete a **54 hour** on-site internship experience (**non-paid**) under the supervision of a mentor. *Also required is 27 hours of related classroom instruction; however, this requirement can be fulfilled through completion of the Career and Financial Management course.* Internships are available to a student age 16 and above with a strong interest in exploring a particular career field. Once scheduled, the internship coordinator identifies potential internship sites in the student’s occupational area and makes a selection. The program is offered throughout the school year and is very flexible to fit the needs of

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP) (9046) (Cont'd)

busy student schedules. This course operates like an independent study as it does not take up a period in the student's schedule. *Students can be granted early release from school to accommodate their placement and completion of hours.* Students are placed throughout the WNY area and are **responsible for their own transportation**. This course is taught by a certified internship coordinator. Students will earn half a credit and receive a pass/fail grade upon completion.

Credit: $\frac{1}{2}$ unit
Level: Grades 11-12

OUR LEGAL ENVIRONMENT (9038)

Students taking this exciting course will learn how our legal system works and develop awareness of their legal rights and responsibilities in personal, consumer and business situations. Topics include our criminal, civil, and juvenile justice systems, contracts, consumer protection, employer-employee relationship, and real and personal property law.

This course can count toward the Participation in Government (PIG) requirement for graduation

Credit: 1 unit (40 weeks)
Level: Grades 11-12
Prerequisite: None

BUSINESS ECONOMICS (9039)

Whether you realize it or not, as a member of your community, state, and country, you are an important part of an economic system at work. This course will teach you how economic systems function and the impacts economics has on your life. It will include both basic economic theory and practical applications, focusing on understanding how economic forces affect businesses and consumers. Some topics covered include:

- Comparison of various economic systems
- Supply and demand
- Economic indicators and government intervention
- Global economics, trade and currency
- Business ownership and structure

This course can count toward the Economics requirement for graduation

Credit: $\frac{1}{2}$ unit (20 weeks)
Level: Grades 11-12
Prerequisite: None

ENGLISH

FRESHMAN SEMINAR (1601)

This seminar is a mandatory elective that coincides with the objectives set in The Lewiston-Porter Freshman Academy. In the Lewiston-Porter Freshman Seminar, students will learn basic study, social, organization and life skills that are essential in order to be successful in and after high school. This course is designed to be a positive, hands-on and collaborative environment where students will work together to foster professional communication (verbal and written) skills that will be applied in the classroom and at home.

Credit: .5 (40 weeks)

ENGLISH 9 (1000)

English 9 is a required class designed to provide the foundational skills for subsequent high school English classes, the Regents Exam (administered to students in 11th grade), and college and career readiness. Students read, interpret, and respond in writing to a variety of texts, both fiction and nonfiction, various short stories, essays, and poems. This course is designed to be a positive, hands-on and collaborative environment where students will work together to foster professional communication (verbal and written) skills that will be applied in the classroom, at home, and later in the workplace. Research skills and evidence-based writing will also be addressed.

Credit: 1 unit (40 weeks)

Prerequisite: English 8

ENGLISH 10 (1100)

English 10 is a continuation of English 9 and is taught in preparation of English 11 and the Common Core English Regents Examination. There will be a more in-depth analysis of literary works and a higher expectation for independent reading. Students read, interpret and respond in writing to a variety of fiction and non-fiction works including but not limited to short stories, a drama, novels, critical essays and poetry. Research skills and evidence-based writing will also be addressed.

Credit: 1 unit (40 weeks)

Prerequisite: English 9

ENGLISH 11 (1200)

English 11 will focus on developing students' skills in reading, writing, and research in an effort to prepare students for the rigors of college and career life. English 11 will introduce and practice the skills of close reading, argumentative writing, and textual analysis in an effort to enrich students' understanding of our cultural past and their ability to communicate that understanding across media, with an emphasis on written communication. Students will be required to take and pass the NYS Regents exam as a graduation requirement.

Credit: 1 unit (40 weeks)

Prerequisite: English 10

ENGLISH 12 (1300)

English 12 is a post-Regents class which emphasizes college and career readiness skills. Students will engage with various fiction and non-fiction texts, workshop and write college admission essays, conduct in-depth research projects, and deliver oral presentations to continue building on skills to be successful in the 21st century.

Credit: 1 unit (40 weeks)

Prerequisite: English 11

WRITING I (CAP) (1221)

This course, based on writing as a process as well as rhetorical principles, is designed to develop effective, non-fiction prose. Students will learn the use of documentation within the Modern Language Association (MLA) format. They will use writing to promote critical thinking.

Meets SUNY Niagara requirement for Basic Communication - Written (COMW)

Credit: 1 unit/3 college credits from SUNY Niagara/Writing 1 (40 weeks)

Prerequisites: Passed English 9 and a recommendation from the student's previous English teacher plus a grade of 88% or better in the previous year's English course.

Fee: \$261 for CAP credit – financial aid available to those that qualify.

WRITING 2 & INTRO TO LITERATURE (CAP) (1321)

This course reinforces writing skills emphasized in ENG 101, Writing I; presents more sophisticated writing skills not included in ENG 101; and introduces students to the study of literature. Students will use reading and writing to promote critical thinking.

Meets SUNY Niagara requirement for Basic Communication - Written (COMW)

Credit: 1 unit/3 college credits from SUNY Niagara/Writing 2 (40 weeks)

Prerequisites: Passed Writing I. Recommendation from the student's previous English teacher and a grade of 88% or better in the previous English course. A grade of 85% or higher on English Regents exam is needed also.

Fee: \$261 for CAP credit – financial aid available to those that qualify.

CREATIVE WRITING I (CAP) (1401)

This course will provide students with the opportunity to write within the framework of various literary forms (poetry, short stories, etc.) for the purpose of developing a unique personal style of writing. Students will be expected to participate in writing workshops and peer review conferences.

Meets SUNY Niagara requirement for The Arts (ARTS)

Prerequisite: Passed Writing I and Writing II and a recommendation from the student's previous English Teacher as well as a grade of 88% or better in the course

Credit: 1 unit/3 college credits from SUNY Niagara (40 weeks)

Tuition Cost: \$261 (\$87/credit=3 credits) Subject to change

PUBLIC SPEAKING (1480)

This course is designed to assist students with the necessary skills to become better communicators. The course teaches students how to speak effectively in public under different scenarios, with the goal to provide students with an atmosphere of positive reinforcement and constructive feedback. Students learn how to organize ideas and present information to a particular audience.

Students will be equipped with the skills to enable them to practice different types of oral presentations. They learn how to use nonverbal signals, body language, and visual aids during their speeches. Critical thinking skills, through the use of organizational and language strategies, will improve language skills necessary to communicate effectively.

Public speaking is one of the top-rated fears among most people. Ultimately this course will provide students with the knowledge that will be useful in postsecondary education and/or their future livelihood. Students will be trained on how to deliver an effective message to a particular audience with confidence and enthusiasm.

Prerequisite: **None**
Credit: **1/2 unit (20 weeks)**
Level: **Grades 11 or 12**

HEALTH

Health represents a balance within a dynamic system in relationship to the self, the environment, and the universe. As the system changes, individuals and communities must adapt to maintain this balance. The student will: a) develop awareness of good health habits and the conditions necessary for physical and emotional well-being; b) learn those skills required for sound family, relationship, and community health practices; c) obtain knowledge of the physical and emotional health problems caused by chemical substance abuse and other personally harmful activities; d) understand body processes and functions; e) develop physical, social and emotional fitness; and f) be provided with the understandings and skills required to set goals, make informed decisions and solve health problems.

HEALTH (4510)

This course of study, required by NYS for graduation, is designed to provide opportunities for students to achieve skills, knowledge and attitudes to establish and maintain personal health and fitness, to create and maintain a safe and healthy environment, and to be able to manage personal, family and community resources.

The program is organized into nine functional knowledge areas that are essential for young people to know in order to be safe, healthy and achieve academically. Along with the functional knowledge, there are seven skills that, when practiced, enhance personal, family and community health and safety.

1. Wellness
2. Mental Health
3. Nutrition and Physical Fitness
4. Alcohol, Tobacco and Other Drugs
5. Family Life/Sexual Health
6. HIV/AIDS
7. Unintentional Injury
8. Other Required Health Areas (Cancer, First Aid, Environment)
9. Violence Prevention

Skills:
Self- Management
Relationship Management
Stress Management
Communication
Decision Making
Planning and Goal Setting
Advocacy

Credit: 1/2 unit (20 weeks)
Grade Level: Grades 10, 11 and 12

MATHEMATICS

INTRODUCTION TO ALGEBRAIC CONCEPTS (3019)

This course is designed for students who have had difficulty with 8th grade math. It is a precursor to Algebra 1, and gives students a foundation in skills that will help them to succeed in Algebra 1 the following year. Students will use a graphing calculator.

Final Exam: Local final exam in June
Credit: 1 unit (40 weeks)

ALGEBRA 1 (W/LAB) (R/H) (3025)

ALGEBRA 1 LAB (3004)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grade standards, this is a more ambitious version of Algebra 1 than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The critical areas include Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, Quadratic Functions and Modeling. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course meets for double periods on alternate days, offering time for additional practice, review, and exploration. Students will use a graphing calculator.

Final Exam: Algebra 1 Regents Exam
Credit: 1 unit of math credit (40 weeks) - 1/2 unit of general graduation credit
Prerequisite: Maintain a 70% or higher average in 8th grade math and 65% or higher on 8th grade final exam.
*Students that do not meet these requirements are encouraged to enroll in Introduction to Algebraic Concepts (3019)

GEOMETRY FOUNDATIONS (3221)

This is a one-year credit-bearing course that meets New York State's mathematics requirements towards earning a Regents Diploma. It is aligned to the New York State Learning Standards and is intended to be the second year of a four-year college preparatory sequence. This course employs an integrated approach to the study of connecting algebra to geometric relationships and proofs. Properties of triangles, quadrilaterals, and circles will receive particular attention. Congruence and similarity of triangles will be established using appropriate theorems; transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships; and topics in trigonometry extending to three-dimensional geometry will be explored. This course is typically followed by Algebra 2.

Grade: 10, 11, 12
Credit: 1 unit (40 weeks)
Final Exam: Local Final Exam
Prerequisite: Successful completion of Algebra 1 R/H

GEOMETRY (R/H) (3222)

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in high school. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas are as follows: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry through Coordinates; Circles With and Without Coordinates. Students will use a graphing calculator.

Final Exam: **Geometry Regents in June**
Credit: **1 unit of math credit (40 weeks)**
Prerequisite: **Passing of Algebra 1 R/H**

ALGEBRA 2 FOUNDATIONS (3240)

This is a one-year credit-bearing course that meets New York State's mathematics requirements towards earning a Regents Diploma. It is aligned to the New York State Learning Standards for Mathematics and is intended to be the third year of a four-year college preparatory sequence. In Algebra 2, students will further develop the concepts learned in Algebra 1 and Geometry and extend those into advanced algebraic applications that require more complex and technical calculations and transformations. Topics of study include: the Real and Complex Number systems; seeing structure in expressions; arithmetic with polynomials and rational expressions; creating equations; reasoning with equations and inequalities; building and interpreting functions; linear, quadratic, logarithmic, and exponential models; trigonometric functions; expressing geometric properties with equations; interpreting categorical and quantitative data; making inferences and justifying conclusions; and conditional probability and the rules of probability. .

Grade: **11 and 12**
Credit: **1 unit (40 weeks)**
Final Exam: **Local Final Exam**
Prerequisite: **Successful completion of Algebra 1 R/H and Geometry Foundations or Geometry R/H**

ALGEBRA 2 (R/H) (3241)

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work with the expressions that define the functions, and continue to expand their abilities to model situations and to solve equations. The content standards are organized into four units:

Polynomial, Rational, and Radical Relationships: Students focus on properties of operations, particularly the distributive property, identifying zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeroes of polynomials and solutions of polynomial equations.

Trigonometric Functions: Students build on their previous work with functions and on their work with trigonometric ratios and circles in Geometry. Students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Modeling with Functions: Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions. They identify appropriate types of functions to model a situation and compare models by analyzing appropriateness of fit.

Inferences and conclusions from Data: Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data – including sample surveys, experiments, and simulations – and the role that randomness and careful design play in the conclusions that can be drawn.

ALGEBRA 2 (R/H) (3241) continued

The Mathematical Practice Standards apply throughout each unit.

Final Exam: Algebra 2 Regents in June
Credit: 1 unit of math credit (40 weeks)
Prerequisite: Passing of Geometry R/H and Geometry Regents Exam
****Note**** Only one level of a given mathematics course (e.g. Algebra 2 Foundations or Algebra 2) may count towards graduation. Students cannot earn credit for completing both.

INTRODUCTION TO PRE-CALCULUS (3401)

The principal aim of this course is to prepare students for college calculus through the study of polynomial, rational, exponential, logarithmic, and circular functions. For each type function, a precise definition, a consideration of graphs and applications, and a study of distinguishing and interesting features are presented. Limits and derivatives are introduced. Students will use a graphing calculator.

A second aim of this course is to review and summarize important concepts of algebra, geometry, and trigonometry, and to apply them in solving practical problems.

Final Exam: Local exam in June
Credit: 1 unit of math credit (40 weeks)
Prerequisite: Passing of Algebra 2 R/H and Algebra 2 Regents Exam

PRE-CALCULUS MATHEMATICS (CAP) (3402)

This course is intended for students who have shown mastery of Algebra 2 and Trigonometry and who have a desire to take AP Calculus or College level calculus. Topics included in this course are the theory of functions and transformations, polynomial, logarithmic, exponential, and trigonometric functions and equations. Also, the course will include complex numbers, the Binomial Theorem, analytical geometry including conics, limits and derivatives. A graphing calculator is needed for this course. Lewiston-Porter is part of SUNY Niagara's *College Acceleration Program* and students have the option of taking the course for college credit. (MAT 116). Students who successfully complete this course will receive four college credits that will transfer to most higher education institutions.

Final Exam: Local exam in June
Credit: 1 unit of math credit (Lewiston-Porter) (40 weeks)
4 units (CAP) – optional – Fee approximately \$348 - (MAT 116 – Pre-Calculus)
Prerequisite: Teacher recommendation and passing of Algebra 2 R/H and Algebra 2 Regents Exam

CALCULUS AB (AP/NUSTEP) (3451)

A Differential and Integral Calculus course designed to prepare students to take the "AB" Level Advanced Placement exam sponsored by Educational Testing Service. The Calculus AP course assumes a good knowledge of Algebra, Geometry, Trigonometry, and Analytic Geometry. The course itself includes Elementary Functions and Calculus. The AP exam is always taken in May. There is a fee to take the exam and, generally, a score from 3–5 on a 5–point scale will allow a student to receive college credit, based on the individual college's policies. The test score has no bearing on the final average for the course.

Final Exam: AP or NUSTEP Exam in May is required. Local Exam in June.
Credit: 1 unit of math credit (40 weeks)
Prerequisite: Admission to the program is by application and includes recommendation from the Math Department and Counselor.
Fee: AP Fee is \$99 to take exam
NUSTEP Fee is \$300 (\$100 per credit)
Financial aid is available to those that qualify

INTEGRATED ANALYTICAL MATH (3500)

This course is designed to offer an option for earning a third math credit to students who do not wish to follow the three year sequence. The course addresses the five process standards in the NCTM Goals 2000: problem solving, reasoning, communication, connections and representation. It focuses on reasoning, critical thinking, data collection, and data analysis skills. There is a technology component involving Math Web Quest projects. Topics covered will include ratio and proportion, statistics, data analysis, informal geometry, number theory, financial application (financial management, tax structure, etc.), and integration of technology. Students will use a graphing calculator.

Final Exam:	Local exam in June
Credit:	1 unit of math credit (40 weeks)
Prerequisite:	This course is designed for juniors or seniors who have earned 2 math credits
Note:	This course may not meet requirements of NCAA Clearinghouse

INTRO STATISTICS (NUSTEP) (3702)

Students can earn college credit through Niagara University by taking the course through their dual enrollment program called NUSTEP. The use of statistics is important and relevant in our society. Nearly as many college students are required to take a statistics course as are required to take a course in calculus. Students interested in fields such as psychology, business, or health/medicine should consider enrolling in this course. For success in this college-level course, a high level of motivation and self-discipline are demanded. Projects are an integral part of the course. Major parts of the curriculum are concerned with exploring data, planning studies, anticipating patterns, and drawing statistical inferences. Students will use a graphing calculator. Students may have the option of taking this course for college credit. *To be eligible for NUSTEP, seniors must have a minimum 80 average in the five core subjects (English, math, social studies, languages, and science). Juniors must have a minimum 85 average in the five core subjects.*

Final Exam:	NUSTEP Exam/Project, or both exams in May are required
Credit:	1 unit of math credit (40 weeks) 3 college credits from Niagara University
Fee:	NUSTEP cost is \$300.00 (Intro Statistics/MAT 102) or \$100 per credit hour Financial aid available to those that qualify.
Prerequisites:	Niagara University requires that students are in their junior or senior year of high school with an average of 80% or above in their five core classes (History, Math, English, Science and Language) and who are academically prepared for college-level coursework and must earn at least a B- grade (80%) in the course to receive credit.
	Teacher recommendation and passing of Algebra 2 R/H with at least 75% and passing of Algebra 2 Regents exam.

MUSIC

MUSIC THEORY (AP) (7502)

This AP music theory course covers more advanced materials and skills, building off of what was developed in Music Theory I. Topics include advanced harmonic progressions, seventh chords, modulations, non-chord tones, score analysis, figured bass, contextual listening, and aural skills. All students registered for this course are expected to take the AP exam. Students must have completed the basic level Music Theory I course as a prerequisite unless approval is given by the instructor.

This course meets the guidelines for the five unit sequence in music (3 ensemble credits and 2 "classroom" course credits).

This course is offered every other year.

Credit: 1 unit (40 weeks)
Exam: AP Exam is required. Cost is approximately \$99 – financial aid available to those that qualify.
Prerequisite: Foundations of Music Theory

FOUNDATIONS OF MUSIC THEORY (CAP) (7503)

Foundations of Music Theory is a subject that teaches you how composers and musicians create music. Have you ever wanted to understand how the music you listen to is written? Have you ever wanted to understand how harmony works? This course is for you! Topics include the notation, meter, major and minor scales, intervals, triads, harmony, chord progressions, melody, composition, and improvisation. No musical experience is necessary and it is open to students in all grades. This course is taught in conjunction with SUNY Niagara's College Acceleration Program and students have the option of taking the course for college credit. Students who successfully complete this course will receive three college credits that will transfer to most higher education institutions.

This course meets the guidelines for the five unit sequence in music (3 ensemble credits and 2 "classroom" course credits).

Credit: 1 unit (40 weeks) Lewiston-Porter
3 units (40 weeks) (CAP) - optional
Exam: Approximately \$261 – financial aid available to those that qualify.
Prerequisite: None

CONCERT BAND (7505)

The concert band provides an opportunity for students to continue their studies of wind and percussion instruments. Students study and perform a variety of musical styles including traditional wind band literature, standard marches, orchestral transcriptions, and arrangements of contemporary music. Members attend daily group rehearsals which stress ensemble performance principles. Students must also attend a weekly band lesson for development of individual skills through instrument-specific literature. Concerts are performed throughout the year with the option for solo competitions and honors ensembles. An attendance and participation policy is strictly enforced. Band members must demonstrate minimum skill proficiency on their chosen band instrument before registering for the class.

Credit: 1 unit (40 weeks)
Prerequisite: Audition and/or director approval

STRING ORCHESTRA (7510)

The String Orchestra provides an opportunity for students to continue their study of string instruments. Students study and perform music of varied styles and time periods. Members attend daily group rehearsals which stress ensemble performance principles. Students must also attend a weekly orchestra lesson for development of individual skills through instrument-specific literature. Concerts are performed throughout the year with the option for solo competitions and honors ensembles. Orchestra members must demonstrate minimum skill proficiency on their chosen string instrument before registering for the class.

Credit: 1 unit (40 weeks)
Prerequisite: Audition and/or director approval

CONCERT CHOIR (7515)

Concert Choir is open to all students in grades 9-12. No experience necessary. We all have a voice. This course gives you the confidence to use it, while making music with your friends! All are welcome! Emphasis is on the performance of choral literature in a variety of styles including music of the great composers, along with popular tunes, Broadway, spirituals, jazz, etc. Students rehearse daily and continue to work on their sight singing and music reading skills. Students also attend one voice lab per week (small group lesson). There is an attendance policy for rehearsals, performances and concerts.

Credit: 1 unit (40 weeks)

MUSIC HONORS:

CONCERT BAND (H) – 7506 CHOIR (H) – 7516 ORCHESTRA (H) – 7511

The Music Honors program is offered to music students who show a commitment to their musical studies and demonstrate high achievement. Students that participate in this program perform at a level that exceeds the expectations of a typical high school student. Music Honors is open to sophomores, juniors and seniors who perform NYSSMA level 6 solo repertoire and are a candidate for Area All-State and/or Conference All-State. Students interested in the program must submit their interest to the music faculty and complete a Music Honors Contract. Each student will be evaluated on an individual basis to determine acceptance. Those accepted must meet a series of ensemble and solo performance requirements. Music Honors students will receive a weighted quarterly grade equivalent to an Advanced Placement course.

Credit: 1 unit (40 weeks) for each course.

PHYSICAL EDUCATION

PHYSICAL EDUCATION REQUIREMENT

Education Law and the Regulations of the Commissioner of Education mandate physical education for all pupils in New York State schools. **IN ORDER TO SECURE A DIPLOMA OF ANY TYPE, A PUPIL MUST SATISFACTORILY COMPLETE THE PHYSICAL EDUCATION REQUIREMENTS.**

A student is required to participate in physical education each semester he/she is in school prior to graduation. If a student must have a modified program because of a health condition, an official excuse from the physician and a Lew-Port Limited Activity form must be completed prior to the modification. Forms are available from the nurse at the senior high school. If a student is excused from participating in Physical Education, they must contact their PE instructor to receive a written assignment, which must be completed to earn PE credit. Written assignment details can be found on the High School PE webpage.

Students who are reported as being absent from physical education classes are required to make up those sessions as determined by the physical education teacher.

In grades 9 thru 12, a 1/2 unit of credit per year is earned for physical education toward a diploma.

All students may choose five-week units that are available on a rotating basis and must complete a one swim unit each year.

P.E. - HEALTHY LIVING (8711)

Focuses on personal fitness activities. Healthy living is a multifaceted concept that encompasses various dimensions of well-being. Within the framework of physical education, the promotion of healthy living extends beyond physical fitness to include nutrition, mental health, and overall lifestyle choices.

Components of Fitness:

- Tennis
- Walking
- Badminton
- Swim
- Backyard games
- Bowling
- Pickleball
- Golf
- Weightlifting
- Cardio
- Plyometrics
- Table Tennis
- Archery

Credit: 1/2 unit (40 weeks)

Grades: All grades

P.E. - TEAM SPORTS (8712)

Focuses on game play and rules of sports. This course will focus on the skills necessary to play team sports; such as flag football, softball, volleyball, basketball, floor hockey & lacrosse. Game play will be included. A variety of fitness activities and testing will also be incorporated in this course.

Components of Fitness:

- Flag Football
- Soccer
- Badminton
- Swim
- Basketball
- Team handball
- Hockey
- Broomball
- Volleyball
- Pickleball
- Lacrosse
- Softball
- Ultimate Frisbee

Credit: 1/2 unit (40 weeks)

Grades: All grades

PHYSICAL EDUCATION (Continued)

All jewelry (except MEDICAL ALERT jewelry) must be removed for a student to be able to participate in physical education classes.

Some physical education units require the use of Heart Rate Monitors to be used as an assessment tool.

Visit the High School PE web page @ www.lew-port.com for further details about the Physical Education curriculum, policies and procedures.

SCIENCE

INTRODUCTION TO BIOLOGY (4005)

This first-year Life Science course is part of a two-year sequence that fulfills the New York State Living Environment commencement-level requirements for a Regents diploma. During the first year, students will take Introduction to Biology to lay a foundation of scientific concepts before taking Regents Biology the following year. The curriculum for this course is aligned to the New York State Science Learning Standards (NYSSLS), which are based on the Next Generation Science Standards (NGSS).

Students investigate life science concepts through three-dimensional learning—integrating **Science and Engineering Practices**, **Crosscutting Concepts**, and **Disciplinary Core Ideas**. Major areas of study include:

- **Interactions and Interdependence of Living Systems**
- **Ecosystems, Biodiversity, and Human Impacts on Earth**
- **Structure and Function of Organisms**
- **Inheritance, Variation, and Unity of Life**
- **Scientific Modeling, Data Analysis, and Engineering Design**

Throughout the year, students engage in hands-on investigations, laboratory experiences, problem-based learning, and real-world applications. The course emphasizes building the critical reading, writing, math, and data literacy skills necessary for success in science.

Student understanding is assessed through a variety of methods, including lab activities, engineering tasks, performance-based assessments, quizzes, tests, and projects.

Credit: 1 unit (40 weeks)
Prerequisite: 8th grade Science
Level: Grade 9

LIFE SCIENCE: BIOLOGY (R/H) (4006)

LIFE SCIENCE: BIOLOGY (R/H) LAB (4020)

Biology is the study of life—an ever-evolving field that relies on curiosity, creativity, and logical reasoning. In this course, students explore the natural world through evidence-based explanations, hands-on investigations, and scientific modeling. Consistent with the NYS Science Learning Standards (NYSSLS) and the Next Generation Science Standards (NGSS), students engage in three-dimensional learning that integrates **Science and Engineering Practices**, **Crosscutting Concepts**, and **Disciplinary Core Ideas**.

Students learn how scientific knowledge is developed, tested, and refined. Throughout the course, they apply data analysis, problem-solving, and critical-thinking skills to make informed decisions about biological issues that affect individuals, society, and the environment.

The course builds understanding in the following core areas:

LIFE SCIENCE: BIOLOGY (R/H) (4006) continued

The basic core units are:

Unit I – Similarities and Differences Among Living Organisms – Characteristics of life, Cells, Single-celled vs. Multi-celled organisms

Unit II – Homeostasis in Organisms – Biochemical processes, Feedback and homeostasis, Disease

Unit III – Genetic Continuity – Heredity and genes, Genetic code, Genetic engineering

Unit IV – Reproduction and Development – Types of reproduction, Cell division, Human reproduction and development, Reproductive technology

Unit V – Evolution – Theory of evolution, Mechanics of evolution, Patterns of change

Unit VI – Ecology – Organisms and their environment, Population interactions, Energy flow in ecosystems, Diversity benefits life, Environmental changes

Unit VII – Human Impact on Ecosystems – Need for awareness, Our environment, People and the environment, Impact of technology, Individual and societal actions

Scientific Inquiry and Skills – What is science? Scientific inquiry, Further understandings

Laboratory Skills – Measurement tools, Microscopes, Observing organisms, Other lab techniques, Lab safety

Laboratory Requirement: Double period laboratory session

The successful completion of the laboratory program, which is a **prerequisite for admission to the final examination**, requires that the student:

1. Completes laboratory experiences representing all full-time lab periods.
2. Completes a satisfactory written report for each laboratory experience.
3. Demonstrates proficiency in those skills specified in the Living Environment Laboratory Skill Evaluation Form.

Final Exam: Regents Exam
Credit: 1 unit (40 weeks)
Level: Grade 9

BIOLOGY (AP) (4130)

BIOLOGY (AP) LAB (4131)

This course is a one-year Advanced Placement course taught to Seniors and qualified Juniors. The overall academic record of the student must contain promise of success in college level work.

The aim of this course is to achieve the following:

1. Knowledge of the facts, principles and processes of biology;
2. Understanding of the means by which biological information is collected, how it is interpreted, and how one formulates a hypothesis from available data and makes further predictions;
3. Understanding that science is a human endeavor with social consequences;
4. Introduction of the students to college level work so that they may receive college credit;
5. Understanding of the most up-to-date information on various aspects of modern biology.

A college level textbook will be used, and laboratory experiences are included in this course. The four Big Ideas of the course are:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit and respond to information essential to life processes.
4. Biological systems interact, and these systems and their interactions possess complex properties.

BIOLOGY (AP) (4130) continued

Prerequisite:	The successful completion of The Physical Setting/Chemistry (Physics is also strongly recommended)
Exam:	AP exam required (fee approximately \$99 - financial aid available to those that qualify)
	College Credit: 3 units possible with score of 3, 4, or 5 on AP exam given in May (depending on policy of individual colleges).
Credit:	1 unit (40 weeks)
	Double period laboratory session
Level:	Grades 11 or 12

EXPLORING EARTH AND SPACE (4023)

This course is for the student who historically has had difficulty with science and math. This course will meet the physical science requirement for graduation. Intro to Earth and Space Sciences will cover Planet and Star Astronomy; Earth Atmospheric variables and trends; Climate Studies; Plate Tectonics; Earthquakes; Natural Disaster and Preparedness; Latitude and Longitude Coordinates; other topics as time allows. weather variable & trends; climate studies; plate tectonics; earthquakes; natural disaster preparedness; Latitude and Longitude Coordinates; other topics as time allows.

Final Exam:	Local Exam
Credit:	1 unit (40 weeks)
Level:	Grade 10
Prerequisite:	Pass Biology/Living Environment Regents Class and Regents Exam

PHYSICAL SETTING: EXPLORING EARTH AND SPACE SCIENCES (R/H) (4021)

PHYSICAL SETTING: EXPLORING EARTH AND SPACE SCIENCES (R/H) LAB (4022)

Students will study Astronomy, Earth's Origin, Structure, Composition, Surface Features and Atmosphere. This program, which is based on the New York State Science Learning Standards and incorporates an extensive array of laboratory experiences that integrate a problem-solving and inquiry approach to learning science. The course is founded in Next Generation standards, with a focus on 3-dimensional lessons, integrating core ideas, scientific practices, and cross-cutting concepts. Students will engage in hands-on laboratory activities and investigations to help them develop scientific inquiry and data analysis skills. Due to the nature of the class and laboratory portion of Earth And Space Science, consistent attendance is necessary for success.

Laboratory Requirement: Double period laboratory session included in class. The successful completion of the laboratory program, which is a prerequisite for admission to the final examination, requires that the student:

Completes laboratory experiences representing all full-time lab periods. (Regular consistent attendance during class and lab experiences is essential.)

Completes a satisfactory written report for each laboratory experience.

Successfully completed the three embedded laboratory Investigations created by NYSED for all Earth and Space Science students as part of the assessment of student laboratory skills. (These are not a part of the students' Regents exam grades.)

Final Exam:	NYS Regents Exam
Credit:	1 unit (40 weeks) Class Credit is separate from Exam Credit.
	Successful completion of both class AND exam earns Regents credit.
Level:	Grade 10
Prerequisite :	Successful Completion of Life Science Biology Regents Class/ Exam

CHEMISTRY IN THE REAL WORLD (4030)

The General Chemistry course surveys topics such as: matter and energy, bonding, acids and bases, and the periodic table. It also pursues the connections between theoretical issues in chemistry and practical applications in the community such as; environmental pollution, chemical resources, water quality, criminal investigation, forensics and food chemistry.

Final Exam:	Local
Credit:	1 unit (40 weeks)
Prerequisite:	Successful completion of Earth & Space Science and Biology.
Level:	Grades 11 or 12

PHYSICAL SETTING: CHEMISTRY (R/H) (4031)

PHYSICAL SETTING: CHEMISTRY (R/H) LAB (4211)

Physical Science: Chemistry is a foundational high-school course designed to introduce students to the core concepts of matter, energy, and their interactions. Through hands-on laboratory investigations, problem-solving activities, and real-world applications, students develop a deep understanding of chemical principles and the practices of science and engineering. The course emphasizes inquiry-based learning aligned with the New York State Science Learning Standards (NYSSLS), integrating crosscutting concepts, disciplinary core ideas, and the Science and Engineering Practices (SEPs).

Students will explore atomic structure, periodic trends, chemical bonding, reactions and stoichiometry, properties of matter, conservation of mass and energy, thermal energy, and the role of chemistry in environmental and societal issues. Throughout the course, students build scientific literacy and critical-thinking skills that prepare them for advanced science coursework and informed decision-making in daily life.

Credit:	1 unit (40 weeks)
Prerequisite:	The successful completion of two Math credits, a passing grade on the Earth & Space Science and Biology Regents exams.
Level:	Grades 10, 11 or 12

PHYSICAL SETTING: CHEMISTRY (AP) (4230)

PHYSICAL SETTING: CHEMISTRY (AP) LAB (4231)

AP Chemistry is a rigorous, college-level course designed to deepen students' understanding of fundamental chemical principles while developing strong laboratory and analytical skills. Following the College Board Course and Exam Description, the course is organized around nine major units: atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics.

Students explore these concepts through inquiry-based learning and a minimum of **25% hands-on laboratory investigations**, as required by the College Board. Lab work emphasizes experimental design, data collection and analysis, solution preparation, titrations, spectroscopy, thermochemical measurements, and safe laboratory practice. Students learn to use chemical principles to model real-world systems, justify claims with evidence, and solve quantitative and qualitative problems.

By engaging in collaborative problem solving, critical thinking, and scientifically grounded argumentation, students build a strong foundation for further study in chemistry or related STEM fields. Upon completing the course, students will be prepared to demonstrate their understanding of advanced chemistry concepts on the AP Exam.

Exam:	AP Exam required (fee approximately \$99 - financial aid available to those that qualify)
Credit:	1 unit (40 weeks)
Prerequisite:	The successful completion of Earth and Space Science, Biology, Physical Science: Chemistry and the successful completion of two math credits. The completion of Physical Science: Physics is recommended.
Level:	Grades 11 or 12

ENVIRONMENTAL SCIENCE (AP) (4040)
ENVIRONMENTAL SCIENCE (AP) LAB (4331)

AP Environmental Science is a rigorous, interdisciplinary course that examines the scientific principles, concepts, and methodologies required to understand the interconnections within the natural world. Guided by the College Board Course and Exam Description, students explore nine major units: ecosystems, biodiversity, populations, Earth systems and resources, land and water use, energy resources and consumption, terrestrial, aquatic and air pollution, and global change.

A key component of the course is hands-on scientific investigation. Students engage in frequent laboratory and fieldwork experiences, totaling a minimum of 25% of instructional time, as required by the College Board. These investigations reinforce course concepts through data collection, experimental design, mathematical analysis, modeling, and interpretation of real environmental data. Lab activities may include water-quality testing, soil analysis, biodiversity surveys, energy audits, population modeling, and pollution measurement.

Through inquiry-based labs, case studies, and evidence-based discussions, students develop the skills needed to analyze environmental problems, evaluate risks, and explore sustainable solutions. By the end of the course, students will be prepared to apply scientific reasoning to complex environmental issues and demonstrate mastery on the AP Exam.

Exam: AP Exam required (fee approximately \$99 - financial aid available to those that qualify)
Credit: 1 unit (40 weeks)
Prerequisite: The successful completion of Earth and Space Science, Biology, Physical Science: Chemistry and the successful completion of two math credits.
Level: Grades 11 or 12

PHYSICS (R/H) (4041)
PHYSICS (R/H) LAB (4411)

This course is geared to produce a genuine understanding of the physical laws fundamental to all sciences. An emphasis is placed on problem solving techniques that are applicable to any field of study.

Because the course is geared toward conceptual understanding, rather than mathematical skills, it is suitable for students with a wide range of abilities. The topics covered are Mechanics, Heat, Wave, Optics and Atomic and Nuclear Physics.

This course is essential to those considering a science-related field of study.

Final Exam: Regents exam
Credit: 1 unit (40 weeks)
Prerequisite: Passing grade on Earth and Space Sciences, Living Environment/Biology, and Physical Setting/Chemistry Regents exams; and the successful completion of two Math credits.
Level: Grades 11 or 12

PHYSICS C: MECHANICS (AP) (4429)
PHYSICS C: MECHANICS (AP) LAB (4429)

Advanced Placement Physics C: Mechanics is a calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation and oscillation. This course is the first of a two-course sequence that is equivalent to the introductory physics course taken by science and engineering students at most colleges and universities.

Advanced Placement Physics C: Electricity and Magnetism builds on the C: Mechanics, with the addition of forces exerted on charged particles, electric and magnetic fields, electric circuits and their components, and the nature of electromagnetic radiation. This course is equivalent to the second semester of the introductory physics sequence typically offered at colleges and universities. This course applies both differential and integral calculus.

Examination: AP Exam required (fee approximately \$99 – financial aid available to those that qualify)
Credit: 1 unit (40 weeks)
Prerequisite: Students must have completed Regents Physics and be concurrently registered in AP Calculus
Level: Grades 11 or 12

METEOROLOGY (4420)

Ever wonder how meteorologists know what's coming? In this hands-on, full-year elective course, you'll learn to forecast real weather, decode what the sky is telling you, and understand how storms, fronts, lake-effect snow, and even lake breezes actually work. You'll track pressure and temperature trends, build and decode station models, investigate severe weather, and have a chance to spend some time outdoors identifying clouds as they move across our sky.

One of the most unforgettable parts of the class is our high-altitude weather balloon launch, where we send instruments and a 360° camera tens of thousands of feet above Western New York to collect data that we'll then analyze after recovery.

If you like science, storms, clouds, or just want one of the most unique electives around, this class gives you a front-row seat to the atmosphere in action.

Credit: 1 unit (40 weeks)
Prerequisite: Earth and Space Sciences and Living Environment/Biology
Level: Grades 11 or 12

SOCIAL STUDIES

GLOBAL HISTORY AND GEOGRAPHY

Global History and Geography is a chronological approach to World History. This course meets the New York State Board of Regents standards and is fully aligned to the Common Core Standards. There is a focus on literacy and an emphasis on vocabulary and reading informational texts and primary sources. It is divided into two sections. Grade 9 begins the study of the ancient world through approximately 1500 B.C.E. It includes an Introduction to Global Studies, Ancient World Civilizations and Religion, Global Interactions, and the First Global Age.

SOCIAL 9R (2000)

Global History and Geography I (2000) begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. Course content includes First Civilizations, Belief Systems, Classical Civilizations, Rise of Trade Networks, Political Powers and Achievements, Global Interactions 1400 - 1750, Africa and the Americas Pre-1600's, and Transformation of Western Europe and Russia. Students must pass Part I (9th grade) before moving to Part II (10th grade).

Credit: 1 unit (40 weeks)
Examination: Local (final) examination required
Level: Grade 9

SOCIAL 10R (2100)

Global History and Geography II (2100) provides a snapshot of the world circa 1750 to the present. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. It includes the Age of Revolutions, Industrialization, Imperialism, World War I, World War II, The Cold War, Decolonization and Nationalism, Contemporary Issues and Human Rights violations. At the conclusion of the course, all students must pass the New York State Regents Exam, testing content from 10th grade, and skills learned in 9th grade. Full course credit cannot be given unless students pass both the course and the Regents Exam.

Credit: 1 unit (40 weeks)
Examination: Regents Exam required including those that take the AP class
Level: Grade 10

WORLD HISTORY (AP/NUSTEP) (2308)

Students demonstrating the necessary skills and commitment to do the work may take Global History and Geography. This course is designed to meet and exceed New York State Regents and the Common Core Standards and goes beyond the requirements in material, in skill development and in enrichment topics and activities. Frequent writing assignments will be given, and an assignment should be expected each summer as part of the course requirements. Students are required to take the AP World History exam after completing 10th grade and/or earn college credit through Niagara University's NUSTEP program.

Final Exam: AP or NUSTEP Exam in May is required. Local Exam in June.
Credit: 1 unit (40 weeks) 10th grade
Fee: AP Fee is \$99 to take exam
Niagara University (NUSTEP) Fee is \$300 (\$100 per credit)
Financial aid is available to those that qualify
Level: Grade 10

SOCIAL 11R (2200)

U. S. HISTORY & GOVERNMENT (2200) taken in eleventh grade, U. S. History & Government is a chronological survey of United States history and the development of American democracy, beginning with exploration of North America, and continuing to the present day. It explores America as a developing industrial and post-industrial nation, and examines Constitutional and legal issues which have shaped the nation. The course includes a study of the problems of a dynamic industrial society in an increasingly complex world. This course meets the New York State Board of Regents curriculum standards and is fully aligned to the Common Core Standards. There is a focus on literacy and an emphasis on vocabulary and reading informational texts and primary sources. Full course credit cannot be given unless students pass both the course and the Regents Exam.

Credit: 1 unit (40 weeks)
Examination: Regents Exam in United States History and Government (required)
Level: Grade 11 (AP US History and Government may be substituted)

U.S. HISTORY 103/104 (NUSTEP) (2206)

This survey course is a chronological study of U.S. history. Topics covered include American Government, Civil War and Reconstruction, World Wars, Civil Rights, the presidents, and modern politics. The course is a study in political, economic, and social trends of each time period. This dual enrollment course is designed to meet and exceed [NYS curriculum framework standards](#) in addition to aligning with the HIS 103 and HIS 104 syllabi at Niagara University. Course work is demanding and requires a commitment to an increased workload. Students completing this course are required to pay for Niagara University Senior Term Enrichment Program (NUSTEP) credit for the fall semester; students can opt to also pay for the spring semester to earn a total of 6 college credits on a Niagara University transcript.

Credit: 1 unit (40 weeks)
Examination: Regents Exam in United States History and Government (required) in addition to a NUSTEP Final Exam each semester.
Fee: NUSTEP credit is \$300 per 3 credits/semester; students can earn 3 credits in the Fall semester and 3 credits in the Spring semester. Students can opt into the AP Exam for \$99
Grade Level: 11

PARTICIPATION IN GOVERNMENT (2300)

This course is one of two required courses in twelfth grade Social Studies. The major goal of the course is to encourage students to understand and participate in the democratic process. It will examine public policy issues and offer an insight into the functioning of government on the local, state and federal level. Students must participate in a variety of activities designed to acquaint them with local government and do volunteer service. This course meets the New York State Board of Regents curriculum standards and is fully aligned to the Common Core Standards.

Credit: 1/2 unit (20 weeks)
Local final exam and projects are required
Grade Level: 12

ECONOMICS (2305)

This course is one of two required courses in twelfth grade Social Studies. Economics is the study of choices and the decisions people make about how to use scarce resources. This course introduces the basic concepts of economics, economic systems, supply and demand, business organizations, and financial markets. This course meets the New York State Board of Regents curriculum standards and is fully aligned to the Common Core Standards.

Credit: 1/2 unit (20 weeks)
Local final exam and projects are required
Grade Level: 12

POLITICAL SCIENCE 101 (NU) (2307)

This advanced course examines the nature of the American political system, its development and its workings. The course will detail the principles, processes and institutions through which the political system functions. This course also introduces the basic concepts of economics, economic systems, supply and demand, business organizations, and financial markets. Students completing this course are required to earn college credit through Niagara University's NUSTEP program.

Credit: 1 unit (40 weeks)
Examination: Midterm/Final exam approved by Niagara University
NUSTEP Final Exam each semester.
Fee: Niagara University cost is approximately \$300
Grade Level: Grades 11 or 12

PSYCHOLOGY (2315)

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes a review of psychological principles, terminology, major theories, careers, methods of experimentation and abnormal psychology.

Credit: ½ credit (20 weeks)
Examination: Final exam
Grade Level: 11 and 12

INTRODUCTION TO CRIMINAL JUSTICE (2501)

An overview of the criminal justice system and its historical development is offered, as well as a study of the current state of the criminal justice system on the local, state and national level. It will provide practical information and problem-solving opportunities which develop in students the knowledge and skills necessary for survival in our law-saturated society.

Credit: 1/2 credit (20 weeks)
Examination: Final Exam
Grade Level: 11 and 12

LEADERSHIP IN ACTION (9065)

This elective class is designed for the student interested in learning the basic concepts of leadership including: group processes, leadership practice and planning, and organization in practical school situations. It affords the student the opportunity to develop leadership, human relations, communication, time management, teamwork, budget, project planning, and implementation. The grading for this class is based on two major projects that must benefit the school and/or community in addition to class work.

Credit: 1 Credit (40 weeks)
Examination: One project required per quarter
Level: Grade 12 only

TECHNOLOGY

NYS GRADUATION REQUIREMENT: NYS requires all students to complete one unit in Art and/or Music. **Design and Drawing for Production (DDP)** fulfills this requirement.

Many of these courses are offered on a rotating basis and according to student demand. They may not be available every year.

ENGINEERING DRAWING I (CAP) (9154)

This is an introductory course in the area of drafting. It is an extremely beneficial course for any student interested in a technical or engineering field. Topics presented will include Sketching, Problem Solving, Creativity, Design, Tools, Equipment and Materials, Lettering, Isometric Drawing, Orthographic Drawing, Dimensioning, and Careers. The drawing techniques taught are similar to those used in industry for representing the size and shape of an object to be manufactured. CAD software and technical drawing tools will be used. This course also includes activities and competitions that involve problem solving techniques. *This course is offered for college credit through SUNY Niagara.*

Prerequisite: None
Credit: 1 unit/3 college credits
Articulation Agreement for college credit with CAP course MET-110 Engineering Drawing I
Fee: Approximately \$261/\$87 per credit/3 credits)
Grade Level: 9 -12

THEATER

INTRODUCTION TO THEATER (1452)

Acting I is an introductory studio course for any student interested in the dramatic arts and is a prerequisite for Acting II or beyond. This course will cover the history and vocabulary of theater, an overview of professional theater in the United States, basic elements and principles of theatrical performance and technologies through character and scene study, stage movement, voice, diction and improvisation techniques.

Level: All grades
Credit: 1 unit (full year course)
Exam: Final Project

DRAMA PERFORMANCE (1453)

Acting II is a continuation course from Acting I. Continued character and scene study with the incorporation of alternative rehearsal techniques and improvisation. Additionally, Intensive monologue study and audition preparation are covered through character and scene study, stage movement, voice, diction and improvisation techniques. Participation in audition and performance outside the classroom is required.

Prerequisite: Acting I
Level: All grades
Credit: 1 unit (full year course)
Exam: Final Project

THEATER THROUGH FILM (1456)

Theater Through Film is an elective course that uses selected films and recorded stage productions as instructional tools to study acting, directing, and storytelling. Students analyze performances, compare stage and screen techniques, and explore theatrical styles and genres. Film viewings are paired with structured discussions, written reflections, and performance-based activities, allowing students to apply learned concepts to live theater practice. This course emphasizes critical thinking, creativity, and collaboration while building an appreciation for theater and film as storytelling art forms.

Prerequisite: None
Level: Grades 11 and 12
Credit: ½ unit
Length: Semester

HISTORY OF THEATER (1457)

History of Theater provides students with a chronological study of theatrical traditions and performance styles from ancient Greece and Rome through Medieval, Renaissance, Classical, and modern theater. Students explore significant playwrights, genres, and movements, including Shakespearean drama, realism, musical theater, and contemporary performance. Instruction emphasizes analysis, discussion, and creative application, allowing students to connect historical developments to modern theater and performance practices.

Prerequisite: None
Level: Grades 11 and 12
Credit: ½ unit
Length: Semester

WORLD LANGUAGES

General Information:

All students must earn one (1) credit in a second language for graduation. Students must earn three (3) credits and pass the Comprehensive Exam to earn the Advanced Regents Diploma. To earn the World Language portion of the Seal of Biliteracy, completion of Spanish or French Levels 203 and 204 (college) or Chinese IV and a presentation are required.

In all levels, learners will learn to communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes and use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

[Frequently Asked Questions from the NY State Department of Education](#)

Based on the New York State World Languages Standards, these themes are covered in the French, Spanish and Chinese curriculums and revisited from level to level:

Identity & Social Relationships
Contemporary Life
Science, Technology, & the Arts
Global Awareness & Community Engagement

FRENCH II (5600)

This course continues the development of communication skills (speaking, comprehension, reading and writing) through intensive study of grammar and vocabulary, as well as culture and literary readings from the Francophone world.

Prerequisite: Successful completion of French I or equivalent credits from another district
Credit: 1 unit (40 weeks)
Exam: Local exam

FRENCH III (5700)

This course is a continuation of French I and II. It is the final step that prepares students to take the Regional Comprehensive Exam. Students will build their reading, writing, listening and speaking skills and academic vocabulary by reading and discussing spiraling content in increasingly complex texts. Successful completion of French III AND passing the final exam are requirements for the NYS Regents Diploma with Advanced Designation.

Prerequisite: Passing French II or equivalent credits from another district
Credit: 1 unit (40 weeks)
Exam: Regional Comprehensive Examination

FRENCH 203 (CAP) (5455)

This course is an exciting opportunity for an individual who has completed the first three levels of French successfully to receive **3 college credits**. Lewiston-Porter is part of SUNY Niagara's College Acceleration Program (CAP). CAP affords students the opportunity to begin their college career early and earn credits toward a college degree while still attending high school. These credits will transfer to any New York State College or University and most private higher learning institutions. The class is taught on the Lewiston-Porter campus by one of our World Language teachers. It runs as a half-year course from September through January.

This course is an intermediate level French class that will review and expand on what has been learned previously. Review of French grammar and continued development on listening, speaking, writing, and reading skills will be part of this course, along with literature, art, and culture.

The cost of the course is approximately \$87 per credit hour, \$261 total, which is a fraction of what a student would pay if it were taken at a college or university. *Price is subject to change

Prerequisite: Passing of French III
H.S. Credit: 1 unit (40 weeks)
College Credit: CAP - 3 credits (French 203)
Exam: Local Exam

FRENCH 204 (CAP) (5456)

This course is the continuation of French 203 and is part of SUNY Niagara's CAP Program. It is a tremendous and exciting opportunity for a student to receive an additional 3 college credit hours after successful completion. The course will run from January to June and will cover advanced grammar functions along with continued development of listening, speaking, writing, and reading skills, along with a continuation of literature, art, and culture.

This course is a requirement for the Honors Certificate.

The cost of the course is the same as French 203.

Prerequisite: Passing of French 203
H.S. Credit: 1 unit (40 weeks)
College Credit: CAP - 3 credits (French 204)
Exam: Local Exam

SPANISH I (5000)

This course is a beginner level course designed for students who have NOT received the level 1 graduation credit from the middle school coursework or another school. Credit is earned through successful completion of two years of study in the SAME language AND passing the World Language Proficiency Exam. Completion of this level is required for graduation.

This course introduces students to the four basic functions of language: speaking, understanding, reading and writing while stressing vocabulary, grammar and pronunciation. The cultures of the Spanish-speaking world also form the content of the course.

Prerequisite: None
Credit: 1 unit (40 weeks)
Exam: Local exam

SPANISH II (5100)

This course continues the development of communication skills (speaking, comprehension, reading and writing) through intensive study of grammar and vocabulary, as well as culture and literary readings from the Spanish-speaking world.

Prerequisite: Successful completion of Spanish I or equivalent credits from another district
Credit: 1 unit (40 weeks)
Exam: Local exam

SPANISH III (5200)

This course is a continuation of Spanish I and II. It is the final step that prepares students to take the Regional Comprehensive Exam. Students will build their reading, writing, listening and speaking skills and academic vocabulary by reading and discussing spiraling content in increasingly complex texts. Successful completion of Spanish III AND passing the final exam are requirements for the **NYS Regents Diploma with Advanced Designation**.

Prerequisite: Passing Spanish II or equivalent credits from another district
Credit: 1 unit (40 weeks)
Exam: Regional Comprehensive Examination

SPANISH 203 (CAP) - (5451)

This course is an exciting opportunity for an individual who has completed the first three levels of Spanish successfully to receive **3 college credits**. Lewiston-Porter is part of SUNY Niagara's College Acceleration Program (CAP). CAP affords students the opportunity to begin their college career early and earn credits toward a college degree while still attending high school. These credits will transfer to any New York State College or University and most private higher learning institutions. The class is taught on the Lewiston-Porter campus by one of our World Language teachers. It runs as a half-year course from September through January.

This course is an intermediate level Spanish class that will review and expand on what has been learned previously. Review of Spanish grammar and continued development on listening, speaking, writing, and reading skills will be part of this course, along with literature, art, and culture.

The cost of the course is approximately \$87 per credit hour, \$261 total, which is a fraction of what a student would pay if it were taken at a college or university. *Price is subject to change

Prerequisite: Passing of Spanish III
H.S. Credit: 1 unit (40 weeks)
College Credit: CAP - 3 credits (Spanish 203)
Exam: Local assessment

SPANISH 204 (CAP) (5452)

This course is an exciting opportunity for an individual who has completed the first three levels of Spanish successfully to receive **3 college credits**. Lewiston-Porter is part of SUNY Niagara's College Acceleration Program (CAP). CAP affords students the opportunity to begin their college career early and earn credits toward a college degree while still attending high school. These credits will transfer to any New York State College or University and most private higher learning institutions. The class is taught on the Lewiston-Porter campus by one of our World Language teachers. It runs as a half-year course from September through January.

This course is an intermediate level Spanish class that will review and expand on what has been learned previously. Review of Spanish grammar and continued development on listening, speaking, writing, and reading skills will be part of this course, along with literature, art, and culture.

The cost of the course is approximately \$87 per credit hour, \$261 total, which is a fraction of what a student would pay if it were taken at a college or university. *Price is subject to change

Prerequisite: Passing of Spanish 203
H.S. Credit: 1 unit (40 weeks)
College Credit: CAP - 3 credits (Spanish 204)
Exam: Local assessment

CHINESE II (5256)

This course continues the development of communication skills (speaking, comprehension, reading and writing) through intensive study of grammar and vocabulary, as well as culture and literary readings from the Chinese-speaking world.

Prerequisite: Successful completion of Chinese I or equivalent credits from another district
Credit: 1 unit (40 weeks)
Exam: Local exam

CHINESE III (5257)

This course is a continuation of Chinese I and II. It is the final step that prepares students to take the Regional Comprehensive Exam. Students will build their reading, writing, listening and speaking skills and academic vocabulary by reading and discussing spiraling content in increasingly complex texts. Successful completion of Chinese III AND passing the final exam are requirements for the **NYS Regents Diploma with Advanced Designation**.

Prerequisite: Passing Chinese II or equivalent credits from another district
Credit: 1 unit (40 weeks)
Exam: Regional Comprehensive Examination

<https://www.actfl.org/assessment-research-and-development/actfl-assessments>

<https://avantassessment.com/stamp-american-council-on-education-ace>

Career and Technical Education Programs

Grades 11 and 12

GENERAL INFORMATION

Students enrolled in Occupational courses work in a classroom laboratory for half a day and pursue academic courses at their home high school during the remainder of the school day. The BOCES Vocational Center provides training in specific occupational fields, closely following industrial and business practices. Students may apply for admission in the spring of their sophomore year for the two-year programs, and in a few cases during the junior year for the one-year programs.

Students must participate in the orientation process prior to making a final decision. It should be noted that in order to complete the program and complete graduation requirements in four years, students must be full-fledged juniors prior to attending the Center. Students shall receive 3 units of credit during the first year and 3 units of credit for the second year. A list of courses follows:

ANIMAL SCIENCE I & II (9234/9235)

Animal Science is a two-year program designed to explore the diverse field of animal science. This program is for students who have a desire to work with large or small animals. Students will recognize the important roles animals play in society from individual ownership to scientific research with far reaching implications. This technical course teaches specialized and advanced skills in areas such as veterinary assisting, care and handling of animals in a laboratory or veterinary setting, dog grooming and kennel/pet shop management. It provides students with the opportunity to care for and be exposed to a wide variety of animals within the classroom and community setting. This science-based program will teach skills in areas such as animal handling, anatomy and physiology, grooming, pet first aid, health and disease, clinical practices, veterinary terminology, and safety and sanitation. Students will operate a grooming parlor that is used as a learning model for the handling and caretaking of animals. They will use the tools of the grade, including diagnostic and grooming equipment. Upon successful completion of this program, students may receive college credits pending established procedures.

ANIMATION & VIDEO PRODUCTION (9805/9806) – (TECHNOLOGY ACADEMY)

This program is comprised of two one-year courses designed to prepare students for future education and careers in video production and animation. Our college-level media production facilities include digital video and audio equipment, a green screen studio space, and Macintosh workstations. Students are trained to use industry-standard software, including Adobe Flash, Apple Final Cut Pro, Motion, Cheetah3D, Audacity, Adobe Photoshop and Adobe Illustrator. This program is open to juniors and seniors in both the morning and afternoon sessions. The courses are non-consecutive, so students may take one or both courses, in either order. Students enrolling in the Digital Media program should possess a solid English and Math background (art and media classes are beneficial) and be on track for a Regents Diploma.

AUTO BODY I & II (9260/9261)

Auto Body is for students who want to learn to repair, refinish and paint automobile bodies, fenders and frames. Students will also learn about body trim, hardware, door locks, remote controls and glass window regulators. NATEF, I-CAR and ASE certified. Juniors and Seniors may take this program.

AUTO TECHNOLOGY I & II (9262/9263)

Auto Technology is a two-year course open to all students in their junior or senior year. The program is designed to help prepare the student who wants to enter the mechanics field in a repair shop, service department, at a dealership, a service station or a fleet maintenance facility. This program is NATEF and AYES certified.

BUILDING TRADES I & II (9290/9291)

This program is designed to prepare students to enter directly into the construction field or continue their education at a post-secondary level. Students build small projects and also work as a team to build full-scale projects in the career center. Students will also use their skills to work on service projects in the local community.

CERTIFIED PERSONAL TRAINER I & II (9380/9381)

The certified Personal Trainer program is a two year program. This course is designed for the individual seeking competency in health, fitness and exercise instruction. Students will perform fundamental health and fitness assessments and learn to design and implement fitness programs for the healthy population. During the course students are provided with the most relevant scientific information regarding the assessment, design and implementation of safe, effective and efficient personal exercise instruction.

Upon completion of this program, students will be prepared to take the American Council on Exercise Certification Examination (ACE).

COMPUTER TECHNOLOGY (9350) – (TECHNOLOGY ACADEMY)

This program is open to all students in their junior or senior year. Students will learn about all aspects of computer technology, including standard software packages, operating systems and hardware architecture. Upon completion of this program, students are eligible for Skills USA certification, comp TIA A+ certification and Bryant and Stratton College credits.

CONSERVATION I & II (9348/9349)

This program is designed to give students a better understanding of our natural resources and the reasoning for preserving them with activity based learning experiences.

COSMETOLOGY I & II (9360/9361)

This is a two year program where students learn the latest techniques and apply them in our full service salon which is open to the public. After students have successfully completed 1,000 hours of cosmetology they are prepared to apply for licensing through New York State.

CULINARY ARTS I & II (9451/9452)

Students in this program will be exposed to the variety of careers available within the food service and food preparation field. By actual participation, students will become familiar with the workings of a modern kitchen, while preparing foods of various types. This training will prepare them for future employment in both preparation and serving. This program will also qualify students for acceptance at post-secondary schools specializing in training necessary to become master chefs, restaurant managers, owners, or instructors of culinary arts trades. The program is open to all high school juniors and seniors.

DIESEL TECHNOLOGY/HEAVY EQUIPMENT (9378/9379)

Diesel Technology/Heavy Equipment is a two year program open to all high school juniors and seniors. Students who have found an interest in working with machines in the construction, agriculture, trucking and bus industry, lawn and garden industry, small engine automotive, welding, industrial machine maintenance and armed forces should consider this program. Students will be working on trucks (pickups and semis), farm tractors, forklifts, backhoes, bulldozers, lawn mowers and small engines. Students will also work in groups for engine tear down, overhaul and failure analysis.

EARLY CHILDHOOD EDUCATION I & II (9310/9311)

The Early Childhood Education program has several options open to all students in their junior and senior years. Students spend a portion of their time teaching preschool children and gain hands-on experiences working in the on-site preschool program. Students completing this program will gain experience working with children 2 to 5 years of age. The curriculum includes several professional development opportunities such as Disabilities Awareness training; Identification and Reporting of Child Abuse for Mandated Reporters; Adult, Infant & Child CPR and Standard First Aid through American Red Cross; and SAVE (School Against Violence in Education) Certification.

ELECTRICITY/ELECTRONICS I & II (9404/9405)

This is a two-year program which allows students the opportunity to attain entry level job skills and/or prepare for additional in-depth training in the Electricity/Electronics field. Students will study Electronics Technology with many analog and digital projects to build. Residential house wiring and industrial motor control along with training on PLC's are part of the second year. Classes may wire a modular home or work on projects outside of the Career and Tech Ed Center. Students will be given job-seeking skills and assisted in finding jobs near the end of the second year.

EMERGENCY MEDICAL SERVICES (EMS) (9420/9421)

This is a one or a two year program that focuses on the skills required for certification and advancement in the field of Emergency Health Care/Pre-Hospital Care. Each year can be taken as a stand-alone program. Multiple certifications are offered in this program, with the major ones leading to National Safety Council Certified First Responder (CFR) and New York State Emergency Medical Technician - Basic (EMT-B).

FASHION DESIGN/INTERIOR DECORATING (9365/9366)

This is a one or two year program designed to prepare students for education or careers in fashion design and interior decorating. Juniors and seniors who have a creative artistic vision are welcome to enter the program. Students will use state-of-the-art computer software, sewing machines, and equipment related to the fashion and interior design industry.

GRAPHIC COMMUNICATIONS I & II (9474/9475)

This program is divided into two one-year disciplines to prepare students for a career or college. We offer a one year program in Graphic Communications and another in Web Design.

HEALTH OCCUPATIONS TECHNICIAN I & II (9406/9407)

The medical field is in great demand for quality health care providers. The Health Occupations Technician Program addresses this demand in a two year program that focuses on the art and science of providing patient care with real life experience in a variety of health care settings. Emphasis is placed on providing safe, reliable, ethical and respectful patient care. While students are working towards the goal of employment as a health-care provider, they are also able to earn credits in the following courses: Health Occupation Technician (HOT), Technical Math, Technical Communications, Technical Science and Health.

This is a very active program with classroom, lab and clinical components. Each of the components is designed to prepare students to care for diverse individuals of all ages, from birth to the end stages of life. Students will experience all aspects of the healthcare field from illness and injury to rehabilitation. We utilize many different clinical settings for students to gain real life experience. Our students gain first-hand clinical experience in local hospitals, nursing homes, rehabilitation facilities, physical therapy departments, occupational therapy departments, laboratories, pharmacies, operating rooms, pediatric facilities, speech therapy departments, disability agencies and nutritional care.

Upon successful completion of the HOT program students are eligible to take the New York State Nursing Assistant Certification exam and enter into the workforce. In addition, HOT graduates also develop an expanded foundation on which to make informed decisions regarding their future choices in health care employment and potential future education in the health care professions.

HEATING/VENTILATION/AIR CONDITIONING AND REFRIGERATION I & II (9238/9239)

Heating/Ventilation/Air Conditioning and Refrigeration is a two year program designed to provide students with employable skills in the service and installation of residential and commercial heating, air conditioning and refrigeration units. It is a comprehensive technical and hands-on training program that covers all critical aspects of the HVAC/R field. Students will understand refrigeration, cooling systems and heating units. Students will learn to install, maintain, troubleshoot and repair both residential and commercial systems in a fully operational HVAC/R lab. NOCTI certification is available to all students.

PROJECT BASED ENGINEERING I & II (9382/9383) – (PRECISION MACHINE TECHNOLOGY)

Students will be engaged in team based projects while still being responsible for directing their own curriculum concentration, projects and areas of exploration within the engineering sciences. Collaborative teaching strategies and extensive active learning techniques make the learning process an active one. Our program has been recognized as leading edge with over 40 NYS and 11 national champions who have graduated with this program in Automated Manufacturing and Precision Machine Technology.

SECURITY & LAW ENFORCEMENT I & II (9815/9816)

Students interact with many guest speakers from the criminal justice field and visit numerous agencies to learn about this career field. This program will orient the student to the careers associated with Security and Law Enforcement and introduce the student to the criminal justice system (police, courts, corrections).

WEB DEVELOPMENT AND GAME PROGRAMMING (9804/9803) – (TECHNOLOGY ACADEMY)

NCTEC only. This program is geared toward students interested in computer programming, Web technologies and game design. Students in this program will develop skills in coding, interactive design, game theory and development, and mobile app creation using industry-standard programming languages and developmental tools. The program consists of one year of Web Development and one year of Game Programming.

WELDING AND FABRICATION, I & II (9813/9814)

NOCTI and AWS certification available to all students. The Welding Program is designed to develop skills in all areas of welding and metal fabrication, but most specifically those areas where there is the greatest employment potential. Students experience and practice with oxyacetylene, electric arc (SMAW), MIG and TIG welding which enables them to cut and fabricate steel, aluminum and stainless steel. They learn the various processes from setup to final inspection as they work on customer projects.

This program is set up with a structured step-by-step order for moving through the various welding methods and processes. Students will be required to complete practice pieces representing various metal joints and in different positions. Fabrication will take place during the final half of the senior year. Students can expect to be working and involved in the welding process for a majority of their class time.

FREQUENTLY ASKED QUESTIONS

Q: Who is eligible to attend a career and technical education program?

A: Any and all students from Orleans/Niagara BOCES' 13 participating districts may enroll in the programs.

Q: I would like to enroll in one of your career and technical education programs. What should I do?

A: To enroll in a career and technical education program, high school students can talk to their school counselor.

Q: How are these programs different from traditional high school?

A. Hands-on learning is a hallmark of the career and technical school experience. While academics are part of the program, and students learn via traditional lecture, reading and writing projects, the majority of their time is spent actually experiencing their career field.

Q: How long are the programs?

A. Most career and technical school students attend for a half school day, approximately two and a half hours.

Q: I am being homeschooled and would like to attend a career and technical education program. Can I do that?

A. We do accept students that are being homeschooled. Please be aware though that your school district will not pick up tuition if you are not attending there. The student and their family will be responsible for paying it.

Q: What is a Career and Technical Endorsement?

A. Students who successfully complete an approved career and technical education program and successfully complete all requirements earn a technical endorsement seal on their high school diploma.

- Successful completion of a three-part technical assessment (written, demonstration, project components).
- Have 23 credits completed from high school.
- Pass five Regents exams or approved alternatives.
- Completion of work based learning experiences as provided by the approved program.
- Completion of a work-skills employability profile.

INDEPENDENT STUDY

A student who desires to pursue either a course within our Program of Studies which does not fit the student's schedule, a course that may not be offered in the school's regular curriculum, or a particular topic in depth, should seek out a sponsor teacher. Once the feasibility of a request to do an Independent Study is established, a proposal is written describing the project, including consultation times with the teacher, and the facilities and materials to be used. When a student signs a contract, he/she assumes responsibility for his/her own learning. Credit may be granted upon successful completion of the project as determined by the sponsoring teacher. Independent Study projects are subject to approval of the parent, the guidance counselor, and the Principal, as well as the sponsoring teacher.

Application forms are available in the Guidance Office.

LANCER LEARNING CENTER

The Lancer Learning Center exists to provide students with support during the school day with academics and skills. Open all 9 periods, it is staffed by teachers, teachers in training and peer tutors. Services offered include credit recovery (via Apex), homework help, test preparation, and review and reinforcement of content. Students can be assigned to the LLC or drop in for extra help as needed. Parents and teachers may refer students throughout the school year.

LIBRARY MEDIA CENTER

GENERAL INFORMATION: The Library Media Center is on the second floor of the high school. All students, faculty, and staff are encouraged to utilize the library's resources and services. The library is a place for students to conduct research, check out a book, study quietly, read, or use a computer for school-related assignments. As a member of the Orleans-Niagara School Library System, inter-library loan is available for materials. The library hours are Monday - Thursday from 7:40 AM – 3:10 PM and Friday from 7:40 AM – 2:40 PM.

RESOURCES: The library has a variety of print and electronic resources. The library catalog is available by clicking on the "OPAC" link on the library's website or directly at <http://library.lew-port.com/common/welcome.jsp?site=103>. The library provides access to several databases and e-books for students to conduct research. These resources are available under "databases and e-books" on the "Library" link of the High School's website. The databases are accessible from home as well; there is a link for remote passwords at the top of the database page on the library's website.

INSTRUCTION: All ninth-grade students receive library orientation in September. In addition, the Library Media Specialist collaborates with the teachers to design projects and schedule classes in the library for instruction throughout the year. Students can ask the Library Media Specialist for individual help with research projects during their study halls or after school.

ACCEPTABLE USE POLICY: All 9th graders and any students new to the district must complete an Acceptable Use Policy. This form must be signed by both the student and a parent/guardian before a student can use school computers. All completed forms should be returned to the library.

SPECIAL EDUCATION SERVICES

CONSULTANT TEACHER SERVICES PROGRAM

The Consultant Teacher Services Program provides assistance to students in grades 9 through 12. Special Education teachers service students who have been identified by the Committee on Special Education (CSE) as needing specialized support. This support can take the form of either assistance provided directly in their academic classes, in Study Skills Lab, or in both. The goal is for each student to successfully complete both academic coursework and required Regents Examinations, resulting in graduation with a Regents Diploma.

Many students receive academic support by being scheduled into a grade-level Study Skills Lab. Study skills and test-taking skills are also emphasized in this class. Each student's academic progress is reviewed yearly and services are revised as needed by the CSE.

LIFE SKILLS SELF-CONTAINED CLASSROOM

The Life Skills Program offers a curriculum that allows students to gain valuable skills needed to work towards achievement of a Skills and Achievement Commencement Credential (SAAC) or receive a Career Development and Occupational Studies (CDOS) credential before exiting high school. Students receive instruction that includes functional academics, community and work-based learning and they also have the option of participating in BOCES Vocationally Individual Paced programs (VIP) at the Career and Technical Center.

INDEPENDENT STUDY COURSE IN SPECIAL EDUCATION

Students taking this course are assigned to a peer in the high school with developmental disabilities. “Peer Buddies” will assist students in the classroom with functional tasks such as cooking or academic tasks in the classroom setting. Peer buddies may also be working alongside the student with special needs on school assigned jobs throughout the building. Building job sites may include the cafeteria, main office, or library. Peers may also occasionally join their buddy on a community work experience when prior approval is arranged and permission forms are completed.

Students who are interested in careers in education or health related fields would benefit from this experience, and their high school transcript will denote this independent study credit for prospective colleges. Students will gain an understanding of students with exceptionalities through interactions with students and assigned written projects and research on individuals with developmental disabilities.

Course credit is available as follows:

- 1 credit for daily full year involvement
- ½ credit for every other day full year involvement
- ½ credit for every day involvement for one semester

AFTER SCHOOL ASSISTANCE PROGRAM

The After School Assistance Program (ASAP) is a service available to the students of Lewiston-Porter High School from 3:10 pm until 3:45 pm. The purpose of this program is to provide extra support for students who are experiencing difficulty in their coursework.