

A.C.S. Curriculum Guide



2026-2027

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Course Title: AP 2D Art & Design, AP 3D Art & Design, AP Drawing

Subject Area: Visual Arts

Student Grade Level(s): 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: 2-3 art credits, Portfolio Evaluation, and Instructor Permission; fee

Overview:

The AP Studio in Art course includes three portfolios: Drawing, 2D Design, and 3D Design. Each portfolio will contain two main sections: Sustained Investigation and Selected Works.

Sustained Investigation requires students to submit images and writing to document inquiry-based investigation in practice, experimentation and revision. Fifteen (15) images and written responses to prompts will be submitted. **Selected Works** section requires a submission of works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas. Five works and written or typed responses (materials, processes, ideas) will be included. The portfolio (and digital “slide” photography) must be completed by early May for submission to the College Board for evaluation.

Due to the high quality and volume of work expected (about 2-3 artworks per marking period); the AP Art program is for highly motivated students **ONLY**. AP work involves a significant time commitment on the part of the student. Students will need to also work outside of class and independently. A strong work ethic is needed to meet deadlines and complete assignments with quality. Students must present a portfolio of 5-6 artworks in the spring to the AP instructor, or have a work ethic known by the instructor, in order to be accepted to the program. If approved to participate, the student must pick up an informational packet before summer vacation.

Goals & Objectives: Students will:

- Choose and use a variety of media, tools, and techniques to solve design problems and express personal artistic vision through their own personal observation.
- Develop college level mastery of art skills using the elements and principles of design, the rules of composition, and advanced techniques to enhance creativity.
- Create original artwork that expresses emotion and narrative that can be readily interpreted by the viewer of his or her work.
- Develop a theme or problem that the student finds compelling and worthy of long-term study.

- Discover a variety of art styles and artists through research and art activities, including the work of past AP students.
- Participate in a variety of oral, written, and visual responses to strengthen skills to critique art based on rubrics to better understand process, technique, composition, etc.
- Utilize vocabulary relating to specific processes and techniques in art through group and individual lecture and guided research.
- Develop college level work ethic, including the ability to work independently, multi-task, and meet authentic deadlines.
- Revise projects based on feedback from critiques and teacher suggestions in order to improve them for his/her portfolio.

Materials {Include title & Author of Text(s)}:

- Text: Lauer, D. & Pentak, S. (2004). *Design Basics, 6th ed.* Belmont, CA: Wadsworth Publishing, and may include readings from a variety of sources, including books, Web pages, and Google Slide displays.
- Google Folder and student share: for think sheets, artwork info, photos, magazine pictures, objects, etc.
- Past artworks from classes or on own.
- Most supplies (Drawing, Painting, Sculpture, Photography, Digital Arts, Printmaking, and Mixed Media) and storage (shelf and drawer) are provided, but students are responsible for care, upkeep, and bringing items to class daily. Proper care will be graded.

Time Allotment per unit:

Though summer assignments are not required, it is highly recommended that students start their Sustained Investigation journey before school starts. Having a basic idea and sketches before the school year will put a student in a better place. Past work can be a starting point.

Sustained Investigation Students should complete at least 10 finished projects and slides and 5 process slides for this section. Students are expected to have a very personal approach and style to solving these design problems, and be able to articulate their process. Rubrics include:

Written evidence identifies an inquiry that guides the sustained investigation.

Visual evidence of practice, experimentation, AND revision demonstrates development of the sustained investigation, and artist explains how these are achieved.

Visual relationships among materials, processes, AND ideas are clearly evident and demonstrate synthesis.

Visual evidence of advanced 2-D, 3-D, or Drawing skills.

Selected Works: Students will select their 5 best artworks and written/typed responses on materials, processes, and ideas to submit with the AP portfolio in late April. Rubrics include: Written evidence identifies materials, processes, and ideas.

Visual evidence of advanced 2-D/3-D/ Drawing skills. Visual relationships among materials, processes, and ideas are clearly evident and demonstrate synthesis.

After the AP Portfolio - Since there is class time between the exam and the end of the year, each AP student will be responsible for a major project and art show display for the last 4 weeks of school.

Methods of Study:

- Process images: sketchbook entries, notes, written papers, compositional plans, resource image files or media (papers, ephemera)
- Final Projects: show examples from rubrics, completed pieces, documented
- Plagiarism is forbidden in the AP handbook: no copying of imagery, citation of use of resources for process, no AI in any of the processes (idea development or final products.)
- Formal and Informal Critiques and Peer Feedback
- Research – artists, art styles, technique, composition
- Documentation – photograph artworks, edit Google slides, include written content

Assessment Plan:

- 75% = Major Projects (~2-3+ per M.P.) - Must be in on time to receive full-credit. Projects can be re-worked for a higher grade. Projects graded on course rubrics.
Plagiarism = 0%.
- 25% = Class Participation / On Time & Prepared for Class / Clean Up / Critiques
- 5% = Extra Credit - Includes participation in the arts outside of class: volunteer work, contests.
- MP 1 Grade + MP 2 Grade + MP3 Grade + MP4 Grade = 100% (grade for AP Studio in Art)

Course Title: Art Portfolio

Subject Area: Visual Arts

Student Grade Level(s): 11,12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Enrollment Limit: 15

Prerequisites: 2-3 art credits, Instructor Permission

Overview:

Art Portfolio offers students the opportunity to create a professional body of work that clearly demonstrates mastery of technical skills and increased conceptual thinking and reflects their personal interests. It may include individual critiques and planned group activities for students

to display their work publicly at the annual art show. This course is for the student who wishes to develop a portfolio for college, but does not feel ready for the rigorous pace of AP portfolio, or can be used as a precursor to the AP class to prepare for their senior year.

Goals & Objectives:

- Learn advanced artistic techniques, tools and processes.
- Effectively use artistic planning techniques, including sketches, maquettes, and work from personal reference using effective composition and use of the elements and principles of art.
- Use a variety of sources to learn about the history and culture of art, including careers. This may include presentation, research, and student response (written, oral).
- Use oral or written critique and evaluation methods.
- Develop a collection of works based on individual skills and interests.
- Cultivate display methods for groups of artworks and develop a comprehensive portfolio.
- Discuss advanced ideation, including narrative, experimentation, mixed media, problem-solving skills, and mark-making for meaning.

Materials:

- No assigned textbook, but may include readings from a variety of sources, including books, Web pages, and Power Point displays, articles, small-group demonstration, etc.
- All supplies (drawing, painting, printmaking, sculpture, mixed media, and craft) are provided, but students are responsible for care, upkeep, and bringing them to class daily. This may include art media, sketchbook, and portfolio. Media and tools must be returned; proper care will be graded. A shelf and drawer will be provided for storage, but students are to keep things neat and organized.

Time Allotment per unit:

Projects will vary and be based on individual interests and goals. Typical project completion is 2-3 weeks, depending on media and complexity of product.

Methods of Study:

This course will include hands-on use of media, lectures, class discussion and critique, individual research papers or power points, short drawing assignments, and small group instruction. Classroom discussion will be focused on contemporary, historical and cultural art, methods and techniques, and critique/ assessment of master and student samples using the elements and principles of design and composition as guidelines. Drawing or journaling assignments are used to effectively plan projects.

Assessment Plan:

- Major Projects (3 - 4 per M.P.) -75%: Must be in on time to receive full-credit. Projects can be re-worked for a higher grade until the end of the marking period. Artwork is

graded on use of media, techniques, design/composition, creativity/risk-taking, and emotion/clarity of message.

- Effort/Class Participation-25%: This includes use of class time, participation in class discussion and critiques, being prepared for class, cleanup of tools and area, planning for projects (sketches, research, brainstorming, etc.)
- Extra Credit-5%: Participation in the arts outside of class: volunteer work, contests, etc.

Course Title: Creative Arts 1, 2, 3, 4

Subject Area: Visual Arts

Student Grade Level(s):10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: None; Grade 9 – Studio in Art or Teacher Recommendation

Enrollment Limit: 18

This course fulfills the Regents requirement for one credit of Art in High School.

Overview:

Creative Arts is a course where students can develop art skills based on their own interests and skills at their own pace. Students will learn basic techniques to use a variety of art media. Each student will help determine the media he/she will use as a class, small group, or individually. Often multiple project choices will be offered concurrently. Beginners are welcome, since we can learn basic skills up to advanced techniques. This course can be taken multiple times, since project work changes from year to year.

Creative Arts 1: This class is an introduction to art using thematic concepts in art, such as Nature, Important Places, Pattern, People in My Life, Symbolism, Fantasy in Art, etc. Students will learn basic concepts in a variety of media, and then make personal choices of material and methods to use to develop their ideas. Many hands-on materials will be taught: drawing, painting, clay/sculpture, craft, printmaking, and mixed media.

Creative Arts 2: Emphasis will be on the relationship between discipline and expression in a variety of two- and three-dimensional media. Students will create a variety of major projects to develop their art portfolio. In addition, learning will be reinforced through sketchbook assignments, research, and critique activities. Art research may include topics such as media, techniques, artists, art styles, art history, careers, museums, and cultures.

Creative Arts 3: is a continuation of Creative Arts 1 & 2 with an emphasis on individual problem-solving skills and the development of a personal artistic style. Students will explore a variety of professional media and techniques to create a portfolio of high quality, original artworks. Media may start to become mixed in order to form more personal expressions, with a focus on more advanced materials and techniques. Grading is based on a combination of major projects, sketchbook assignments, research, and active class participation through oral and written critique.

Creative Arts 4: Students will develop an individualized portfolio by solving a variety of art problems that are posed. Students will be encouraged to choose appropriate media and techniques that best suit their design needs, and often may incorporate mixed media into their solutions. Grading is based on a combination of major projects, sketchbook assignments, research, and active class participation through oral and written critique.

Goals & Objectives:

- Learn a variety of artistic techniques, tools and processes, including art-related vocabulary, with a focus on effectiveness, safety, and purpose.
- Effectively use artistic planning techniques, including sketches, maquettes, and work from reference using effective composition and use of the elements and principles of art.
- Use a variety of sources to learn about the history and culture of art, including careers. This may include presentation, research, and student response (written, oral).
- Use oral or written critique and evaluation methods.

Materials {Include title & Author of Text(s)}:

- No assigned textbook, but may include readings from a variety of sources, including books, Web pages, and Power Point displays, articles, small-group demonstration, etc.
- All supplies are provided, but students are responsible for care, upkeep, and bringing them to class daily. A shelf and drawer will be provided for storage.
- Materials may include Sculpture (Clay, Paper, Papier-mâché, Copper, Wire, Found Object, Plaster, Wax, Plasticene, Wood, Soapstone, Glass, Mosaic), Paint (Glaze, Underglaze, Acrylic Paint, Enamel Paint, Dye, Stain, Varnish, Polish), Drawing (pencil, charcoal, marker, colored pencil, chalk pastel, oil pastel, crayon, pen and ink, brush and ink), Printmaking (monoprint, linocut, screen printing, mixed media & collage), and Craft Supplies

Time Allotment per unit: Projects will vary each year based on student interest, but this is a general overview. Each major project/ unit takes roughly 3 weeks, depending on complexity. Topics: Portraiture, Figure in Art: Narrative, Genre, Animal Art, Still Life, Fantasy Art/ Surrealism, Symbolic Artwork, Landscape, Graphic Design, Abstraction/Expressionism, Nonobjective Art, Architecture/Interior Design, Cultural/Historical Themes, Word Art, Product Design/ Functional Art, Fashion, Belief Systems, Art Styles, Self-Expression, Observation,

Creativity Methods, Large Scale Art/ Murals/ Group Projects, Installation, Contemporary Issues, Book Design

Methods of Study:

This course will include hands-on use of media, lectures, class discussion and critique, individual research papers or power points, short drawing assignments, and small group instruction. Classroom discussion will be focused on contemporary, historical and cultural art, methods and techniques, and critique/ assessment of master and student samples using the elements and principles of design and composition as guidelines.

Assessment Plan:

Major Projects (3 - 4 per M.P.)-50%: Projects can be re-worked for a higher grade until the end of the marking period, but on time to receive full-credit. Rubrics include use of media and techniques, design/composition, creativity/risk-taking, and emotion/clarity of message.

Effort/Class Participation-50%: includes effective use of class time, participation in class, being prepared for class, cleanup of tools and area, planning for projects (sketches, research, brainstorming, etc.)

Extra Credit-5%: Participation in the arts outside of class: volunteer work, contests, etc.

Course Title: Digital Art 1, 2, 3, 4

Subject Area: Visual Arts

Student Grade Level(s): 10-12

Length of Course: 20 Weeks

Credit Assigned: 0.5

Prerequisites: None

Articulation with Erie Community College for AT260 Digital Art and Design (3 credits) – fee (Sem 2) ([To receive college credit, a minimum of 4 students must be registered with the college to take this class.](#))

Enrollment Limit: 15

Overview:

Digital Art 1: Students will learn to use the computer to visually communicate their ideas and become better prepared to compete in our ever-changing age of technology. Students will sharpen their drawing skills, improve their methods of composition, and improve their creative thinking skills. We will learn to use a variety of equipment and software: computers, scanners, digital cameras, Adobe software (Photoshop, Illustrator, Flash, and Premiere, etc.), pen and tablet, 3D and laser printer, etc. Concepts may include digital imaging, photo manipulation,

graphic design, basic animation, storage and file management, and copyright/ethical issues. Course projects are determined by student interest.

Digital Art 2: students explore more advanced software methods and techniques and projects covered in the second semester and may include creative Photoshop, Web page design, multimedia presentations, advanced animation, video game elements, 3D character design, and video techniques. Course projects are determined by student interest.

Digital Art 3: students are encouraged to create personally expressive original art using the methods learned in 1 and 2 with tutoring by instructor and through use of graphic design books and online tutorials. Students will develop more intricate artworks in a concentration area that was introduced in 1 and 2 to develop a comprehensive portfolio. This might include a photo portfolio, Web page, video game, graphic animation w/sound, or graphic design product and packaging.

Digital Art 4: students develop a personal concentration in one or more media from DA3. This class is recommended for students before taking AP Studio in 2D Design, or in place of it in order to achieve a sequence in the arts. As a part of this course, students will develop a portfolio of work that can be used for college admissions or AP.

Goals & Objectives: Students will:

- study the elements of art and principles of composition through various digital media projects and effectively use artistic planning techniques.
- Learn how to use a variety of art media, technology, tools, techniques, and idea gathering strategies to present their work to the public, including print, mounting/matting techniques, and digital methods of display.
- Understand how to read, write and talk about digital media using a formal critique.
- Understand copyright laws, computer ethics, and technical language.
- Demonstrate basic technology care and responsibility, including digital citizenship.
- Learn about history of digital media and careers in the field.

Materials:

- No assigned textbook, but may include readings from a variety of sources, including books, Web pages, notes, articles, video tutorials, and Power Point displays.
- Hardware: Multimedia Workstation, Wacom/Huion Pen Tablet, Scanner, Canon Rebel Digital Camera, 3D Printer, Cricut, Glowforge
- Software: Adobe Creative Suite: Adobe Photoshop, Adobe Illustrator, Animate, Adobe Premiere, Adobe InDesign; Tinkercad, Meshmixer, zBrush, SketchUp, Google, Canva
- Art Supplies Include: Lighting equipment, Photograph Paper, Adhesive, Rulers, Mat Cutter, Mat board, Mixed Media, T-Shirt Vinyl, Wood, Stickers
- Storage: Network Server, flash drives, Google Drive

Time Allotment per unit: Projects may vary, but this is a general overview for sections 1&2. (Content & sequencing will be based on class interest.)

Graphic Design Projects Using Adobe Illustrator (6 weeks), Adobe Photoshop Image Manipulation and Camera Use (8 Weeks), Vector and Raster Image Combinations for Design (2 Weeks), Printing and Display Methods (2 Week), Animation/ Gif Animation/Web Button Rollovers (2 Week), Graphic Design (2 weeks), Digital Painting (3 weeks), Digital figure Drawing and Portraiture (2 weeks), Product creation (Glowforge, Cricut, Large Scale vinyl) (2 weeks), 3D Design (2 weeks), Special interest options: Character Design, Web Page Design, Animation, Video/Film, Video Game Elements, and Independent Projects. (8 weeks)

Methods of Study:

Methods of study include project work, portfolio development, teacher instruction, tutorial work, individual and group critique, written and oral critique, small group interaction, and research papers/power points. A majority of the work will be student driven project work based on problems posed in class based on historical graphic design as well as usage of techniques learned in class. Students will develop a portfolio of work in digital and print form. Teacher instruction will often be tutorial work, which includes watch and follow methods to inspire visual and kinesthetic learners.

Assessment Plan:

- Class Participation & Effort-50%: active/constructive class participation, clean up and care of tools, space, and artwork.
- Major Projects-50%: Approximately 5 – 10 major artworks assigned each MP. Included: rubrics, turned in on time. Projects can be reworked for a higher grade.
- Extra Credit-5%: participation in the arts outside of class (ex: volunteer work, contests, assisting with maintenance of art tools, etc.)
- (MP1=50%) + (MP2=50%) = 100%

Course Title: Drawing 1 (Sem 1), Painting 1 (Sem 2)

Subject Area: Visual Arts

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: Teacher Recommendation, prior HS art course highly recommended

Articulation with ECC (fee, 3 transferable college credits) (To receive college credit, a minimum of 4 students must be registered with the college to take this class.); Drawing (AT 200), Painting (AT210).

Enrollment Limit: 10

This course fulfills an art elective requirement for 1/2 credit of Art in High School.

Overview:

Drawing 1 - is paired with Drawing 1 from ECC and is an introduction to drawing with an emphasis on drawing from observation. The use of the elements and principles of art (such as line, form, color, texture, contrast, balance, motion, rhythm, etc.) will be explored in a variety of basic media including charcoal, pencil, micron pens, colored pencil, pastels, and mixed media.

Painting 1 - is paired with Painting 1 from ECC. The objective is to learn accurate color mixing and painting from observation. Media includes primarily oil paints, with an emphasis on color shading, layering, and blending. Grading is based on a combination of major projects, sketchbook assignments, research, and active class participation through oral and written critique.

Goals & Objectives: Student will:

- Learn a variety of drawing & painting media, tools, and techniques, includes proper tool use, safety, cleaning and storage.
- Present work to the public, including mounting, matting and framing techniques.
- Demonstrate knowledge of successful design techniques using the elements and principles of design in their plans and final products.
- Use a variety of sources to learn about the field of traditional arts, cultural art, art institutions, artists, and careers in this field.
- Students will create a variety of written and visual responses to research ideas in the field of drawing and painting.
- Critique and evaluate artwork in order to better understand successful composition.
- Utilize vocabulary relating to specific processes and techniques in art.

Materials:

- No assigned textbook, but may include readings from a variety of sources, including books, Web pages, and Power Point displays.
- **All supplies are provided**, but students are responsible for care, upkeep, and bringing them to class daily. Students are provided with a digital account to store project work.
- Drawing Media: pencil, charcoal, marker, colored pencil, chalk pastel, oil pastel, crayon, pen and ink, brush and ink, scratchboard, etc.
- Painting Media: acrylic, oil (traditional and water-based), brushes, and canvases.

Course Content:

Drawing 1- Projects may include:

- Each Unit is roughly 1-3 weeks long based on difficulty and progress.
- Beginning Sketchbook Development (ongoing) & Pre-Instruction drawing.
- Still Life using line pressure, line quality, cross-contour/topography.
- Figure in Art: Posed and Action - Proportion drawing, gesture drawing (line of action, main masses, positive/negative shapes, sighting, form through cross-contour, pentimento), figures in background.
- Figure/ Ground Relationship (Positive/ Negative Space).
- Linear Perspective: 1 & 2 pt. perspective, room & architecture.
- Shading form - basic forms, still life.
- Charcoal drawing of fabric and drapery placed in still life.
- Self-portraiture w/toned paper.
- Mixed media- landscape.
- Displaying work- annual art show and contests.

Painting 1

- Color theory and mixing accurate colors- pigment/ hue, value & Intensity/saturation, transparency/opacity, and temperature, color contrast & attributes
- Creating a painting from observation based on accurate color mixing. Floral design recommended.
- Painting styles/ History Research- Impressionism, Post-Impressionism, Expressionism,, Abstract Expressionism, Modernism
- Painting based on a masterpiece - color blending, techniques: washes, gradients, glazing, drybrush, alla prima, scumbling, blending, etc.

Methods of Study:

- Methods of study include project work, portfolio development, teacher instruction, tutorial work, individual and group critique, written and oral critique, small group interaction, and research papers/power points. A majority of the work will be student driven project work based on problems posed in class based on historical and cultural themes as well as usage of techniques learned in class. Students will develop a portfolio of work

Assessment Plan

- Major Projects-50% (3 - 4 per M.P.): Artwork will be graded on effort/time, use of media and techniques, design/composition, creativity/risk-taking, and emotion/clarity of message.
- Class Participation & Effort/ Sketchbook-50%
- Extra Credit-5%: Participation in the arts outside of class
- Marking Period 1 Grade (50%) + Marking Period 2 Grade (50%) = 100%
- Marking Period 3 Grade (50%) + Marking Period 4 Grad (50%) = 100%

Course Title: Photography 1, 2, 3, 4

Subject Area: Visual Arts

Student Grade Level(s): 10 - 12

Length of Course: 20 Weeks

Credit Assigned: 0.5

Enrollment Limit: 15

This course fulfills ½ credit for the Technology requirement at Akron High School

Prerequisites: None

Overview:

Photography 1 is a course based on learning to use a digital SLR camera, learning manual exposure settings, basics of photographic composition, lighting techniques, and editing images with a computer. Students will develop a series of projects for print, digital, and presentation.

Photography 2 continues concepts learned in the first semester. Students will learn how to use the basic concepts in a more personal, creative way to express ideas and concepts versus sheer technique. There is a focus on experimentation, voice, meaning, and craftsmanship..

Photography 3 & 4 allow students to develop their own portfolio based on topics and techniques they choose. The goal is to develop a portfolio of work based on their own interests and skills. Emphasis is focused on creating a concentration of works. This is a great preparation for students interested in doing AP their senior year, or for the highly motivated student who enjoys freedom of developing their own projects and pace.

Goals & Objectives: Students will:

- Study the elements of art and principles of design through digital photography.
- Learn effective planning, idea gathering, and composition methods.
- Use a variety of art media, technology, tools, and techniques.
- Present work to the public, including print and mounting/matting techniques.
- Understand how to discuss photography using a critique, vocabulary, and rubrics.
- Understand copyright laws, fair use rules, computer ethics, and digital citizenship.
- Demonstrate basic camera care and responsibility.
- Learn about the history of photography and careers in the field of photography.

Materials:

- No assigned textbook, but may include readings from a variety of sources.
- Hardware: Multimedia Workstation, Wacom/Huion Pen Tablet, Scanners, Printer, and Canon Rebel digital SLR cameras (3, 3i, 6, 6i), Glowforge, Cricut, Lighting, Flash

- Software: Adobe Creative Suite :Adobe Photoshop, Lightroom, Adobe Illustrator, Adobe Premiere, Microsoft Power Point, Google tools, Canva, etc.
- Art Supplies Include: Photograph Paper, Mat board and X-Acto knives, variety of digital print paper, hand coloring equipment, mixed media for transfer methods, cyanotype
- Storage: Network Server, flash drives, Google Drive

Time Allotment per unit: (Projects vary, but this is a general overview)

Photography 1:

- Basic camera parts and handling: power, auto modes, focus (auto and manual), menu, continuous burst, self-timer, flash, resolution, tripod. Safety, stance, and care.
- Photo scavenger hunt using basic settings.
- File management: deleting, labeling, folders, saving work, file formats. Basic Photoshop correction: exposure, histogram, levels, curves, and color correction.
- Portraiture and lighting: 4-point lighting system (key, fill, back, and background). Well-lit exposure vs high-key, low-key, and Chiaroscuro lighting. Lighting and backdrop set-up and safety. (Annie Liebovitz)
- Adjusting ISO for lighting situations. When to use low vs high settings.
- Black and white effects- using non-destructive methods in Photoshop.
- Photoshop Special Effects- spooky movie poster: green screen, selective color, color adjustment using clipping mask, vignettes, distress brushes, texture layers, color replacement, color filters.
- Still life photography and lighting.
- Surreal photo montage, transformation, scale shift, etc. - blend a variety of unrelated images into one image.
- Macro photography of toys to achieve shallow and wide depth of field. Understanding aperture and f-stop. Creating bokeh.
- The exposure triangle: ISO, shutter speed, and aperture. Simulation showing how each is interconnected.
- Silhouette and back lighting. Creating light diffusers with household objects. Opacity vs transparency. Creating a Photoshop silhouette in a new background.
- Understanding long shutter speed and TV setting. Long exposures and light painting: words, drawing, “flashing” or “painting” objects, color effects, and mixing techniques. Use of tripod and shutter release cable, and manual focus. Composition: movement and rhythm.
- Artist research and emulation project.
- Basic critique techniques to discuss historical art, as well as student art.

Photography 2:

- Managing files. Adobe Bridge and Metadata. Contact sheets.
- Capturing motion- fast shutter speed (splash photography, sports photography, water drop photography) vs slow shutter speed (motion blur, spooky selfies, light painting, etc.)

- Multiples of Me – using multiple photos taken in a sequence using a tripod. Photos are stacked on layers, and masked for effect.
- Snow photography and use of exposure compensation. Cold weather camera care.
- White balance settings.
- Night photography, exposure compensation, and long shutter speeds.
- Narrative photography- telling a story with a sequence of photos. Create a well-balanced collage using templates, rulers, and guidelines.
- Bracketing of exposure to achieve High Dynamic Range. The Zone system and Ansel Adams. Landscape and Nature Photography. Use of Photoshop to layer multiple exposures, Photomatix, or RAW and Lightroom.
- Cinemagraphs, sequence of movements, gif animation, and other movement-based photography series.
- Combining photography with drawing or painting. This may be a graphic design paired onto the photo on a layer in Photoshop, may be image transfer onto a traditional media support for further manipulation, or involve combining drawn or painted objects that are scanned in and manipulated with the photo.
- Photo restoration...or degradation.
- Macro using depth of field and bokeh from natural light. Aperture and manual focus.
- Color saturation and desaturation.
- Develop a series of photos based on a theme of choice.
- Contemporary Photography and Careers in Photography- research and emulation (create a product inspired by your research)
- Printing and matting artwork for display. Artist statements.
- Creating a digital portfolio – online software and/or Adobe Premiere

Photography 3 & 4:

- Students help develop projects, decide new skills to learn o Portfolio development, printing, display, and marketing.

Methods of Study:

- Methods of study include project work, portfolio development, teacher instruction, tutorial work, individual and group critique, written and oral critique, small group interaction, and research. Students will develop a portfolio of work in digital and print form. Teacher instruction will often be tutorial work, which includes watch and follow methods to inspire visual and kinesthetic learners.
- Worksheets, teacher-created how-to videos, web links, and articles may supplement teaching. Critique may be written or oral, individual, small group, or class.

Assessment Plan:

- 50% Major Projects (approximately 6-10 per marking period): turn in on time to receive full credit, can be re-worked for a higher grade; turn in by the end of the marking period.
- 50% Class Participation: Critiques, Being Prepared, & Effort

- 5% Extra Credit: earned through participation in the arts outside of class: =
- Marking Period 1 Grade (50%) + Marking Period 2 Grade (50%) = 100%
- Marking Period 3 Grade (50%) + Marking Period 4 Grade (50%) = 100%

Course Title: Studio in Art

Subject Area: Visual Arts

Student Grade Level(s): 9 - 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: None

Enrollment Limit: 20

This course fulfills the Regents requirement for one credit of Art in High School.

Overview:

Studio in Art is a one-year foundation course for students in grades 9 through 12. It is for students who hope to gain an understanding of many media and concepts in art. This course fulfills the Regents requirement for one credit of Art in High School and is a prerequisite to several art electives. It is normally taken in 9th or 10th grade. The curriculum includes the elements of art, the principles of design, historical and cultural art, art criticism, aesthetics, and an understanding of many art media and resources including technology. Project work includes drawing, painting, sculpture, ceramics, photography, computer graphics, printmaking, and mixed media. Students will have a portfolio of work at the end of this course.

Goals & Objectives: Students will:

- Gain credit for the NYS art requirement & complete first class in art sequence
- Study the elements of art and principles of design through various art projects.
- Explore the major areas of art, art history, art appreciation and cultural art.
- View a variety of historical and cultural concepts related to art.
- Learn about a variety of careers that are associated with the field of art.
- Use a variety of art media, tools, techniques, and idea gathering strategies.
- Demonstrate safe techniques for using, cleaning, and storing tools and media.
- Read, write and talk about art using a formal critique and art vocabulary.

Materials {Include title & Author of Text(s)}:

- No assigned textbook, but may include readings from a variety of sources, including books, Web pages, and tutorials, posters.
- Art materials may include, but are not limited to paint (watercolor, acrylic, oil), clay, wire, various papers (watercolor, construction, drawing, etc.), Prisma colored pencils, drawing pencils, charcoal, papier-mâché, ink (printing and drawing), glue, glaze and markers.
- Art tools may include, but are not limited to, paint brushes, scissors, brayers, linoleum cutting tools, Xacto knives, clay sculpting tools, blending media, pliers and wire cutters. Students will provide a 2-pocket notebook and #2 pencil only.

Time Allotment per unit:

- Please note: some techniques and media will overlap (art history concepts are often a component of each project, drawing activities precede each project and critiques follow).
- Projects may vary, but this is a general overview. I try to plan the course based on the interests of the students each year.
- Drawing (7 weeks) - Drawing on the Right Side of the Brain, Figure Drawing, Portraiture, Shading techniques
- Painting (7 weeks) - Color Theory, Watercolor Techniques, Acrylic Paint Techniques
- Sculpture (8 weeks) -Wire, Papier-mâché, Ceramics
- Printmaking (2 weeks)
- Mixed media (3 weeks) -Collage, Digital + Traditional methods
- Digital Media (3 weeks) -Computer Graphics, Animation, Digital Photography, 3D Design
- Art Careers (2 weeks)
- Aesthetics, Research, and Criticism (2 weeks) -Written Reflections, Group Critiques, Art History and Culture
- Art History (2 weeks) -Contemporary Issues in Art, Cultural Art, Western traditions
- Art Show/ Display (1 week)
- Independent Final Project (2 weeks)

Methods of Study:

This course will include hands-on use of artistic media, teacher overview lectures, class discussion and critique, individual research projects, short warm-up assignments to reinforce concepts and terminology, and small group instruction. Classroom discussion will be focused on contemporary and historical trends in art, methods and techniques, and critique/assessment of master and student samples using the elements and principles of design and composition as guidelines. Students will learn to use creativity techniques and preliminary sketches to plan for major projects.

Assessment Plan:

Grading Procedure

- Effort and Class Participation-50% - active class participation, constructive use of the entire class period, effort, and clean-up and care of tools, space, and artwork.
- Major Projects-50%: Approximately 3 – 5 major artworks will be assigned each marking period. Your project must be complete and turned in on time to receive full credit. Projects can be re-worked for a higher grade, but must be turned in by the end of the marking period. Quizzes and Exams as needed.
- Extra Credit - participation in the arts outside of class, including: volunteer work, contests, assisting with maintenance of art tools, etc.
- **A Local Final Exam MAY be a part of this class, depending on the number of students that sign up for the course.**

Course Title: Yearbook 1, 2, 3, 4, 5, 6, 7, 8

Subject Area: Visual Arts

Student Grade Level(s): 10 - 12

Length of Course: 20 Weeks (**Full year preferred**)

Credit Assigned: 0.5

Prerequisite: Yearbook 1: **9th grade students need teacher recommendation**

Yearbook 2: Yearbook 1 OR Teacher Recommendation

Yearbook 3-8: Teacher Recommendation, Prior Successful Yearbook class

***Course can be rigorous. Involves work outside of class, multi-tasking, deadlines, teamwork, and good attendance.**

Enrollment Limit: 15

Overview:

This course offers students an introduction to the basic elements of visual communication and the print world. Students will learn the fundamentals of photography as they document important events from the school year. Students will develop their pre-collegiate communication skills via reporting, writing, class discussions, presentations, and publications. We will create the yearbook and a variety of narrative projects that show how photography and the written word combine to inform society.

Yearbook 1/2 - Students will learn basic skills to create our printed yearbook. This includes the basics of photography, camera usage, and compositional skills. We will also focus on layout

and page design. Writing assignments will include interviewing techniques, caption writing, and printed story methods, including polls, surveys, feature stories, and headline construction. In addition, we will focus on ethics in journalism, including libel, copyright, and proper use of trademarked materials. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines. Includes outside photo assignments.

Yearbook 3-8 - This is for students that hope to take a greater leadership role on the yearbook (editor or editor-in-chief). Editors will take a larger role in theme selection, page layout and creation, decision-making, and developing teamwork amongst their fellow students. In addition, students will develop more effective camera skills, advanced writing and editing techniques, and take a greater role in sales decisions and marketing.

Goals & Objectives: Students will:

- Research magazines, newspapers, and yearbooks to help create a publication.
- Learn about censorship, copyright, libel, trademark, and fair use.
- Develop writing skills, including feature stories, opinion articles, polls / reviews, etc.
- Develop strong research and note taking skills.
- Strengthen computer skills and programs to create publication.
- Strengthen teamwork skills to design a theme for the yearbook.
- Design a cover and page layouts to visually support the theme.
- Learn color theory & typography & importance in marketing communication.
- Capture narrative photos and content.
- Take on various professional-type roles in production.
- Produce a 144-page yearbook in full color by the end of March.
- Advertising, business strategies in marketing, budgeting, fundraising, and selling.
- Identify the use of different literary elements and their overall effect on the story.
- Meet deadlines, multitask and prioritize, and produce a finished, edited product.

Time allotments per projects:

- Cover, end sheet, and template designs due by November.
- Roughly 2 interviews or writing assignments/marketing period, outside of class.
- Monthly photography assignments, including attending sporting events & other important school activities outside of class.
- Four major deadline submissions for the yearbook- all before the end of March

Methods of Study:

- This course will follow Varsity curricula for the yearbook production.
- Student's daily understanding will be assessed by discussions. Written and photographic assignments will be given weekly. **This course is very difficult for students that have poor attendance or students that do homework.**

Assessment:

- 50% Class Participation, Critiques, Being Prepared, & Effort
- 50 % Major Projects Approximately 4 – 5 major projects (photography, design, written, page layouts)
- Extra Credit-5%: participation in the arts outside of class: including, but not limited to: volunteer work, contests, assisting with maintenance of art tools, etc.

BUSINESS

Course Title: Business/Computer Applications for the Workplace

(Currently not offered)

Subject Area: Business

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit*

Overview:

Being proficient in workplace technology is an excellent way to increase the impact of your resume and gain a competitive edge when looking for work. The goal of this class is to provide students the opportunity to become proficient in the Microsoft Office and Google Suites including Word Processing, Spreadsheets, and Presentation software.

*This course may be taken for transferable SUNY Erie (ECC) college credit for students in 11th and 12th grade. Students would earn 3 credits that will transfer to a university of their choice as an elective course.

Course Title: Business Law *(Currently not offered)*

Subject Area: Business

Student Grade Level(s): 9-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Overview:

This course introduces students to the foundations of law in everyday life – contracts, loans, liability, etc. In addition, it will examine the ethical reality of past and current issues – for example, the balance between profits and fair wages, and fracking versus the environment.

Course Title: Career Exploration Class

Subject Area: Business

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Overview:

The Career Exploration class provides students an opportunity to explore careers of interest while building a career portfolio. Students will explore their interests and lifestyle goals, and then match those interests and goals with potential careers. Students will create a career plan and build a career portfolio around that career which will include a resume, cover letter, and list of references. Students will practice interview techniques and explore workplace laws including safety, harassment, and restrictions for minors. This class is well suited for 11th graders since it prepares them for decisions that need to be made during their senior year. Students that are interested in staying for the second half of the year will have the opportunity to complete an internship in a career of interest to learn more about the career field and earn another .5 or 1 credit (see Work Experience).

Course Title: Intro to Accounting

Subject Area: Business

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit*

Overview:

Accounting is an essential aspect of every business institution and organization. As future workers, small business owners, and entrepreneurs, students who understand basic accounting principles will more knowledgeably manage their companies' financial resources. As citizens, future parents, and investors, these students will be better prepared to make the economic decisions that will affect their communities. This is a must for anyone considering continuing

education in business. *This course may be taken for transferable college credit for students in 11th and 12th grade (to receive college credit, a minimum of 4 students must be registered with the college to take this class). Students would earn 3 credits that will transfer to a university of their choice as an elective course.

Course Title: Introduction to Business

Subject Area: Business

Student Grade Level(s): 9-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Overview:

This course introduces students to the world of business by exploring essential topics such as marketing strategies, management functions, the promotional mix, and basic business finance. Students will develop practical skills through real-world scenarios, projects, and collaborate activities that prepare them for further business education and future careers. Taking this course fulfills the prerequisites for Tigers Innovations.

Course Objectives:

By the end of this course, students will be able to:

Understand and apply the 4 P's of marketing

Design a promotional campaign using various promotional tools

Describe and apply the four functions of management

Interpret basic financial documents such as income statements and balance sheets

Course Title: Personal Finance I

Subject Area: Business

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit*

Overview:

This course is designed to give students the essential elements to plan and live a healthy financial future regardless of their post high school plans. Topics covered are income and

payroll taxes, paychecks/stubs, checking accounts, savings account options, types of credit, managing credit, retirement, insurance basics and budgeting.

*This course may be taken for transferable **SUNY Erie (ECC)** college credit for students in 11th and 12th grade ([to receive college credit, a minimum of 4 students must be registered with the college to take this class](#)). Students would earn 3 credits that will transfer to a university of their choice as a general education, social science course.

Course Title: Personal Finance II

Subject Area: Business

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: None

Overview:

What is investing all about? This course focuses on learning about the different types of investment tools available, the process involved with investing, and strategies used to analyze investments. Also discussed are retirement/investment plans such as 401K, 403B, Roth and traditional IRAs and 529 plans. Risk management is discussed through the use of diversification and insurance. Students will compete in the Stock Market Game Simulation throughout the semester.

Tiger Innovations

Subject Area: Business

Student Grade Level(s): 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: None

Overview:

Students will collaboratively launch and operate a simulated manufacturing company called Tigers Innovations, where they design, produce, and sell real products. Teams will manage every aspect of the business—engineering design, prototyping, production, marketing, finance, and sales—mirroring a real-world manufacturing startup.

Course Title: Work Experience

Subject Area: Business

Student Grade Level(s): 10-12

Length of Course: 20 or 40-week options available

Credit Assigned: 0.5 or 1.0 credit options available

Prerequisites: Career Exploration Class

Overview:

Work Experience is a career exploration and development program that connects learning in school to the application of that learning in the workplace. Students are given the opportunity to connect through Google Meets with professionals in their career field of interest, participate in job shadowing experiences, and/or complete an internship with a career field of interest where the emphasis is on learning rather than productivity. The student applies career skills learned in the Career Exploration class and must complete that course prior to the work experience beginning. There are several different work experience programs available for students.

ENGLISH LANGUAGE ARTS

Four genres of classes are currently offered in English, grades 9-12. These are as follows:

- Regents
- Honors: grades 9, 10, and 11 only
- Inclusion (see Regent's curricula)
- Advanced Placement in English Literature and Composition: grade 12 only

ALL students must pass the Next Generation Regents English Language Arts Examination at/by the end of Grade 11; this is a graduation requirement.

Please note: Due to the demands of the Regents Examination and increased literacy demands across the curricula, there is provision for students to earn English credit upon failure through attendance at and successful completion of summer school.

This overview is for English courses 9-12 EXCEPT AP Literature.

The Next Generation asks students to read various genres of literature. Students will be challenged and asked questions that push them to refer back to what they have read.

Emphasized skills include critical-thinking skills and the ability to closely and attentively read

texts in a way that will assist understanding and enjoyment of complex works of literature. Students will learn to use cogent reasoning, critical thinking, problem-solving, analytical skills, and evidence collection skills that are essential for success in college, career, and life. The product of such abilities includes control and competency when composing written arguments. Said overview and further explication of the Common Core initiative may be accessed at <https://www.nysed.gov/standards-instruction/english-language-arts>

Course Title: English 9

Subject Area: English

Student Grade Level(s): 9

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites:

English 9 candidates must successfully complete grade 8 English.

Goals and Objectives:

English 9 students shall sit for the NYS Next Generation Exam during their junior year.

Materials:

Complex texts spanning the four, major genres of literature: fiction, non-fiction, poetry, and drama; full-length works may be drawn from but not limited to *Speak* by Laurie Halse Anderson, *Romeo and Juliet* by William Shakespeare, et cetera.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; et cetera.

Assessment Plan:

- Daily class participation
- Written assignments
- Reading quizzes
- Essays
- Timed writing
- Next Generation parallel tasks
- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s)
- Notebooks

- Midterm Exam, modeled after the Next Generation Exam
- Final Exam, modeled after the Next Generation Exam

Course Title: English 9 Honors

Subject Area: English

Student Grade Level(s): 9

Length of Course: 40 weeks

Credit Assigned: 1.0

Prerequisites:

Honors candidates must consistently exhibit character traits that include but are not limited to impeccable academic integrity, a dependable work ethic that strives to exceed minimum standards, willingness to seek and accept constructive criticism, frequent and meaningful class participation, active presentation, and authentic enthusiasm for personal growth; successfully complete grade 8 English; and receive a teacher recommendation from their previous instructor.

Overview:

English 9 Honors also begins preparation for Advanced Placement Literature and Composition, optionally taken during senior year.

Goals and Objectives:

English 9 students shall sit for the NYS Next Generation Exam during their junior year.

Materials:

Complex texts spanning the four, major genres of literature: fiction, non-fiction, poetry, and drama; full-length works will be drawn from but not limited to *Speak* by Laurie Halse Anderson, *Romeo and Juliet* by William Shakespeare, et cetera.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; et cetera.

Assessment Plan:

- Daily class participation
- Written assignments
- Reading quizzes
- Essays
- Timed writing
- Next Generation parallel tasks

- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s)
- Notebooks
- Midterm Exam, modeled after the Next Generation Exam
- Final Exam, modeled after the Next Generation Exam

Course Title: English 10

Subject Area: English

Student Grade Level(s): 10

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites:

English 10 candidates must successfully complete English 9; students who do not pass grade 9 will be expected to enroll in summer school for an opportunity to earn course credit.

Goals and Objectives:

English 10 students shall sit for the NYS Next Generation Exam during their junior year.

Materials:

Complex texts spanning the four, major genres of literature: fiction, non-fiction, poetry, and drama; full-length works may be drawn from but not limited to *Of Mice and Men* by John Steinbeck, *Lord of the Flies* by William Golding, *Twelve Angry Men* by Reginald Rose, *Inherit the Wind* by Jerome Lawrence and Robert E. Lee, *Much Ado About Nothing* by William Shakespeare, and excerpts selected from textbooks like *Mirrors and Windows*, *Connecting in Literature*.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; et cetera.

Assessment Plan:

- Daily class participation
- Written assignments
- Reading quizzes
- Essays
- Timed writing

- Next Generation parallel tasks
- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s)
- Notebooks
- Midterm Exam, modeled after the Next Generation Exam
- Final Exam, modeled after the Next Generation Exam

Course Title: English 10 Honors

Subject Area: English

Student Grade Level(s): 10

Length of Course: full year

Credit Assigned: 1.0

Prerequisites:

Honors candidates must consistently exhibit character traits that include but are not limited to impeccable academic integrity, a dependable work ethic that strives to exceed minimum standards, willingness to seek and accept constructive criticism, frequent and meaningful class participation, active presentation, and authentic enthusiasm for personal growth; successfully complete grade 9 English; possess an Honors class average of at least 92% or a non-Honors class average of at least 95% for consideration; and receive a teacher recommendation from their previous instructor.

Overview:

English 10 Honors also begins preparation for Advanced Placement Literature and Composition, optionally taken during senior year.

Goals and Objectives:

English 10 students shall sit for the NYS Next Generation Exam during their junior year.

Materials:

Complex texts spanning the four, major genres of literature: fiction, non-fiction, poetry, and drama; full-length works may be drawn from but not limited to *Of Mice and Men* by John Steinbeck, *Lord of the Flies* by William Golding, *Life of Pi* by Yann Martel, *Twelve Angry Men* by Reginald Rose, *Inherit the Wind* by Jerome Lawrence and Robert E. Lee, *Much Ado About Nothing* and/or *Hamlet* by William Shakespeare, and excerpts selected from textbooks like *Mirrors and Windows*, *Connecting in Literature*.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; et cetera.

Assessment Plan:

- Daily class participation
- Written assignments
- Reading quizzes
- Essays
- Timed writing
- Next Generation parallel tasks
- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s)
- Notebooks
- Midterm Exam, modeled after the Next Generation Exam
- Final Exam, modeled after the Next Generation Exam

Course Title: English 11

Subject Area: English

Student Grade Level(s): 11

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites:

English 11 candidates must successfully complete grade 10 English; students who do not pass grade 10 will be expected to enroll in summer school for an opportunity to earn course credit.

Goals and Objectives:

English 11 students shall sit for the NYS Next Generation Exam in June; passing this exam is a graduation requirement. NYS has placed renewed emphasis on students achieving a mastery score of 85 or above in order to be deemed college and career-ready upon graduation.

Materials:

Complex texts spanning the four, major genres of literature: fiction, non-fiction, poetry, and drama; full-length works may be drawn from but not limited to *The Crucible* by Arthur Miller, *Macbeth* by William Shakespeare, *All But My Life* by Gerda Klein, *The Things They Carried* by Tim O'Brien, and *Ordinary People* by Judith Guest. Classical American literary selections

spanning the genre will be selected from two American literature anthologies: *Mirrors and Windows: The American Tradition* and *The Language of Literature: The American Tradition*.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; class research and independent research projects.

Assessment Plan:

- Daily class participation and preparedness
- Written assignments
- Reading quizzes
- Essays
- Timed writing
- Next Generation parallel tasks
- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s): guided by the CCLS rubric.
- Notebooks
- Final examination: NYS Next Generation English Language Arts Assessment

Course Title: English 11 Honors

Subject Area: English

Student Grade Level: 11

Length of Course: full year

Credit Assigned: 1.0

Prerequisites:

Honors candidates must consistently exhibit character traits that include but are not limited to impeccable academic integrity, a dependable work ethic that strives to exceed minimum standards, willingness to seek and accept constructive criticism, frequent and meaningful class participation, active presentation, and authentic enthusiasm for personal growth; successfully complete grade 10 English; receive a teacher recommendation from their previous instructor; and possess an Honors class average of 92% or a non-Honors class average of 95% for consideration.

Overview:

English 11 Honors strengthens preparation for Advanced Placement Literature and Composition, optionally taken during senior year.

Goals and Objectives:

All English 11 Honors students shall sit for the NYS Next Generation Exam during January of their junior year; Honors students will be challenged and prepared to achieve NYS level four scores, which equate to 93 or above on the exam.

Materials:

Complex texts spanning the four, major genres of literature: fiction, non-fiction, poetry, and drama; full-length works may be drawn from but not limited to *The Crucible* by Arthur Miller, *The Great Gatsby* by F. Scott Fitzgerald, *Macbeth* by William Shakespeare, *All But My Life* by Gerda Klein, *The Things They Carried* by Tim O'Brien, and *Ordinary People* by Judith Guest. Classical American literary selections spanning the genre will be selected from two American literature anthologies: *Mirrors and Windows: The American Tradition* and *The Language of Literature: The American Tradition*.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; research and independent research.

Assessment Plan:

- Daily class participation
- Written assignments
- Reading quizzes
- Essays
- Timed writing
- Next Generation parallel tasks
- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s)
- Notebooks
- The final examination, which is the NYS Next Generation English Language Arts Examination.

Course Title: English 12

Subject Area: English

Student Grade Level(s): grade 12

Length of Course: 1 year

Credit Assigned: 1 English core credit at successful completion of course

Prerequisites:

English 12 candidates must successfully complete English 11.

Goals and Objectives:

English 12 students shall sit a comprehensive local Exam at the end of their senior year.

Materials:

The literature includes various short stories and poems by a variety of authors taken from *Mirrors and Windows: British Tradition Anthology*. Works covered in the course may include but are not limited to excerpts from *Beowulf*, *The Canterbury Tales* by Geoffrey Chaucer, and *Julius Caesar* by William Shakespeare. Works by other authors including John Milton, Jonathan Swift, William Blake, and Robert Browning.

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; research and independent research.

Assessment Plan:

- Daily class participation
- Written assignments
- Reading quizzes
- Essays
- Timed writing
- Next Generation parallel tasks
- Individual/collaborative student presentations (Public speaking)
- Individual research assignment(s)
- Research paper (Senior Graduation Requirement)

Course Title: Advanced Placement Literature and Composition

Subject Area: English (core)

Student Grade Level(s): grade 12

Length of Course: 40 weeks plus three months prior to senior year (summer obligations) Credit

Assigned: 1.0 credit

Prerequisites: Advanced Placement Literature candidates must consistently exhibit character traits that include but are not limited to impeccable academic integrity, a dependable work ethic that strives to exceed minimum standards, willingness to seek and accept constructive criticism, frequent and meaningful class participation, active presentation, and authentic enthusiasm for personal growth; have earned English 9, 10, and 11 credits; possess an Honors class average of at least 92% or a non-Honors class average of at least 95% at the time of the candidate interview and beyond for admission consideration; achieve an ELA Regents Examination score of at least 95%, receive a recommendation of her/his most recent English instructor; submit a writing sample that satisfies timing and performance expectations (task available in May of prior academic year); and complete an interview with the AP instructor (during April/May of prior academic year).

NOTES:

All Advanced Placement Literature students must sit for the Advanced Placement Literature and Composition Exam in May.

Overview:

Welcome! Allow the wonder to begin! From here, we commence discovery of artistry, beauty, humanity, and ourselves. AP English Literature and Composition seeks to engender an appreciation and exploration of language as an artistic medium of personal and communal expression, and literature as a record of human experience through composition. In this light, we shall look for reflections of ourselves in a literary catalog spanning a wide and deep range of authors, epochs, and genres. Such a diverse sampling provides opportunity for all to catch glimpses of who we were, who we are, and who we hope to become. To these ends, students will read closely and deliberately, contemplating the stylistic decisions inherent to all writing and the messages such decisions convey. Likewise, students will respond to literary experiences through personal composition, learning that writing is a process, a vehicle for critical thinking, a method of learning, a means of challenging perceptions and values, and a bastion of personal expression. Such endeavors reflect the objectives of introductory college and university coursework and comply with the curricular expectations elucidated in the AP English Course Description. Such demands create not only rigor but responsibility, a commitment to explore art and ideas that stimulate personal growth, discovering our competencies, lacks, and potential together.

Goals & Objectives:

At the completion of the course, students will:

- Appreciate the artistry of literature and its authors as a means of self-reflection and growth.
- Find composition and literature the means for acquiring, encouraging, and proliferating compassion, amidst other offerings.
- Learn to shape and modify their writing in response to myriad audience and purpose considerations.
- Demonstrate an ability to respond to literature through composition in ways that do not merely report the facts nor summarize plot (exposition), but that move toward analysis, interpretation, evaluation, and development of ideas in depth, suggesting causal relationships and interconnectedness among concepts/ideas.
- Internalize various stylistic strategies (e.g., Compare/contrast, diction, syntax variety and effect, organizational principles, and argument diversity) to develop and deliver their insight. ➤ Incorporate active and ongoing methodology for drafting and revising efficacious, nonfiction prose. ➤ Experience creative composition through author sampling and imitation of essays, analyses, criticisms, and poetry.
- Move from writing by formula to writing for expression.
- Have explored literature of the ages, traversing a cannon that begins in Greek tragedy and traces the lines to contemporary poetry and nonfiction, capturing a wide range of perspectives.
- Have expanded their vocabulary to include an array of connotation, denotation, and sophistication.
- Identify the elements and techniques inherent to the creation of literature (e.g., allegory, allusion, apostrophe, cacophony, characterization, figurative language, imagery, irony, personae, plot, setting, symbolism, theme, tone... et cetera), recognize the ways such elements and techniques create meaning, and respond in lucid, cogent prose.
- Learn to critically examine authors' decisions relating to issues of development, dialogue, narrator, point of view, sequence, tone...et cetera.
- Move from categorical language and clichés toward written expression that presents ideas in complex terms, illustrating evidence of new relationships among ideas, and synthesizing ideas into new frameworks of understanding.
- Exhibit the ability and prowess to, in both compositional and verbal response, form aesthetic judgments, comprehend unfamiliar worldviews and philosophies, grasp psychological relationships, and form historical perspectives related to specific works. ➤ Compare and contrast their own life experiences with those revealed through the aforementioned literary cannon.
- Learn to distinguish fact from inference and judgment, utilizing such distinctions in their composition.
- Successfully sit for the AP English Literature and Composition Examination. ➤ Earn collegiate experience in rigor and responsibility, perhaps even academic credits.

Prospective Materials:

The following represents an inclusive but not exhaustive list. Said titles shall be complemented by myriad other pieces of literature, poetic and otherwise.

Author	Title
Achebe	Things Fall Apart
Albee	Who's Afraid of Virginia Woolf?; The Zoo Story
Albom	Tuesdays with Morrie
Beah	A Long Way Gone: Memoirs of a Boy Soldier
Bradbury	Something Wicked This Way Comes
Camus	The Stranger
Coelho	The Alchemist
Conrad	Heart of Darkness
Dickens	Great Expectations; Hard Times
Frazier	Cold Mountain
Hansberry	A Raisin in the Sun
Hesse	Siddhartha
Homer	"The Odyssey"
Hosseini	The Kite Runner
Hugo	Les Misérables
Kaufman	The Laramie Project
Kingsolver	The Bean Trees
Maclean	A River Runs Through It

Author	Title
Marquez	One Hundred Years of Solitude
McCarthy	All the Pretty Horses
Morrison	Song of Solomon
Orwell	1984
Salinger	The Catcher in the Rye
Sebold	The Lovely Bones
Shakespeare	Hamlet; The Tempest
Shaw	Pygmalion
Shelley	Frankenstein
Sophocles	Antigone; Oedipus Rex
Stoppard	Rosencrantz & Guildenstern are Dead
Williams	A Streetcar Named Desire

Methods of Study:

Teacher lecture; cooperative group endeavors; individual and collaborative student presentations; class discussion/Socratic dialogue; written assignments; independent reading; inquiry-based research; multi-media experiences; homework; et cetera.

Assessment Plan:

Writing tasks will vary in both form and function, emphasizing author-audience relationships; imaginative, logical, and precise development of thesis and argument; persuasive appeal; vocabulary use that exhibits denotative accuracy and connotative resourcefulness; logical organization, enhanced by techniques of coherence such as repetition, transition, and emphasis; a balance of generalizations with specific illustrative detail; and the use of grammar, mechanics, and sentence structure with deliberate control and purpose for explicit effect. All written work must be neatly submitted; typing is preferred, and often mandated. All written tasks are due at the beginning of class on the designated day, unless otherwise denoted. Late

assignments will lose 10% (or the equivalent of one letter grade) of the final grade for the first day late and 20% (or two letter grades) the second day. All assignments more than two days late will receive a zero. No research/major papers will be accepted late. Lateness is always subject to the discretion of the instructor.

It is the responsibility of the student to complete all assignments; **when absent, it is the responsibility of the student to see the instructor for work to be made up.**

Students' scores will be attributed explicitly, but not exclusively, to the following:

- Active, meaningful class participation
- Quizzes, both announced and unannounced
- Writing tasks, in class and out, often time-limited
- Peer presentations
- Quality and consistency of homework
- Compositional portfolio
- Midterm Exam (if/when apt)
- Final Project and Presentation

FOREIGN LANGUAGE

Course Title: Intro to ASL

Subject Area: Foreign Language (taught by McHale)

Student Grade Level(s): 10th-12th grade students

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: None

Overview:

Intro to ASL will be an introductory course where students will be taught the basic structure of American Sign Language. They will learn the 5 parameters that make up every sign. Focus will be placed on both Expressive and Receptive/Interpretive skills necessary to hold common conversations. There will be a strong focus on grammar and sentence structure when signing. Unlike other languages there will not be a strong reading/written component to the course. Students will learn a general set of vocabulary each unit that helps to describe themselves and

others, their hobbies/interests, their school and community, and the world around them. We will take time in class to learn and identify misconceptions about Deaf Culture. Quizzes and tests will be given where students record answers on a sheet of paper assessing their interpretive skills. They will also have assessments in class and through video assignments that assess their expressive skills. A local exam is given at the end of this course.

Course Title: Seneca 2

Subject Area: World Language

Student Grade Levels: 9th or 10th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Overview:

Seneca 2 is a continuation of the subject matter learned in Middle School. The emphasis in this course is to utilize natural usage of the language by increasing vocabulary. The topic areas include nouns, verbs, and adjectives. Students will increase their listening, reading, speaking, and typing. The course promotes a better understanding of Seneca culture and history. This course is designed to be year one of a two-year sequence.

Course Title: Seneca 3

Subject Area: World Language

Student Grade Levels: 10th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Overview:

Seneca 3 is a continuation of the scope and sequence from Seneca 2. There will be a greater emphasis on community, government, and history while focusing on speaking, reading, writing and listening. Students will be exposed to and participate in conversations with higher levels of difficulty. Students will be required to communicate the Seneca Language in a functional and natural usage at a more sophisticated level.

Course Title: Seneca 4

Subject Area: World Language

Student Grade Levels: 11th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Overview:

Seneca 4 will focus on in-depth research on the history of the Seneca and the relationships with the Haudenosaunee Confederacy as well as the United States. The course will include topics such as Treaties, Diplomacy, Sustainability and Good Medicine (art, media, humor, authors and public figures). Language usage will be complex and comprehensive.

Course Title: Seneca 5

Subject Area: World Language

Student Grade Levels: 12th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Overview:

This course will be project based. Students will work on several projects based on natural language usage and understanding commitment to community. All aspects of the course will focus on speaking, reading, writing, and listening at an advanced level. The goal of this course is to ensure that students are eligible for the Seal of Civic Readiness and the Seal of Biliteracy.

Course Title: Spanish 2

Subject Area: Foreign Language

Student Grade Level(s): 9th or 10th grade students

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Successful completion of Spanish 1B and passing grade on the Proficiency Exam in Spanish

Overview:

Spanish 2 is a continuation of the subject matter learned in Middle School. More weight is placed upon the reading and writing part of language learning. The cultural aspect of the course is presented in much the same manner as in Spanish 1. More emphasis is put on acquiring additional vocabulary and grammar along with reading and writing. Quizzes and tests begin to reflect the required four skills: reading, writing, speaking and listening. A local exam is given at the end of this course. Students passing the course may continue on to Level 3.

Goals & Objectives:

Students will continue to increase their vocabulary in the target language. Through each chapter, students will learn and be able to use new vocabulary in a meaningful context to express their ideas. Students will continue to learn and use new grammar structures while practicing and utilizing information from previous years. In each chapter, new grammar will be presented that will enhance their ability to speak and write on an increasingly more advanced level.

Students will gain confidence in their language abilities for basic communication as well as creative expression. Students will become more aware of the cultures of Hispanic people throughout the world. They will gain cross-cultural understanding and make connections between our culture and that of other Spanish-speaking countries.

Materials {Include title & Author of Text(s)}:

Así Se Dice, Glencoe First Edition, Copyright 2012

Methods of Study:

This course will be based on testing the four main components of language learning—reading, writing, speaking and listening in the target language. Students will continue to learn new vocabulary and grammar structures that will continue to build up their knowledge base. Daily class participation in the target language will be expected and will count into the quarterly averages. Theme-related chapters will present new vocabulary as well as a review of past grammar and introduction of newer, more advanced grammar structures. Quizzes on vocabulary and individual grammar points will be given for each chapter as well as a cumulative chapter test for each chapter. Students will be required to complete several projects throughout the school year in order to demonstrate their language skills in a holistic, real-world style.

Assessment Plan:

- Daily class participation and preparation
- Weekly homework assignments
- Quizzes on vocabulary, grammar, culture
- Comprehensive unit tests
- Individual projects on various cultural topics

- Final exam composed of course long material: vocabulary, grammar, reading, listening, speaking and writing components.
- Final Grade: 100% (grade)
- 80% for quarterly grades
- 20% for final exam

Course Title: Spanish 3

Subject Area: Foreign Language

Student Grade Level(s): 10th grade students

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Successful completion of Spanish Level 2

Overview:

Spanish 3 places more emphasis on reading, speaking, listening and writing. Classroom participation is expected, especially in the area of developing speaking skills. Practice compositions will be assigned. Quizzes and tests reflect the four skills required for the exam. Students will take a final exam in Spanish upon completion of the course. Students passing the exam and course may continue on to Level 4.

Goals & Objectives:

Students will continue to increase their vocabulary in the target language. Through each chapter, students will learn and be able to incorporate new vocabulary in a meaningful context to express their ideas.

Students will continue to learn and incorporate new grammar structures while practicing and utilizing information learned in previous courses. In each unit, new grammar will be presented which will enhance ability to speak and write on an increasingly more advanced level as required by the NYS Standards for Checkpoint B.

Students will gain confidence in their language abilities for communication as well as creative expression and continue to develop critical thinking skills.

Materials {Include title & Author of Text(s)}:

Así Se Dice, Glencoe First Edition, Copyright 2012

Methods of Study:

The course is built on student participation in the areas of speaking, listening, reading and writing. Grammar presentations will accompany each unit. Students will work in groups and individually to put new grammar structures and vocabulary into practical expressions of the target language. Written assignments will be given to allow students to use new and previously learned material to express and expand upon their thoughts.

Assessment Plan:

- Daily class participation and preparation
- Classwork and homework assignments
- Quizzes on vocabulary and grammar
- Comprehensive unit tests
- Individual projects
- Final exam
- Final grade: 100% (grade)
- 80% for quarterly grades
- 20% for final exam

Course Title: Spanish 4, Intermediate Spanish

Subject Area: Foreign Language

Student Grade Level(s): 11th grade students

Length of Course: 40 weeks

Credit Assigned: 1.0 credit from ACS **and** 3.0 college credits assigned from Hilbert College upon successful completion of course.

Prerequisites: Successful completion of Spanish 2, 3 and passing grade of 80 or higher on the Spanish 3 final exam. Teacher recommendation required.

Overview:

Spanish 4 is a cooperative course between the school and Hilbert College where upon completing the course, students can earn three college credits from Hilbert College, (which can be transferred to other colleges and universities if desired). It is designed to accelerate students' academic pursuits and to provide more advanced instruction in secondary school. The student will incur a fee for the course but texts will be provided through the school.

Students will follow the course outline for an Intermediate Level Spanish class taught at Hilbert College and will be learning the same information as these college students, as if they were taking the class at the college. Spanish 4 emphasizes the traditional elements of language:

reading, writing, listening and speaking, and combines them with cultural studies of the different Hispanic countries. Heavy emphasis is placed upon communication skills in the target language while integrating cultural elements such as holiday celebrations, customs, history and art. It is expected and required that students participate as much as possible in the target language. Spanish 4 will fine tune students' already existing language skills that have been developed over the past four years.

Goals & Objectives:

Students will continue to increase their vocabulary in the target language. Through each chapter, students will learn and be able to use new vocabulary in a meaningful context to express their ideas. Students will continue to learn and use new grammar structures while practicing and utilizing information from previous years. In each chapter, new grammar will be presented that will enhance their ability to speak and write on a more advanced level. Students will build on their language base through creative, holistic projects where they will use their language skills for real world situations and to discuss topics of interest to young adults. Students will gain confidence in their language abilities for basic communication as well as creative expression.

Students will become more aware of the cultures of Hispanic people throughout the world. They will make connections between our American culture and that of the different Latin American countries. Students will become more aware and understanding of the growing number of Hispanic-heritage people living in the United States and the issues that arise from said increase.

Materials {Include title & Author of Text(s)}:

Imagina, Español Sin Barreras, Blanco, José A., 1st Edition, Copyright 2007

Methods of Study:

This course will be based on the four main components of language learning—reading, writing, speaking and listening all in the target language. Students will be expected to do various projects (such as oral presentations, group work, posters, brochures, videos), follow instructions, and write original work all in the foreign language. Theme-related chapters will present new vocabulary as well as a review of past grammar and introduction of newer, more advanced grammar structures.

Assessment Plan:

- Daily class participation and preparation
- Homework assignments
- Quizzes on vocabulary, grammar, culture
- Comprehensive unit tests
- Individual and group projects on various cultural topics

- Final exam composed of course long material: vocabulary, grammar, reading, listening, and writing components. There will also be a mandatory speaking component on the final exam. The final exam is written and provided by the Program Director of Hilbert College.
- Final Grade: 100% (grade)
 - 80% for quarterly grades
 - 20% for final exam

Course Title: Spanish 5, Advanced High School Spanish

Subject Area: Foreign Language

Student Grade Level(s): 12th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit from ACS **and** 3.0 college credits assigned from Hilbert College upon successful completion of course.

Prerequisites: Successful completion of Spanish 4 with overall course average of 85 or higher and teacher recommendation required.

Overview:

The Spanish 5 program at Akron is a cooperative course between the school and Hilbert College where upon completing the course, students can earn three college credits from Hilbert College (which can be transferred to other colleges and universities if desired). It is designed to accelerate students' academic pursuits and to provide more advanced instruction in secondary school. The student will incur a fee for the course but texts will be provided through the school. Students will follow the course outline for an Intermediate Level Spanish class taught at Hilbert College and will be learning the same information as these college students, as if they were taking the class at the college. Course goals for Spanish 5 will include reinforcement of grammar structures with an emphasis on verbs, tense formation, sequencing and usage of the language in the four basic skill areas – reading, writing, listening and speaking. It will also include the study of various aspects of Hispanic peoples and their cultures. It is expected and required that students speak and participate as much as possible in the target language.

Goals & Objectives:

- Foster Core Skills: Advanced writing, speaking, listening, reading, and fluency.
- This course will foster the ability to write and speak with clarity and precision to promote clear thinking and effective communication, and supports the ability to develop sustained, well-reasoned, and clearly presented arguments. The curriculum encourages students to

read critically and listen perceptively. It advances their quantitative skills and develops their capacity for formal reasoning across academic disciplines and in daily life.

- Prepare Students for Living in a Diverse and Global Society: Awareness and appreciation of world cultures and languages, non-dominant groups and societies at home and abroad.
- This course prepares students to live in a diverse and global society by fostering awareness and appreciation of world cultures and of non-dominant groups at home and abroad—their histories and heritage, their languages, social perspectives, and artistic expression. The curriculum promotes a greater awareness of the cultural identity of oneself and others to enable participation as social beings in social institutions.
- Promote Integrative Learning: Collaborative work combining analytical and experiential learning.
- To promote integrative learning, students will collaborate with peers to apply classroom learning to identify and analyze problems, design and solutions through group work. This intellectual collaboration creates a contributing citizen of her/his respective academic communities.
- Prepare Students for Commitment to Lifelong Learning: Development of motivation to sustain a lifelong learning capacity for intellectual growth and self-renewal.
- Students will learn the value of lifelong learning through required courses that address values and ethical thinking. The curriculum will support and encourage self-reflection in students' academic, professional, and personal lives.

Materials {Include title & Author of Text(s)}:

The Ultimate Spanish Review and Practice, Gordon, R. and Stillman, D., 1st Edition, Copyright 1999

Methods of Study:

While some of the course will entail a lecture format, to develop oral communication skills, it is to be expected that students will-participate orally as much as possible. Emphasis is placed on conducting as much of the class in Spanish as possible. Some practicing in small groups or with a partner will provide an opportunity to use the language, with an additional emphasis on individual opportunities for oral expression. The assignments will continue to review the structures presented in class. The writing process will be used to give students the opportunity to perfect their writing skills on a variety of topics. More writing will be included in the testing process. Readings and other media will reinforce cultural awareness of the Spanish-speaking world.

Assessment Plan:

- Daily class participation and preparation
- Weekly homework assignments
- Quizzes on vocabulary, grammar, culture
- Comprehensive unit tests
- Individual and group projects on various cultural topics

- Final exam composed of course long material: vocabulary, grammar, reading, listening, and writing components. There will also be a mandatory speaking component on the final exam. The Final exam is written and provided by the Program Director of Hilbert College.
- Final Grade: 100% (grade)
 - 80% for quarterly grades
 - 20% for final exam

HEALTH, P.E. & WELLNESS

Course Title: Health (Mandatory)

Subject Area: Health Education

Student Grade Level(s): Grades 9-12

Length of Course: full year

Credit Assigned: 1.0 credit

Prerequisites: This course is designed for the 10th grade student.

*The completion of an extended research project and 5 hours of community service are both required for course credit. Successful completion of this course is required for graduation.

Overview:

The senior high health program is designed for the 10th grader. It is a conceptual approach to health, which emphasizes the importance of responsible decision-making to a student's overall wellness. The course encourages students to evaluate their own lifestyle behaviors, learn the skills necessary to change negative behavior, and set goals for improving their personal well-being. Specific attention is given to the acquisition and incorporation of a variety of daily coping strategies. The course is divided into six units: mental health, preventing substance abuse, social health, the human life-cycle, disease prevention and nutrition/fitness. The completion of an extended research project and 5 hours of community service are both required for course credit. Successful completion of this course is required for graduation.

Goals & Objectives:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will demonstrate the ability to access information, products and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use planning and goal-setting skills to enhance health behaviors.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to practice health-enhancing behaviors and coping strategies to avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Materials {Include title & Author of Text(s)}:

- Several resource books/magazines within the classroom
- Specific Internet Sites approved by the teacher:
 - cdc.gov, nih.gov, teenshealth.org, cancer.org, nida.gov

Time Allotment per unit:

Unit Name	Number of weeks per unit
Skills: Self-management & communication	2 weeks
Mental Health & Stress management	13 weeks
Preventing Substance Abuse: Decision-Making	8 weeks
Social Health/Relationships: Decision-Making	8 weeks
Human Growth & Development	2 weeks
Disease Prevention: Decision-making	2 weeks
Nutrition/Fitness: Planning & Goal setting	5 weeks

Methods of Study:

This course will be built on teacher overview lectures, class discussions, individual student research and small group presentations. Research for a final extended task will begin in the second half of the course. A product detailing a risk behavior, its consequences and strategies necessary to reduce the risk behavior will be created and presented to the class. Each student must successfully complete 5 hours of community service as well as a written reflection of the impact of the service on the individual and community.

Assessment Plan:

- Daily class participation and preparation
- Unit projects

- Quizzes
- Individual/group research
- Presentations
- Completion and reflection of community service
- Journal entries
- Current Events presentations
- Baby Project
- Final extended task
- Written Final Exam

Course Title: Physical Education (Mandatory)

Subject Area: Physical Education

Student Grade Level(s): Grades 9-12

Length of Course: 40 weeks

Credit Assigned: 0.5 credit

Overview:

The Akron High School Physical Education department strives to provide each student with an enjoyable educational experience that is viable and an essential component in the education of the whole child. The learning process in physical education is not unlike the “lab” experience in the sciences. Students must actively engage in the activity, document, and collect data specific to each unit.

Goals and Objectives:

The goal of the ACS Physical Education teachers is to instruct students to acquire the necessary knowledge and skills to become lifelong learners. The ACS P.E. staff will accomplish this goal by focusing on the New York State Learning Standards for Physical Education.

- Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3: Students will understand and be able to manage their personal and community resources.

Time Allotment:

In the gymnasium, the students will be taught the skills and knowledge through individual type activities, team sports, net games and rhythms. The students at ACS will also take part in the Fitness Gram which is a fitness test given to each student twice a year. The Fitness Gram involves flexibility, agility, endurance, and strength. CPR will be taught yearly.

Assessment Plan:

Daily grades will be given to your child using a rubric system. The number they will receive will range from a 4 being exemplary to a 1 being poor. These grades, along with any assessment grades, will be averaged together and every student will receive a numerical grade on their report card. The grade will also be averaged into their overall average. Every student will be graded on his/her abilities and efforts given during class. Students will also take a series of quizzes to indicate their knowledge of the activity taught.

Course Title: Wellness Center

Subject Area: Health & Wellness

Student Grade Level(s): Grades 9-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credit

Overview:

This elective will be offered every other day for a half-year (Semester 1/Semester 2). Students will have the opportunity to take a half credit health course that consists of lessons in the weight/wellness room. These lessons will include weight lifting safety, provide students with opportunities to familiarize themselves with equipment in the weight room, and create an individualized wellness plan for each student. This course is a supplement to the required health and physical education classes.

Goals and Objectives:

The goal of this course is for students to gain a better understanding of fitness components and the relationship between physical activity and mental health.

- Objective 1: Students will gain a better understanding of physical activity and the benefits it can have on their mind and body.
- Objective 2: Student will be engaged and inspired through SEL (social-emotional learning) components.
- Objective 3: Students will create an individualized wellness plan with their teacher to set goals they would like to achieve during this course.

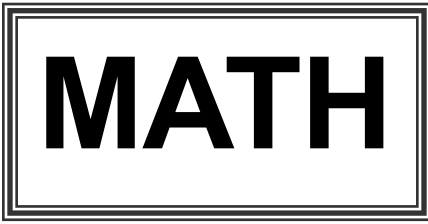
Time Allotment:

Half-year (Semester 1/Semester 2) course, offered every other day.

Assessment Plan:

Students will create an individualized fitness plan with their teacher and will work toward their goals for the duration of the semester. Students will have final check at the end of the semester.

Student will also complete a fitness plan entry for each class as well as wear Heart Rate monitors to track their progress.



Course Title: Advanced Placement Calculus

Subject Area: Mathematics

Student Grade Level(s): Grade 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit w/ the possibility of college credit

Prerequisites: Pre-Calculus class passed and/or teacher recommendation.

Mandatory AP exam in May.

Overview:

Provides students with the background to use calculus as an instrument for problem solving, developing thought process, and for success in future mathematics classes. In an effort to be prepared for the rigors of the AP assessment, students are assessed formally through the course of the school year with both multiple-choice and free-response modeled questions. Each test a student takes has two parts to it: a non-calculator part and a calculator part. Informal evaluations occur on a day-to-day basis and help to guide the class. Whether a formal or informal assessment is being used, students are persistently being asked to justify their answers. Students are asked to verbally state solutions, techniques, and any support to answers daily. Students are also expected to have proficient skills using a graphing calculator. The use of a graphing calculator allows students to investigate and support concepts already taught. Each student is provided a graphing calculator if they do not already have one.

Goals & Objectives:

The course teaches all topics associated with functions, graphs, and limits, derivatives, and integrals as delineated in the AP Calculus AB course outline. The course provides students with the opportunity to work with functions represented in a variety of ways (graphically, numerically, analytically, and verbally) and emphasizes the connections among these representations. The course teaches students how to communicate mathematics and explain solutions to problems both verbally and in written sentences.

The course teaches students how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

Materials:

Calculus: Concepts and Contexts by Stewart (Brooks/Cole); review book (Barron’s, Arco, etc.); graphing calculator (TI-84 plus preferred).

Time Allotment per unit:

Unit Name	Number of weeks per unit
Unit I: Pre- Calculus Review	1 week
Unit II: Limits and Continuity	3 weeks
Unit III: Derivatives	4 weeks
Unit IV: Rules to Finding Derivatives	4 weeks
Unit V: Applications of Derivatives	4-5 weeks
Unit VI: Integrals	4 weeks
Unit VII: Advance Integration	4-5 weeks

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected.

Assessment Plan:

- Informal Questioning, daily homework assignments, quizzes and unit tests are all means of assessment.
- All students must take the Advanced Placement Calculus AB exam in May and a local final.
- 80% for quarterly grades
- 20% for final exam

Course Title: Algebra

Subject Area: Mathematics

Student Grade Level(s): Grade 9 and accelerated students in Grade 8

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Math 8 course passed

Overview:

Regents Algebra represents a change to the Next Generation State Standards. The topics covered in the course include: Evaluating expressions, properties of real numbers, solving and graphing linear equations and inequalities, extensive work on linear, quadratic, exponential, absolute value, piece-wise, step, cubic and square root functions, systems of equations and inequalities, rules of exponents, operations on polynomials and radicals, statistics and extensive use of the graphing calculator.

Goals & Objectives:

The students will learn and become proficient with all of the topics of the course. Homework will be assigned each day to be sure students have practiced each of the skills. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected.

Assessment Plan:

Daily homework assignments, quizzes, tests, notebook grades, and class participation are all possible means of assessment.

All students must take the Algebra Regents exam at the end of the year, which is a graduation requirement.

80% for quarterly grades

20% for final exam

Course Title: Algebra 2 Regents

Subject Area: Mathematics

Student Grade Level(s): Grade 11 and accelerated Grade 10 and possibly Grade 12

Length of Course: 40 weeks

Credit Assigned: 1 math core credit

Prerequisites: Course credit in Algebra and Geometry with a 75 % or higher course credit in Geometry. Must also have passed Algebra and Geometry Regents exams.

Overview:

This is a third year Regents course which extends Next Generation Algebra and Geometry to the study of the complex number system, advanced functions, systems involving non-linear equations, radicals, negative and fractional exponents, logarithms, sequences and series, probability, statistics, and the six basic functions of trigonometry, and the extensive use of the graphing calculator.

Goals & Objectives:

Upon completion of this course, students will be proficient in working with all the topics covered in the course. Students should spend time both during and after class on preparation for the Algebra 2 Regents exam. This exam is a requirement for the Advanced Regents diploma. Homework will be assigned each day to ensure students have practiced each of the skills. Outside practice is highly recommended. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

The course will be built upon classroom lecture and exploration along with homework review. Homework will be assigned each day to be sure students have practiced each of the skills. Extra practice periods are expected. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Assessment Plan:

Daily homework assignments, tests, notebook grades, and class participation are possible means of assessment.

All students must take the Algebra 2 Next Generation Regents exam at the end of the year, which is required for an Advanced Regents Diploma.

80% for quarterly grades

20% for final exam

Course Title: Algebra 2

Subject Area: Mathematics

Student Grade Level(s): Grade 11 or 12 or accelerated Grade 10

Length of Course: 40 weeks

Credit Assigned: 1 math core credit

Prerequisites: Course credit in Algebra and Geometry. Must have also passed the Algebra Regents exam.

Overview:

This is a third-year math course which extends the Next Generation Algebra and Geometry standards. This course is recommended for those students who can use additional support with Algebra 2 topics, particularly those whose achievement levels in Algebra and Geometry was in the 65 – 79 percent range, or who have received a teacher recommendation. Units of study include the complex number system, advanced functions, systems involving non-linear functions, radicals, negative and fractional exponents, logarithms, sequences and series, probability, statistics and the six basic functions of trigonometry. Extensive use of the graphing calculator will also be expected. At the end of the course, students will be prepared to take the Algebra 2 local exam. Students will be able to elect to take the Algebra 2 Regents exam by participating in extensive Regent’s review offered after school. This exam is a requirement for an Advanced Regents diploma.

Goals and Objectives:

Upon completion of this course, students will be proficient in working with all the topics covered in the course. Homework will be assigned to ensure students have practiced and understood the skills.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

The course will be built upon classroom lecture and exploration along with homework review. Homework will be assigned each day to be sure students have practiced each of the skills. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Assessment Plan:

Daily homework assignments, tests, notebook grades, and class participation are possible means of assessment. All students have the option of taking the Algebra 2 Next Generation Regents exam at the end of the year, provided they have attended the after-school Regents review sessions. This exam is required for an Advanced Regents diploma.

Course Title: Algebra RA

Subject Area: Mathematics

Student Grade Level(s): Grade 9

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Math 8 course credit

Overview:

Algebra Regents A is the first year of a two-year course designed to cover the topics necessary for the state mandated Next Generation Algebra Regents exam. The Next Generation Algebra exam will be given at the end of the students' second year. The course covers the same topics from the 1-year Algebra Regents course, but at a slower pace. Students taking this course will meet only the minimum standard requirements for graduation. A heavy emphasis will be placed on the use of the graphing calculator.

Goals & Objectives:

Upon completion of this course, students will have become familiar with evaluating expressions, properties of real numbers, solving and graphing linear equations and inequalities, extensive work on linear, quadratic, exponential, absolute value, piece-wise, and step functions, systems of equations and inequalities, rules of exponents, operations on polynomials and extensive use of the graphing calculator.

Materials: Chapter packets will be provided for each unit of study.

Methods of Study:

This course will be built upon classroom lecture, exploration and homework review. Daily written assignments and extra practice periods are expected.

Assessment:

Daily homework assignments, quizzes, test, notebook checks and classroom participation are all possible means of assessment.

All students must take a local Algebra Next Generation final exam at the end of the year.

80% for quarterly grades

20% for final exam

Course Title: Algebra RB

Subject Area: Mathematics

Student Grade Level(s): Grade 10

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Algebra Regents A course credit

Overview:

Algebra Regents B is the second year of a two-year course designed to cover the topics necessary for the state mandated Next Generation Algebra Regents exam. Students taking this course will take the Next Generation Algebra Regents exam at the end of the current year. This course will build upon the topics learned in Algebra Regents A and introduce new topics as well. Students taking this course will meet only the minimum standard requirements for graduation. A heavy emphasis will be placed on the use of the graphing calculator.

Goals & Objectives:

Upon completion of this course students will have become familiar with or review the following topics: Evaluating expressions, properties of real numbers, solving and graphing linear equations and inequalities, extensive work on linear, quadratic, exponential, absolute value, piece-wise, step, cubic and square root functions, systems of equations and inequalities, operations on polynomials and radicals, statistics and extensive use of the graphing calculator.

Materials: Chapter packets will be provided for each unit of study.

Methods of Study:

This course will be built upon classroom lecture, exploration and homework review. Daily written assignments and extra practice periods are expected.

Assessment:

- Daily homework assignments, quizzes, test, notebook checks and classroom participation are all possible means of assessment
- All students must take the Algebra Regents exam at the end of the year, which is a graduation requirement.
- 80% for quarterly grades
- 20% for final exam

Course Title: Algebra X

Subject Area: Mathematics

Student Grade Level(s): Grade 9

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Math 8 course passed

Overview:

Algebra Regents X covers the same topics as Algebra Regents, but allows for more time for reinforcement and remediation because it meets 6 times per 4-day cycle.

Goals & Objectives:

The students will learn and become proficient with all of the topics of the course. Homework will be assigned each day to be sure students have practiced each of the skills. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected. Reinforcement and remediation will take place during the X days since the class meets 6 times per 4-day cycle.

Assessment Plan:

- Daily homework assignments, quizzes, tests, notebook grades, and class participation are all possible means of assessment.
- All students must take the Algebra Regents exam at the end of the year, which is a graduation requirement.
- 80% for quarterly grades
- 20% for final exam

Course Title: College Mathematics

Subject Area: Mathematics

Student Grade Level(s): Grade 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Credit in Algebra 2

Overview:

This course is the equivalent to the first year of study in college algebra and trigonometry. The sequence is preparatory for an introductory to calculus class. Basic algebra skills are reviewed and extended. Functions and their inverses are studied along with the properties, graphs and transformations of linear, quadratic, rational, absolute value, radical, exponential, logarithmic, and trigonometric functions. A deeper study of trigonometry includes fundamental trigonometry, graphs of trigonometric functions, trigonometric identities and equations, inverse trigonometric functions, and applied trigonometry. Other topics included are matrices, and arithmetic and geometric sequences and series. Related application problems are incorporated throughout the course.

Goals & Objectives:

Upon completion of this course, students will be proficient with all of the topics of the course. The course provides students with the opportunity to work with functions represented in a variety of ways (graphically, numerically, analytically, and verbally) and emphasizes the connections among these representations. The course teaches students how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

Materials: *Algebra and Trigonometry*, Aufmann & Nation (Cengage Learning)

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected.

Assessment Plan:

- Informal Questioning, daily homework assignments, quizzes & unit tests are all means of assessment. All students must take a Regents style exam at the end of the year.
- 80% for quarterly grades
- 20% for final exam

Course Title: Geometry

Subject Area: Mathematics

Student Grade Level(s): Grade 10 and accelerated Grade 9

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisite: Algebra course credit and passing the state Algebra exam.

Overview:

Geometry is the second, high school level math course that has a state exam at the end of the year. The topics covered in the course include tools of geometry, reasoning and proof, fundamentals of geometry (angle relationships, congruent and similar triangles, lines, polygons and quadrilaterals, circles), right triangle trigonometry, area, volume, constructions, and transformational geometry.

Goals and Objectives:

The students will learn and become proficient with all topics of the course presented through classroom discussion and lectures of the material. Homework will be assigned each day to ensure students practice the required skills. Tests and quizzes will assess the mastery of the required skills. Passing the state exam is a major objective of the course.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected.

Assessment Plan:

- Daily homework assignments, quizzes, tests, notebook grades, and class participation are all possible means of assessment. All students must take the NYS Geometry exam at the end of the year.
- 80% for quarterly grades
- 20% for final exam

Course Title: Geometry X

Subject Area: Mathematics

Student Grade Level(s): Grade 10

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisite: Algebra course credit and passing the state Algebra exam.

Overview:

Geometry Regents X covers the same topics as Geometry but allows for more time for reinforcement and remediation because it meets 6 times per 4-day cycle.

Goals and Objectives:

The students will learn and become proficient with all topics of the course presented through classroom discussion and lectures of the material. Homework will be assigned each day to ensure students practice the required skills. Tests and quizzes will assess the mastery of the required skills. Passing the state exam is a major objective of the course.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected.

Assessment Plan:

Daily homework assignments, quizzes, tests, notebook grades, and class participation are all possible means of assessment. All students must take the Geometry Regents exam at the end of the year.

80% for quarterly grades

20% for final exam

Course Title: Intermediate Algebra

Subject Area: Mathematics

Student Grade Level(s): 11th or 12th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Overview:

Intermediate Algebra is a course that is designed to provide a strong background in algebra for college bound students or those seeking a Regents with Distinction diploma. The course covers: the properties of real and imaginary numbers; types of equations and inequalities (including fractional, linear and quadratic); types of products and factoring; ratios; proportions; exponents; radicals; and graphing systems of equations including word problems.

Goals & Objectives:

Upon completion of this course, students will be proficient in working with all the topics covered in the course. Students should spend time both during and after class on preparation for their in-class tests and quizzes, as well as their local course final exam. This exam will be a cumulative assessment of the skills learned and necessary to move on to Algebra 2. Homework will be assigned each day to ensure students have practiced each of the skills. Outside practice is highly recommended. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Materials:

Integrated Mathematics Course III, Keenan and Gantert

Methods of Study:

The course will be built upon classroom lecture and exploration along with homework review. Homework will be assigned each day to be sure students have practiced each of the skills. Extra practice periods are expected. Tests and quizzes will follow classroom discussion and lectures of the material covered.

Assessment Plan:

Daily homework assignments, quizzes, tests, notebook grades, projects, and class participation are all possible means of assessment.

All students will take a local Intermediate Algebra exam at the end of the year.

80% for quarterly grades

20% for final exam

Course Title: Math Applications

Subject Area: Mathematics

Student Grade Level(s): Grades 11 and 12

Length of Course: 40 weeks

Credit Assigned: 1.0

Prerequisites: Algebra RA and Algebra RB, or Algebra RX

Overview:

Math Applications is a course designed to further students' algebraic skills to prepare them for real world situations. The majority of the course will be spent on traditional Algebra work using class notes. The projects will cover a variety of mathematical topics including problem solving, geometry, measurement, probability, algebra, and graphing.

Goals & Objectives:

Upon completion of this course, students will be proficient with working in the real number system, solving algebraic equations, performing operations on algebraic expressions, solving linear and quadratic equations, area and volume applications, conversions, and will have improved money sense. The algebraic skills developed will prepare the students for Intermediate Algebra. Students will also improve skills in using research, communication, modeling, and other math skills in the critical thinking process employed in their mathematical applications.

Materials:

Binder and folder/notebook and folder

Methods of Study:

The course will be built upon classroom lecture and exploration along with homework review. Homework will be assigned most days to be sure students have practiced each of the skills. Tests and quizzes will follow classroom discussion and lectures of the material covered. Projects will also be a large part of their grade, applying the material learned.

Assessment Plan:

Daily homework assignments, quizzes, tests, notebook grades, and class participation are all possible means of assessment.

All students must take the local Math Applications exam at the end of the year.

80% for quarterly grades

20% for final exam

Course Title: Pre-Calculus

Subject Area: Mathematics

Student Grade Level(s): Grade 12 and accelerated students in Grade 11

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: 75% or greater in Algebra 2 or teacher recommendation.

Overview:

This course is for students who have successfully completed Algebra 2. The course is fast paced and rigorous. All students must take a Regent style local exam at the end of this course. The topics of advanced algebra are treated in a more formal, analytical viewpoint and work towards the introduction to calculus. Some topics covered are linear and polynomial equations and inequalities; relations, functions, and graphs; exponents and logarithms; trigonometry; complex numbers; conic sections; triangle trigonometry; advanced graphing; and sequences and series. Limits, simple differentiation, and some applications of the calculus to analytic geometry are introduced.

Goals & Objectives:

Upon completion of this course, students will be proficient with all of the topics of the course. The course provides students with the opportunity to work with functions represented in a variety of ways (graphically, numerically, analytically, and verbally) and emphasizes the connections among these representations. The course teaches students how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

Materials:

Advanced Mathematics: A Precalculus Course, Brown and Robbins (Houghton Mifflin)

Methods of Study:

This course will be built upon classroom lecture and exploration along with homework review. Daily written assignments and extra practice periods are expected.

Assessment Plan:

Informal Questioning, daily homework assignments, quizzes & unit tests are all means of assessment. All students must take a Regents style exam at the end of the year.

80% for quarterly grades

20% for final exam

Course Title: Statistics in Sports

Subject Area: Mathematics

Student Grade Level(s): Grades 10-12

Length of Course: 20 weeks

Credit Assigned: .5 math elective credit

Prerequisites: Course credit in Algebra and Geometry or concurrent with Geometry.

Overview:

This half-unit course focuses on analyzing, gathering, and interpreting data related to sports. Students will undergo an in-depth study of probability, odds, and statistics and how they are used in real-world sports settings.

Goals and Objectives:

The goal of this course is to introduce students to key statistical concepts, apply them to real-world sports data, and develop critical thinking skills related to sports analytics. This course is designed to give students a well-rounded foundation in sports statistics while allowing them to see the relevance of mathematics and statistics in real-world applications.

Materials:

Chapter packets will be provided for each unit of study.

Methods of Study:

This class will be built upon applying real world sports data to key statistical concepts. Classroom lecture, homework, projects, mini-studies, collaboration with peers and the use of online resources are all possible means of strengthening student understanding and making connections between statistics and sports.

Assessment Plan:

Use of formative assessments such as discussions, quizzes and mini-tasks and summative assessments such as unit tests, projects and real-world case studies could all be used to evaluate knowledge application. A capstone project will be conducted as a conclusion to the course.

**Overview:**

Akron High School's music program presents a variety of approaches to the study of Music which directly relate to the State Standards of Music Education. It is designed to teach music literacy and music performance skills. This course engages the imagination, fosters flexible ways of thinking and problem solving, develops disciplined effort and builds self-confidence. The knowledge, skills, and attitudes attained through this program will reinforce and extend the concepts learned in both the elementary and middle school music programs.

Students will participate in weekly lessons and rehearsals, as well as have the opportunity to play in small ensembles and attend local Solo Evaluations. Lessons are the cornerstone of the

Instrumental Music program. Students are required to attend one lesson per 6-day cycle during the course of the school year. Development of the skills and concepts introduced in lessons will result in the students' readiness to participate in a performing ensemble. In lessons, students will demonstrate mastery of the following:

Tone production, Intonation, Note Accuracy, Rhythmic Accuracy, Technique, Interpretation, Idiomatic Styles, Sight Reading and basic Music Theory.

Goals & Objectives:

The goals and objectives of Akron's Music Department are to engage all students in a musical experience through the means of performing, listening, and creating. Through promoting a culture of success and personalizing learning experiences, we hope to enhance the students' ability to develop:

- The whole person
- Creativity/imagination
- Self-esteem
- Individual music skills
- Cooperative group and leadership skills
- Appreciations for diversity
- Self-discipline

We believe that music is an integral part of the human experience, evident in everyday life. The fundamental goal of our music program is to instill an enjoyment and appreciation of music that flourishes throughout a lifetime. In addition to this goal, our objective is to provide experiences that follow both the State and National Standards of Music.

New York State Standards of the Arts:

- Standard 1: Creating, performing, and participating in the Arts
 - Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- Standard 2: Knowing and Using Arts Materials and Resources
 - Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- Standard 3: Responding to and Analyzing Works of Art
 - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Standard 4: Understanding the Cultural Contributions of the Arts
 - Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

- National Standards for Music Education
- Singing, alone and with others a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Reading and notating music.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Course Title: Concert Band

Subject Area: Instrumental Music

Student Grade Level(s): 9 - 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Complete Middle School Band curriculum or proficiency on a band instrument equal to NYSSMA standards level 3.

Materials {Include title & Author of Text(s)}:

To be chosen from the level 4 – 6 concert and wind ensemble literature recommended by New York State School Music Association and as listed in the updated NYSSMA manual and from various publishers not included in the NYSSMA list.

Exercises for Ensemble Drill — Raymond C. Fussell

A series of warm up exercises, technical studies and rhythm drills for daily practice. *Symphonic Warm-ups for Band* – Claude T. Smith

A contemporary approach to the development of tone, technique and style.

Smart Music Computer Assessment

Instrument specific materials.

Time Allotment per unit:

While there are no time restrictions placed on acquiring specific music skills, it is hoped that the majority of the students will reach benchmarks of achievement by the end of each grade level. In accordance with our district’s strategic plan, music instruction is a personalized learning experience. Each musician progresses according to his/her own rate of success.

Methods of Study:

Full ensemble rehearsal-homogeneous section study-chamber music study Assessment
Plan: Instrumental group lesson
Quarterly performance evaluation

Course Title: Jazz Lab (9-12) (full year course – no credit)**Description:**

Jazz Lab is a co-curricular ensemble that meets Wednesday and Friday mornings before school each week from October through June. Advanced ensemble techniques and improvisation are learned through the study of literature from the great Big Bands and current music. The group is open to students by audition only and is limited to standard big band instrumentation one player per part.

Course Title: High School String Orchestra

Subject Area: Music

Student Grade Levels: 9-12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: This course is open to students who have successfully completed instruction at the Middle School level. All students must have finished Essential Elements Book 1 & 2, or have the permission of the director to register for this course.

Materials:

Various Orchestra Arrangements, Ensemble Repertoire, and String Solos by composers from different musical time periods
Instrument Specific Materials
Smart Music Computer Technology
Charms Music Website

Time Allotment per unit:

While there are no time restrictions placed on acquiring specific music skills, it is hoped that the majority of the students will reach benchmarks of achievement by the end of each grade level. In accordance with our district's strategic plan, music instruction is a personalized learning experience. Each musician progresses at his own rate of success. The following is a listing of anticipated exit levels of performance for each grade level.

Grade 9: 7 Major Scales (at least 1 two octaves), NYSSMA Level III Solo

Grade 10: 9 Major Scales (at least 3 two octaves), NYSSMA Level III or IV Solo
Grade 11: All 12 Major Scales (at least 5 two octaves), NYSSMA Level IV or V Solo, use of Vibrato
Grade 12: All 12 Major Scales (at least 7 two octaves), NYSSMA Level V or VI Solo, use of vibrato.

Methods of Study:

This course will be built on ensemble playing, lesson group playing, individual solo playing, written evaluations, as well as performances outside of the school day. Written assignments will reinforce musical concepts learned through a performance medium. Each semester, students will be assessed individually on an assigned piece of music.

Assessment Plan:

The final grade will be an average of the lesson grade (1/2 weight) and the rehearsal grade (1/2 weight). Infracredit and extra credit points are further explained in the Orchestra Handbook. Written workbook evaluations will be part of the student's rehearsal grade. A "playing test" will be part of student's lesson grade.

Course Title: Varsity Chorale

Subject Area: Music

Student Grade Level(s): 9-12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: This course is open to students who have participated in a curricular choral ensemble for at least 1 year during grades 6-8. Students must be able to match pitch and successfully repeat a tonal sequence of pitches.

Materials:

Various Choral Arrangements and Vocal Solos by composers from different musical time periods
Smart Music Computer Technology.

Time Allotment per Unit:

While there are no time restrictions placed on acquiring specific music skills, students are expected to reach benchmarks of achievement by the end of each grade level.

Grade 9: 95% accuracy in matching pitch and sequential melodic patterns in the range suited to the student's voice, sight-read melodies using Do, Re, Mi, Fa, Sol

Grade 10: Begin to develop vocal vibrato, sight-reading level III

Grade 11: Continue to develop control of tone and vibrato, sight-reading level IV

Grade 12: sight-reading level V. In accordance with our district's strategic plan, music instruction is a personalized learning experience. Each musician progresses at his or her own rate of success.

Methods of Study:

This course will be built on ensemble singing, individual solo singing, written evaluations, as well as performances outside of the school day. Each student will be given 1 group lesson per school cycle to focus on individual performance skills. Written assignments will reinforce musical concepts learned through a performance medium. Each semester, students will be assessed individually on an assigned piece of music.

The final grade will be an average of the lesson preparation (1/5 weight), repertoire performance assessments (1/5 weight), sight-reading assessments (1/5 weight), written assessments (1/5 weight) and attitude (1/5 weight).

Course Title: Vocal Lab

Subject Area: Music

Student Grade Level(s): 9-12

Length of Course: 40 weeks

Credit Assigned: .5 credit

Prerequisites: This course is open to students who wish to enroll in Varsity Chorale but are unable to fit it in their schedules. Students must have completed at least 1 year of chorus singing in grades 6- 12. Rehearsals will take place on Mondays during 9th period.

Materials:

Various Choral Arrangements and Vocal Solos by important composers from different musical time periods.

Smart Music Computer Technology.

Time Allotment per Unit:

While there are no time restrictions placed on acquiring specific music skills, students are expected to reach benchmarks of achievement by the end of each grade level. In accordance with our district's strategic plan, music instruction is a personalized learning experience. Each musician progresses at his or her own rate of success.

Methods of Study:

These lab lessons will be built on small ensemble singing, individual solo singing and written evaluations. Written assignments will reinforce musical concepts learned through a

performance medium. At the end of each semester, students take the Vocal Readiness Assessment to determine individual skill level and readiness for Varsity Chorale.

Assessment Plan:

The final grade will be an average of the lesson preparation (1/5 weight), repertoire performance assessments (1/5 weight), music reading assessments (1/5 weight), written assessments (1/5 weight) and attitude (1/5 weight).

SCIENCE

Course Title: AP Biology

Subject Area: Science

Student Grade Level(s): grade 11 and 12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Mastery of Regents level Living Environment Exam (85% or higher) and a course average of 90% or higher. Successful completion of Regents level Chemistry with an 80% or higher Chemistry Regents exam score. Recommendation of the most recent Science instructor. Interview with AP instructor (May/June of prior academic year).

Notes: All Advanced Placement Biology students must sit for the Advanced Placement Biology Exam in May.

Overview:

The AP Biology course has been structured to meet all of the standards required by the College Board and is based on the Understanding by Design® (Wiggins and McTighe) model. The framework of the course specifies what students must know, be able to do, and understand, with a focus on the big ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced work in STEM and life science–related majors. The big ideas serve as the foundation of the course and allow students to create meaningful connections among course concepts.

- **BIG IDEA 1: EVOLUTION** The process of evolution drives the diversity and unity of life.
- **BIG IDEA 2: ENERGETICS** Biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis.
- **BIG IDEA 3: INFORMATION STORAGE AND TRANSMISSION** Living systems store, retrieve, transmit, and respond to information essential to life processes.
- **BIG IDEA 4: SYSTEMS INTERACTIONS** Biological systems interact, and these systems and their interactions exhibit complex properties.
- The 4 Big Ideas are covered in eight units:
 - Unit 1: Chemistry of Life, Unit 2: Cell Structure and Function, Unit 3: Cellular Energetics, Unit 4: Cell Communication and Cell Cycle, Unit 5: Heredity, Unit 6: Gene Expression and Regulation, Unit 7: Natural Selection and Unit 8: Ecology.

Goals & Objectives:

Students will be prepared for a successful completion of the College Board AP Examination in May; as well as possess a strong foundation for future success in their college Biology based courses. Students must maintain a course GPA of 70% or higher to remain enrolled in the course.

Materials:

The course follows the *AP Edition Campbell Biology in focus* – 3rd Edition; Authors: Lisa Urry, Michael Cain, Steven Wasserman, Peter Minorsky Pearson Education Inc. ©2019 and *The College Board’s AP Biology Lab Manual*.

Time Allotment per unit:

Unit Name	Number of weeks per unit
Science Practices	1 week
Chemistry of Life	2 weeks
Cell Structure and Function	3 weeks
Cellular Energetics	4 weeks
Cell Communication and Cell Cycle	3 weeks
Heredity	3 weeks
Gene Expression and Regulation	4 weeks
Natural Selection	5 weeks
Ecology	4 weeks

Methods of Study:

Detailed PowerPoint presentations, which correspond to the Campbell Biology text, will be supplemented with inquiry activities, demonstrations, role-play activities, research projects, creative problem-solving activities, cooperative learning, discussion and traditional laboratory activities.

Assessment Plan:

Students will be evaluated based on quizzes, tests, activities and lab write-ups.

Course Title: AP Chemistry

Subject: Science

Grade levels: 11th and 12th grades

Length of course: 40 weeks

Credit: 1.0 credit

Prerequisites: Completion of 3 college preparatory science AND math courses; recommendation completion or concurrently taking Regents Physics; Mandatory AP exam in May.

Overview:

The study of Chemistry at the college level requires the student to develop a logical train of thought as they determine how matter interacts, what are the reasons for the various properties we observe. In addition, we will investigate how scientists use this knowledge to produce new products. The course is taught using both lecture and lab experiments. The course may result in the student earning college credit. The course is taught as a college course in which the student takes the major role in the learning experience.

Goals:

The student will understand and master the material so that they may challenge the May AP exam.

Materials:

Brown, Lemay and Burnsten *Chemistry, The Central Science*
Publisher; Prentice Hall

Time allotment (the following is meant as a guide):

Unit Name	Number of weeks per unit
Lab exercises	20 college level labs
Safety	1 day
Math and elemental identification	4 days
Atomic concepts	3 weeks
Chemical bonding	3 weeks
Phases of matter	3 weeks
Solution	3 weeks

Unit Name	Number of weeks per unit
Stoichiometry	3 weeks
Kinetics	3 weeks
Organic chemistry	2 weeks
Equilibrium	3 weeks
Acid bases	3 weeks
Nuclear	1 week
Electrochemistry	3 weeks
Descriptive chemistry	3 weeks

Methods of study:

The traditional methods of study supplemented by investigative labs. Exams given at the end of every unit some maybe take home.

Assessments:

The following is meant as a guide:

3 exams /quarter 85%

Lab exercises 15%

Course Title: AP Environmental Science

Subject Area: Science

Student Grade Level(s): 11-12

Length of Course: 40 weeks (AP exam in May)

Credit Assigned: 1.0 credit

Prerequisites: APES is open to students who have achieved mastery (85% or better) on the NYS Regents Exams in Earth Science and Living Environment. The student must have passed the NYS Regents exam in Chemistry (or be concurrently enrolled in Chemistry, but then must have AP instructor permission). Due to the quantitative analysis required in the course, students should also have achieved mastery in algebra. **Mandatory AP exam in May.**

Overview:

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Goals & Objectives:

There are two main objectives of this course. First students will become familiar with the scientific workings of the environment and its processes. This course will be taught using rigorous scientific principles and data. Second, students will become very knowledgeable about the environment of Akron, Western New York, the United States, and the World. This interdisciplinary college level course includes elements of biology, chemistry, the earth sciences, statistics, and economics, among others. It will include assigned readings, classroom lecture and discussion, outside research, and a lab

Materials:

Environmental Science for the AP, 4th Edition, Frieland.: In House Lab Manual

Topics of Study:

Units	Exam Weighting
Unit 1: The Living World: Ecosystems	6–8%
Unit 2: The Living World: Biodiversity	6–8%
Unit 3: Populations	10–15%
Unit 4: Earth Systems and Resources	10–15%
Unit 5: Land and Water Use	10–15%
Unit 6: Energy Resources and Consumption	10–15%
Unit 7: Atmospheric Pollution	7–10%
Unit 8: Aquatic and Terrestrial Pollution	7–10%
Unit 9: Global Change	15–20%

Methods of Study:

- Notes via lecture
- Hands on labs
- Field studies
- Course Title: AP Physics 1/Honors Regents Physics
- Subject Area: Science
- Student Grade Level(s): 12th grade and advanced 11th graders
- Length of Course: Full year
- Credit Assigned: 1.0 credit
- Prerequisites: Algebra 1R (preferably at mastery level) or permission of instructor.
- Pre/Co-requisites: Algebra 2/Trigonometry

Mandatory AP exam in May.

Overview: AP Physics 1 focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the science. In addition to topics covered in Regents Physics, students will also study rotational motion, angular momentum, and simple harmonic motion. A minimum of 25% of instructional time will be spent engaged in laboratory investigations to demonstrate foundational principles of physics. Students enrolled in this course will complete requirements for both the AP Physics 1 exam in May and Regents Physics exam in June. No prior physics experience is assumed/required. Mathematical proficiency in techniques of algebra and simple trigonometry are expected of all enrolled students.

Course Objectives: AP Physics 1 is an algebra-based, introductory college-level physics course covering the first semester of college physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Electric charge and electric force, DC circuits, and mechanical waves and sound/light are covered at the Regents Level.

Course Materials:

Textbook: Physics for Scientists and Engineers: A Strategic Approach (2nd edition)

AP Physics 1 workbook

Rulers, Protractors, scientific calculator

Assessments:

Unit tests (both multiple choice and free response) approximately every 2-3 weeks

Lab activities (every 1-2 weeks)

Physics Concept builders/HW (2-3x per week)

Course Title: Anatomy & Physiology I & II

Subject Area: Science

Student Grade Level(s): 11th – 12th grade

Length of Course: 2 semesters

Credit Assigned: 0.5 credit each

Prerequisite: Successful completion of Regents level Living Environment and a second Regents level science course (Earth Science, Chemistry or Physics).

Prerequisite/co-requisite: If student is not enrolled in or has not completed Regents Chemistry and/or Regents Physics, must have approval for enrollment from Anatomy teacher.

Overview:

This course provides a comprehensive study of the anatomy and physiology of the human body. This level of study will require students to understand and apply scientific concepts, principles, and theories as they pertain to the human body. This course is designed for college preparation, especially for biology and health career majors. Dissection of a cat and other appropriate organs are an integral part of the course and they will complement the course work. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

Course Objectives:

Upon the successful completion of this course, students will be able to:

- Explain how anatomy and physiology are related.
- Name the levels of structural organization that make up the human body and explain how they are related.
- Name the organ systems of the body and briefly state the major functions of each system.
- Explain the anatomical structure and location of all organs in each system.
- Define homeostasis and explain its importance.
- Use proper anatomical terminology to describe body direction, surfaces and body planes.
- Name the four major tissue types and explain how they differ structurally and functionally.
- Identify the subdivisions of the skeleton as axial or appendicular.
- Name the four main kinds of bones.
- Compare and contrast the structure and function of the three types of muscle tissue and where they are located in the body.
- Identify and indicate the functions of the major regions of the cerebral hemispheres, diencephalon, brain stem, and cerebellum on a human brain model or diagram.
- Compare pulmonary and systemic circuits.
- Describe the various body defenses.
- Describe the developmental aspects of all the body systems.
- Explain common diseases that affect the body systems

Course Materials:

Textbook: *Essentials of Human Anatomy & Physiology 9th edition* by Elaine N. Marieb

Workbook: *Anatomy & Physiology Coloring Workbook*

Assessments:

Multiple assessment methods will be utilized which include homework, quizzes, tests, case study investigations, student projects, research projects and laboratory assignments.

Course Title: Animal Behavior Course

Subject Area: Science

Student Grade Level(s): 10th- 12th grade

Length of Course: Half-year course

Credit Assigned: 0.5 credit

Prerequisite: Successful completion of Regents level Living Environment and a second Regents level science course (Earth Science, Chemistry or Physics).

Prerequisite/co-requisite: If student is not enrolled in or has not completed Regents Chemistry and/or Regents Physics, student must have approval for enrollment from the Animal Behavior teacher.

Overview:

Animals have patterns of behavior that help them survive and reproduce. Some of these behavior patterns are inherited and some are learned. You will recognize that humans, like other animals, have both types of behavior, and that these behavior patterns enable you to survive as well.

Goals & Objectives:

- This course provides an introduction to the various types of behaviors animals can exhibit. Students will learn the adaptive value to these behaviors. We will learn about specific companion animals and the behaviors they exhibit both in nature and in the presence of humans.
- Students are expected to take notes during lecture, complete homework and laboratory experiments on time. Students can expect to take several assessments such as quizzes and tests as well as successfully complete a behavior observation project. The final exam will be 20% of the overall grade for the course.

Course Title: Astronomy

Subject Area: Science

Student Grade Level(s): 11th - 12th grade

Length of Course: 1 year

Credit Assigned: 1.0 credit

Prerequisite: Successful completion of physical science course (Earth Science Prep, Regents Earth Science, Chemistry, or Physics) and Algebra.

Overview:

Astronomy is an elective course which provides a broad survey of the field of astronomy. Students are expected to take an active role during class time. The course is designed to have a minimum of mathematical investigation and to be accessible to a diverse population. This course is easily differentiated for students with a variety of educational needs. Students will experience lecture-tutorials, peer-instruction, and other learner-centered models during both class and lab time.

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. Cultural history and relevance is emphasized in the sections on observational astronomy and astronomy and society.

Goals & Objectives:

Successful completion of the course and complete final project or final exam.

Materials:

Course materials are provided by the teacher.

Units of Study:

Topic 1 Studying Space

Topic 2 Stars, Galaxies, and The Universe

Topic 3 Formation of the Solar System

Topic 4 A Family of Planets

Topic 5 Exploring Space

Method of Study:

Lecture, Problem solving tasks, inquiry activities, computer tutorials, data analysis, cooperative learning, and engineering challenge tasks.

Assessments:

Tests, quizzes, projects, labs, class participation

Course Title: Biology

Subject Area: Science

Student Grade Level(s): 9th grade Length of Course: 40 weeks Credit Assigned: 1.0 credit

Prerequisites: Successful completion of 8th grade science.

Overview:

The Life Science: Biology course is based on the New York State Science Learning Standards, which in turn, are based on the national Next Generation Science Standards. It is a comprehensive course that is designed to give students a broad, in-depth background in a diversity of Biology concepts. The course will utilize the three-dimensional model of Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts. The course will use phenomena, story lines, and hands-on activities and labs to model science concepts and to problem solve.

The course will focus on topics related to:

- Structure and Function
- Matter and Energy in Organisms and Ecosystems
- Interdependent Relationships in Ecosystems
- Inheritance and Variation of Traits
- Natural Selection and Evolution

Students will also use the knowledge and skills of Engineering Design to problem solve. Students will also be encouraged to make connections between the Biology concepts they are learning and real-world applications. The course will have the NYS required 1200 minutes of lab experiences, which will include the three new state Science Investigations. Life Science: Biology is a full year, one-credit course, that culminates in students taking the new Life Science: Biology Regents Exam.

****Please note: The successful completion of the *three* NYSED required investigations is required to sit for the Regents Exam.**

Course Title: Chemistry

Subject: Science

Grade Levels: 10th-12th graders or departmental permission

Length of Course: 40 weeks

Credit: 1.0 credit

Prerequisites: Completion of minimum of 1 Regents level science AND co-registration in geometry.

Overview:

The study of Chemistry at a college preparatory level requires the student to develop a logical train of thought as they determine how matter interacts, what are the reasons for the various properties we observe. In addition, we will investigate how scientists use this knowledge to

produce new products. The course is taught using both lecture and lab experiments. A full year chemistry course should be considered a requirement for any student considering continued education/career advancement in the following fields: Science, Engineering, Medical fields, nutrition, geology, environmental fields, or pharmacy.

Goals & Objectives:

The student will understand and master the material required to pass the NYS Regents Exam.

Materials:

Chemistry Connections to our Changing World, authors Lemay, Beall, Robblee and Brower, publisher Prentice Hall

Physical Setting Chemistry, author Patrick Kavanah, publisher Prentice Hall

Time Allotment (the following is meant as a guide):

Unit Name	Number of Weeks per Unit
Lab Exercises	1750 minutes
Safety	1 week
Math and Lab Skills	2 weeks
Atomic Concepts	4 weeks
Periodic Table	3 weeks
Moles & Stoichiometry	4 weeks
Chemical Bonding	3 weeks
Physical Behavior	3 weeks
Kinetics	3 weeks
Organic Chemistry	3 weeks
Redox	4 weeks
Acid Bases	4 weeks
Nuclear-	3 weeks

Methods of Study:

The traditional methods of study supplemented by investigative labs.

Assessments:

The following is meant as a guide:

- 3 exams /quarter 60%
- Lab exercises 20%
- Homework: 20%

Course Title: Regents Earth & Space Science (ESS)

Subject Area: Science

Student Grade Level(s): 10 (Exceptions are accelerated students.)

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Overview:

During the course of the year, students will be studying various aspects of Earth Science in accordance with New York State's Science Learning Standards. Throughout this course, we will be exploring a wide variety of topics including Geology, Astronomy, and Meteorology.

Goals & Objectives:

Satisfactory completion of the course and passing the NYS Regents Exam.

Units of Study:

Space Systems
History of the Earth
Earth Systems
Weather and Climate
Human Sustainability

Methods of Study:

Class lecture, chapter quizzes, unit tests, and laboratory experiences (min 1200 minutes & 3 required state labs).

Regent's exam in June.

Course Title: Food Science

Course Title: Food Science: Foundations & Nutrition

Subject Area: Family & Consumer Sciences / Science-Integrated CTE

Student Grade Levels: 10–12

Length of Course: 20 weeks (1 semester)

Credit: 0.5 credit (CTE credit pending certification and district approval)

Prerequisite: 1 year of high school Biology or Chemistry – Required

Goals & Objectives

- Practice kitchen and food safety, sanitation, and temperature control while executing cooking labs.
- Investigate the chemical and biological makeup of foods (carbohydrates, proteins, lipids; enzymes; colloids/emulsions).
- Analyze the relationship between nutrition and chronic illnesses (diabetes, heart disease, obesity) and design appropriate meal strategies.
- Explain how metabolism and energy balance influence food choices and performance.
- Apply sensory evaluation and quality analysis to compare products and interpret data.
- Explore careers across nutrition, food safety, culinary arts, and food technology.
- Complete a Mini-Capstone: Scientific Cooking Challenge (student-choice inquiry project).

Units (Subject to change)

- Introduction to Food Science & Kitchen Safety
- Chemistry & Biology of Food
- Food Packaging & Preservation
- Nutrition & Chronic Illness Management
- Metabolism & Food Choices
- Sensory Evaluation & Food Quality (*optional but recommended*)
- Careers in Food Science
- Mini-Capstone: Scientific Cooking Challenge

Materials & Technology:

Hardware & Tools: Stove/Range, hot plate, air fryer, cutting boards/knives, pots/pans/sheet trays, digital scales, measuring tools, small appliances as available.

Common Food Items: Eggs, pasta/rice, oils/emulsifiers, fruits/vegetables, pantry staples.

Software & Platforms: Google Workspace (Docs/Sheets/Slides), Canva, Schoology; virtual lab simulations.

Methods of Study

Hands-on labs with stove-based techniques that foreground scientific concepts; flexible, cooperative learning groups; structured lab roles; claim-evidence-reasoning write-ups; reflection. The course blends biology, chemistry, nutrition, and design.

Assessment

Students are evaluated through a combination of safety and sanitation practices, hands-on lab participation, practical skill demonstrations, projects and capstone experiences, quizzes, reflections, and worksheets. Emphasis is placed on applying scientific concepts during cooking experiments, engaging in collaborative projects, and demonstrating understanding through both performance and written work.

Course Title: General Science

Subject Area: Science

Student Grade Level(s): 10th Grade

Length of Course: 40 weeks

Credit Assigned: 1.0 science credit

Prerequisites: Successful completion of Regents Living Environment

Overview:

This course is designed for students who struggled with Living Environment or need a slower pace. This course is an Earth Science based course which will prepare students to take Regents Earth Science the following year. Throughout this course we will be exploring a wide variety of topics including Geology, Astronomy and Meteorology.

Goals & Objectives:

Satisfactory completion of the course and pass a final exam

Materials:

Earth and Space iScience

Earth Science Reference Tables Workbook

Units of Study:

- Intro to Earth Science
- Rocks and Minerals
- Weathering and Erosion

- Plate Tectonics
- Geologic History
- Meteorology
- Astronomy

Methods of Study:

Various methods of study will be used such as lecture, hands-on activities, laboratory experiments, and some on-line activities.

Assessment Plan:

Various forms of assessments are used throughout the course such as, homework, quizzes, tests, debates, role-play assignments, student projects and demonstration of skills.

Course Title: Food Science: Global Cuisine & Culinary Design

Subject Area: Family & Consumer Sciences / Science-Integrated CTE

Student Grade Levels: 10–12

Length of Course: 20 weeks (1 semester)

Credit: 0.5 credit (CTE credit pending certification and district approval)

Prerequisite: 1 year of high school Biology or Chemistry – Required
 Recommended but not required: Food Science: Foundations & Nutrition

Goals & Objectives

- Execute culinary techniques and evaluate outcomes using sensory criteria.
- Investigate cultural cuisines, ingredients, and sustainability within global food systems.
- Apply food presentation & styling (color, height, texture contrast, garnishing, photography).
- Explore food technology & innovation (preservation, packaging, product improvement).
- Communicate research and culinary decisions in a Global Food Showcase.

Units (Subject to change)

- Kitchen Safety Refresher & Advanced Food Safety
- Cultural Cuisine & Global Food Systems
- Culinary Skills & Techniques
- Food Presentation & Styling
- Food Technology & Innovation
- Experiential Lab / Restaurant Simulation
- Capstone (B): Global Food Showcase

Materials & Technology

Hardware & Tools: Stove/Range, oven, hot plate, air fryer, sheet pans, sauté pans, stockpots, chef's knives, cutting boards, thermometers, timers, cooling racks, basic baking equipment.

Software & Platforms: Google Workspace (Docs/Sheets/Slides), Canva, Schoology; optional menu-costing spreadsheets; simple food photography setup

Methods of Study

Technique-forward cooking labs with scaffolded practice, cultural research integrated with hands-on application and sensory evaluation; iteration cycles for product improvement and plating refinement.

Assessment

Students are assessed through hands-on cooking labs and participation, practical skill demonstrations, projects such as the Global Food Showcase, and other creative challenges. Additional measures include short quizzes, reflections on culinary techniques and cultural research, and worksheets that reinforce key concepts. Emphasis is placed on applying skills in real cooking scenarios, collaborating effectively, and presenting work in both written and visual formats.

Course Structure & Enrollment Options

Food Science: Foundations & Nutrition and Food Science: Global Cuisine & Culinary Design are stand-alone semester courses. Students may take either course individually or enroll in both consecutively for a full-year experience. Sequence is flexible; Foundations is recommended before Global Cuisine. Completing both provides a complete pathway from the science of food and nutrition to advanced culinary technique and global food systems, with two distinct capstones.

Course Title: Physical Science

Subject Area: Science

Student Grade Levels: 11th and 12th graders

Length of Course: 40 Weeks

Credit: 1.0 credit

Prerequisites: Two (2) Laboratory Course credits, plus Algebra

Overview: This course introduces the general principles of physics and chemistry. Topics will include measurement, motion, Newton's laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound light, electricity, magnetism, and chemical principles.

This course is for the average student whose interests and goals may be different from those who take Regents Physics and/or Regents Chemistry courses. Extensive lab work, student-centered activities, real life applications, utilizing the scientific method and the process of science will be the focus throughout the course. Chemistry is the focus for the first half of the year with an emphasis on Physics during the second half of the year.

Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced in the real world.

Major topics covered in this course are:

- Measurement
- Classification and Separation of Mixtures
- Atomic Structure and the Periodic Table
- Chemical and Physical Properties
- Chemical Reactions
- Heat and Thermodynamics
- Energy and Alternative Technologies
- Electricity and Magnetism
- Waves: Sound, Light and Optics
- Forces and Projectiles

Assessments:

Multiple assessment methods will be utilized which include homework, quizzes, tests, case study investigations, student projects, research projects and laboratory assignments

Course Title: Physics

Subject Area: Science

Student Grade Level(s): 12th grade and advanced 11th graders

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Successful completion of two years of college prep math (Mastery on Algebra exam highly recommended) and concurrent registration in Algebra 2/Trigonometry. Successful completion of one other Regent's level science course. Chemistry is NOT a prerequisite to taking and being successful in Regents Physics.

Overview:

The study of Physics at a college preparatory level requires students to develop an understanding of the physical world. Students use data collection, algebra, and logic to analyze

physical systems in mechanics, electricity, and light waves. In addition, the standard model of matter (quarks) is investigated to understand modern research aims of particle physics. A full year physics course should be considered a requirement for any student considering continued education/career advancement in the following fields: Science, Engineering, Medical fields, nanotechnology, optics, physical therapy, technical writing, computer science, or astronomy.

Goals & Objectives:

The student will understand and master the material required to pass the NYS Regents Exam in Physics.

Materials:

Physics: Principles and Problems, Zitewitz, Paul, Glencoe/McGraw-Hill, 1999

Brief Review for New York, Physics: The Physical Setting, Cook, Bernadine, Prentice Hall, 2006

Time Allotment per unit (the following is meant as a guide):

Unit Name	Number of weeks per unit
Lab Minutes	1750 minutes
Kinematics: descriptions of motion	5 weeks
Vectors and Projectiles	3 weeks
Newton’s laws: Forces, momentum, equilibrium	5 weeks
Energy: forms of energy and its conservation	4 weeks
Static Electricity: Static charges, polarization, voltage, capacitance	4 weeks
Current Electricity: Ohm’s law, Series and Parallel circuits	4 weeks
Waves, Sound, & Light: Music, colors, interference, refraction	6 weeks
Modern Physics: Quarks, dual nature of light, and atomic models	4 weeks

Methods of Study:

Lecture, Problem solving tasks, inquiry activities, computer tutorials, use of science probe ware, data analysis, cooperative learning, and engineering challenge tasks.

Assessment Plan:

Tests, quizzes, and projects (50%)

Homework (20%)

Lab Activities (20%)

Class Participation/Teacher Evaluation (10%)

Course Title: Zoology Course

Subject Area: Science

Student Grade Level(s): 10th- 12th grade

Length of Course: Half-year course

Credit Assigned: 0.5 credit

Prerequisite: Successful completion of Regents level Living Environment and a second Regents level science course (Earth Science, Chemistry or Physics).

Prerequisite/co-requisite: If student is not enrolled in or has not completed Regents Chemistry and/or Regents Physics, must have approval for enrollment from Zoology teacher.

Overview:

Students will survey the animal kingdom with an emphasis on diversity, anatomy, evolutionary relationships, functional adaptations, and environmental relationships.

Goals & Objectives:

This course provides a hands-on way to learn about the wonderful world of animals. In this class, you will study the classification system called Taxonomy. Then you will move through the taxa starting with Porifera in the Kingdom Animalia. In Animalia, you will study all the major Invertebrate and Vertebrate phyla including Chordata (vertebrate animals), Mollusca (clams, octopus, snails, squid), Platyminthes (flat worms like planarian), Nematodes (round worms such as pinworms and hookworms), Cnidarians (jellyfish and corals), Porifera (sponges) and others.

After studying each phylum with class notes and diagrams, you then dissect one or more animals from that phylum. Dissections include sharks, frogs, grasshoppers, squid, clams, earthworms, rats, perch, sparrows, crayfish, and fetal pigs.

Students are expected to complete coloring book reading assignments and dissections on time. Grades are based on lab dissections, multiple tests including a midterm and final exam (20% of overall grade).

SOCIAL STUDIES

The following criteria will be used for placement into Honors and/or AP Social Studies:

- Recommendation of Teacher
- Course average of 88 or higher
- Final exam grade of 85 or higher

Course Title: Advanced Placement United States History, (A.P.U.S.H.)

Subject Area: Social Studies

Student Grade Level(s): 11th and 12th grade

Length of Course: 40 weeks

Credit Assigned: 1.0 credit*

Prerequisites: Completion of Global Studies and recommendations and approval from the student's Global Studies instructor, guidance counselor, and the A.P. instructor.

Mandatory AP exam in May, Regent's exam in June. An AP examination is required for this course. Students may choose to take the course for college credit. The cost of this college course is approximately \$300 plus a \$25 non-refundable registration fee and three college credits will be awarded by Niagara University (His 104). Students may also be eligible for a fee waiver. Please contact student support for more information.

Overview:

This course both meets the New York State Board of Regents requirement for United States History and is approved by the College Board for the study of Advanced Placement United States History. This course covers United States History from pre-colonial times to the present.

*This course is assigned 1.0 credit for Akron, but may additionally be taken for 3 hours of transferable credit to Hilbert College for students in grades 11 and 12.

Goals & Objectives:

This course breaks American history down to eight sequential units. Each unit is built around the four historical thinking skills: Chronological Reasoning, Comparison and Contextualization, Crafting historical arguments from historical evidence, and Historical interpretation and

synthesis. These skills are used to examine the eight historical periods based on seven different thematic learning objectives: American Identity, Work exchange and technology in America, the peopling of America, Politics and power, America in the world, Environment & geography-(physical and human), in America, and Ideas beliefs and culture.

Materials:

The primary textbook is *The American Pageant*, 13th Ed. Bailey. Cohen and Kennedy. Houghton Mifflin, New York, 2006.

A review book will be determined by the choice of the students

NOTE: The use of these resources is augmented by a large variety of historical readings and opinions.

Time Allotment per unit:

The eight units are broken down into forty-two plus chapters. The AP Exam is usually given in the first or second week in May, six weeks before the New York State Regents exam. Therefore, the first unit is completed over the summer, attendance is mandatory, but scheduling is flexible. Each of the remaining units is covered in roughly four to five weeks. The remaining two weeks are review and preparation for the A.P. examination. Additional review may take place outside of the regular class day. After completion of the A.P exam, a final unit on Constitution and law is studied in preparation for the Regents Examination.

Methods of Study:

ABCD Approach

The Syllabus will be taught using the following ABCD pattern. This schedule is independent of the school week. This four-day pattern assures all students will know what will transpire that day and the next. A sample of the four-day sequence is outlined below.

Day A: is typically a formal lecture on a specific chapter[s]. Day B: is a short multiple-choice exam based on old AP questions. All text reading should be complete before class. Students will complete chapter questions before class. Students have the option to submit extra credit outlines. All tests are as review and instructional material. Day C: The purpose of this day is to develop historical skills such as historical reading, MLA writing/research, note-taking techniques, research skills, study skills such as test preparation, etc. Day D: Is devoted to critical issues in a seminar format. All interpretive reading should be completed before class. The seminar is an interactive format where students “debate” a historic issue based on primary and secondary sources. These are also built around the historic thinking skills

Assessment Plan:

Student assessment will be based on the completion of: Two major research projects, Rigorous chapter tests, thematic essays, Document based essay, and a variety of homework assignments.

Course Title: Current Issues in America

Overview:

This is a course that will introduce students to a mix of current events, politics, economics, sociology, psychology, history, health, technology, professional sports, and other cultural issues that are in the news and/or in some way is affecting America.

Some Goals and Objectives:

This course will try to provide opportunities for students to learn about events/issues that (a) might not be covered in their classes, (b) are not covered in depth in other classes, or (c) may be covered from different perspectives than what they learned about in other classes.

Materials:

- Current events articles
- Documentaries
- News clips

Methods of Study:

This course is reading-intensive and students will be challenged to use their skills involving interpretation of material, analysis, problem solving, and other life skills.

Assessments:

HW Questions based on assigned articles, news clips, and documentaries
Short quizzes at the end of each unit based on the assigned work

Course Title: Economics

Subject Area: Social Studies

Student Grade Level(s): 12

Length of Course: 20 Weeks

Credit Assigned: 0.5 credit

Prerequisites: Successful completion of Global Studies 9 & 10 and US History

Overview:

According to the New York State Education Departments Economics Curriculum Guide, “Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets.

Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to the government to address these challenges.”

Goals & Objectives:

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision-making, and the interdependence of economies and economic systems throughout the world.

Themes:

Based on the NYS Social Studies Framework and Curriculum, the following themes will be presented in various units over the semester course.

INDIVIDUAL RESPONSIBILITY AND THE ECONOMY

INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS

THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY

THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY

Methods of Study:

This course will be built on student reading, case study activities, teacher overview lectures, student individual and small group presentations, as well as individual research projects.

Written assignments will be used to assess student learning and to broaden their understanding of economic concepts.

Assessment Plan:

Daily class participation/punctual preparations

Written Assignments

Notes and Record Keeping

Unit Tests and or quizzes

Possible Individual written project

Possible Final Exam or Final project which may include objective questions in a multiple-choice format as well as a written response section that assesses student understanding of economic concepts.

Course Title: Global History and Geography 9

Global History and Geography 9 Honors

Subject Area: Social Studies

Student Grade Level(s): 9 and 9 Honors

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Teacher recommendation for Global 9 Honors

Overview:

Global History and Geography 9 is the prerequisite to global 10 culminating in a Regents examination at the end of 10th grade testing historical thinking skills and content from Global 10. In this course, students will learn about the history and culture of our world beginning from ancient times through the age of exploration and colonization (approximately 1600 AD). Students will also learn to use historical thinking skills and prepare for the Global 10 Regents examination.

Goals & Objectives:

- Students will develop historical analysis skills through the investigation of competing interpretations of historical periods.
- Students will be prepared for the Global 10 regents examination including but not limited to practice of stimulus based multiple choice questions, document analysis with part 2 questions and the enduring issues essay task.
- Students will examine geographical themes of the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
- Students will learn the locations and significance of key geographical features, understand the impact of natural resources on the development of a regions, the forces of cooperation and conflict among people influence the division and control of the Earth's surface, explain how technological change affects people, places, and regions.
- Students will utilize critical thinking skills in the study of economic concepts, economic decision-making and interdependence of economic systems.
- Students will examine specific economic systems of various cultures and periods, such as mercantilism, and the impact those systems had and continue to have on the course of history.
- Students will examine and understand the purposes of government, varying political systems around the world, concepts of power, authority and law.

➤ Students will examine cultures and civilizations with a focus on their political systems such as monarchy, democracy, oligarchy, aristocracy tyranny or dictatorships (i.e., Athens, Roman Empire, The Middle Ages, etc.).

Materials (Include title & Author of Text{s}):

Ancient World History, McDougal Littell
Course materials located in Schoology

Methods of Study:

This course will be facilitated using a variety of instructional techniques, such as the Socratic Method, lecture, small group work, station activities, student-driven instruction, etc. Discussion and written work will be aimed at understanding key historical concepts that are seen repeatedly throughout history. In addition, written work will require students to 1) express their understanding of the larger historical concepts and 2) be able to weave relevant historical details to further enrich their writing.

Assessment Plan:

Daily participation
Homework assignments
Quizzes
Unit tests
Essay tasks
Final exam (modeled after the Regents exam in Global History and Geography 10)

**Course Title: Global History and Geography 10 R
Global History and Geography 10 Honors ***

Overview:

This course is mandated by the New York State Board of Regents. It picks up time-wise where Global 9 should leave off (the 1600s). Some of the major topics/units covered include The Enlightenment, Revolutions in France and Latin America, the Agricultural and Industrial Revolutions, Nationalism, Imperialism, the rise of communism, the fall of communism, World Wars 1 and 2, and a few others. Within those units various economic, social, and political science topics, as well as current events, will be covered. Primary source documents will be included throughout the year on some HW assignments, unit tests, some vocab quizzes, and during the review period to prepare for the Enduring Issues Essay. (*Global 10 HONORS has Primary Source document packets for most units.) Review for the June Regents will occur in-class. All students will be required to take and pass the Global 10 Regents exam. Tests comprise 55% of the grade, followed by weekly vocab quizzes comprising 35% of the grade,

and lastly homework assignments make up 10% of the grade. As always, attendance is important.

Some Goals and Objectives for All Students:

- Learning how to evaluate and analyze historical documents and reading passages.
- Improving essay-writing skills.
- Improving critical thinking skills.
- Expanding their knowledge of content-based vocabulary.
- Improving an ability to compare and contrast events, historical figures, motives, causes/effects, similarities/differences of those events and historical figures.
- Developing a better understanding of economic, social, and political systems of societies past and present.

Materials:

World History (The Modern Era) Interactive; Ellis and Esler; Savvas Learning Company 2022

Methods of Study:

This course is rigorous and pushes students into higher-level thinking and challenging forms of assessment. Unit Tests and Quizzes are fill-ins only – no multiple choice, word banks, or open-book/note assessments (unless modified by Special Education teachers). Various document exercises to help prepare for the Enduring Issue Essay will be done during the year, with a heavier focus in the last quarter. Notes will be hand-written by students which will be the basis for the unit tests throughout the year.

Course Title: Native American Studies (through media)

Core Area: Social Studies

Student Grade Level: Grade 11 - 12

Academic level: Average

Length of Course: 20 weeks

Credit Assigned: 0.5

Prerequisite: None.

Overview:

Using Native Americans as a focus group, students will explore films portraying various time periods, from pre-European contact to present day issues and concerns within Native American communities. A variety of media will be using including documentaries, interviews,

independent films, as well as Hollywood productions.

Goals and Objectives:

The course is designed for students to develop an understanding of Native American communities from across the North America. The course will explore cultural nuances, history and contemporary perceptions of Native peoples. The students will better understand and reflect on historical abuses and misconceptions associated with Native American communities.

Materials:

All materials will be provided by the teacher.

Methods of Study:

The students will viewing documentaries films and other forms of media throughout the course. Students will be asked to reflect and evaluate various topics of historical events that pertain to Native American people in each film. Four current event assignments will be completed throughout the course. At the end of the course students will be asked to choose a topic that is important to Native American people and make a short film about that topic as their final course project.

Assessment Plan:

Four current event assignments

Tests/Reflection assignments per film

Participation assignment per film

Movie Final Project at the end of the marking period/semester

Course Title: Participation in Government

Subject Area: Social Studies

Student Grade Level(s): grade 12

Length of Course: 20 weeks

Credit Assigned: .5 credit

Prerequisites: Successful completion of Global Studies 9 & 10 and US History

Overview:

The objective of this course is to provide students with opportunities to unpack the many functions of government as they analyze their roles as active participants in a diverse society. It provides insight as to the rights and duties we have as citizens, as well as the function of government and the impact that this function has on our lives. Through in-class and community-based activities, we will explore the role of media, the three branches of

government, the electoral process, public policies, etc. Bodies of government exist at multiple levels within our society: locally, within indigenous nations, state, and federal. Upon entering grade 12, it is important that students develop a thorough understanding of how these numerous government bodies are meant to work for us. This is fostered through student debate, discussion, examination of primary and secondary sources, and analysis of resources related to the individual experience and to the experiences of communities at differing scales. These systems have been established to work for our collective interest, and we as citizens need to apply knowledge and education in order to make educated and responsible decisions that benefit our society.

Themes:

Foundations of the Democratic Process

American Democracy

Media

Information Consumption

Bias

National Security

Ethics

Law

Diplomacy

Foreign Policy

Judicial System and Justice

The Constitution of the United States

Debate

Conflict

Nationalism

Public Policy

Citizenship

Methods of Study:

Facilitation of the course will require students to be present, active participants in lessons and activities throughout the course. The curriculum utilizes lecture, discussion, debate, collaborative enrichment activities, research-based extended responses, and summative assessments

Assessments:

- Current Event Analysis
- Primary Source Analysis
- Unit Exams
- Final Exam

Course Title: Psychology

Core Area: Social Studies

Student Grade Level: Grades 11 & 12 Elective

Academic level: Average

Length of Course: 20 weeks

Credit Assigned: 0.5*

Dual Enrollment with Hilbert College

Overview:

- Psychology is a semester course offered as an elective at Akron High School. It is a great precursor for those wishing to take a course in college on abnormal psychology or psychology in general.
- Psychology focuses on human behavior and possible motivations behind it using both current and past events. The course will introduce students to a wide variety of topics within the field of Psychology through engaging classroom discussions, readings that discuss research-based evidence gathered from case studies and experiments, and experiential learning. As a dual enrollment course with Hilbert College, students will be held to collegiate expectations.
- *This course is assigned 0.5 credit for Akron, but may additionally be taken for 3 hours of transferable credit to Hilbert Colleges for students in grades 11 and 12.

Goals/Objectives:

Students will be expected to engage in frequent circle discussions that create a forum of debate and discussion around major topics within the field of Psychology. The major themes of study will alter for each semester course, and not all topics will be covered during each session. The foundation of these discussions will be articles, theories, or experiments based on research and accepted theories within Psychology. Additionally, students will be able to articulate the cornerstones of major themes in the field of psychology while also explaining the variety of perspectives on those certain topics. Finally, students will engage in critical and abstract thinking in order to apply theories, concepts and perspectives to real world situations.

Major Themes of Study:

- Consciousness
- Relationships, Dating, and Cheating
- Stereotypes and Racism
- Hoarders
- Substance Abuse Interventions
- Ethics
- Psychological Disorders

- Cults
- Career Fields in Psychology
- Contemporary Perspectives on Psychology
- Consciousness, Sensation and Perception
- Learning and Cognition
- Human Development
- Personality
- Psychological Disorders
- Social Behavior and Social Psychology

Course Procedures:

- Students are expected to attend all classes with required materials- notebook and writing utensils, as well as any materials specified in the course syllabus for project work.
- Students will receive a syllabus.
- Students will receive rubrics for each project or activity.
- Students are expected to be prepared for class, whether through reading documents, completing homework, or reviewing course material.

Assessment Plan:

- Daily class participation
- Written assignments
- Chapter Tests/projects
- End of the Semester project or final assessment

Course Title: US History and Government

Subject Area: Social Studies

Student Grade Level(s): 11

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisites: Global History and Geography 9 and Global History and Geography 10

Overview:

United States History and Government is a New York State required course. United States history encompasses the development of America through social, economic, and political lenses from pre-Columbian to present day time periods. We will discuss the cultural progression of early American history to the modern-day United States and compare it to current and relevant

events. It is important for students to understand and scaffold their knowledge of American history to prepare them to be productive citizens within society. Some of this knowledge will be built through discussion-based learning of the foundations of government and Supreme Court decisions. This is a Regents course, which means that each student will be tested through a New York State Sanctioned Regents Examination at the end of the school year.

Goals & Objectives:

Students will be able to understand their role as citizens as we discuss the development, structure and function of the American government.

Students will learn how to analyze the progression of American history through reading historical based documents.

Students will engage in historical based discussions to expand their understanding of the course and its relativity to current events.

This core curriculum lists examples that describe how individuals and groups throughout history have challenged and influenced public policy and constitutional change. These examples and this course of study should help students understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference.

Students will be able to make educated decisions within society due to the understanding of media and the potential bias that it can hold.

Materials:

The Americans, McDougal-Littell

Major Themes of Study

- Change
- Citizenship
- Constitutional Principles
- Culture and Intellectual Life
- Diversity
- Economic Systems
- Environment
- Factors of Production
- Foreign Policy
- Government
- Immigration and Migration
- Reform Movements
- Presidential Decisions and Actions
- Social Structures

Since this curriculum emphasizes government and basic constitutional principles, students should understand the importance of key United States Supreme Court decisions.

Methods of Study:

This course will be facilitated using a variety of instructional techniques, such as the lecture, small group work, station activities, etc. Discussion and written work will be aimed at understanding key historical concepts that are seen repeatedly throughout history. In addition, written work will require students to 1) express their understanding of the larger historical concepts and 2) be able to weave relevant historical details to further enrich their writing.

Course Procedures:

- Students are expected to attend all classes
- Students are expected to be ready for each class by bringing required materials- notebook, writing utensils, as well as their charged Chromebook
- Students will receive a syllabus/outline that lists what is required of them and the breakdown of the course

Assessment will consist of some or all of the following:

- Daily participation
- Unit tests
- Writing workshops
- Possible Mid-term exam

TECHNOLOGY

Course Title: Basic Electricity and Electronics

Subject Area: Technology Education

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credits

Prerequisites: 1 year of HS Science – **Required;** Drawing & Design for Production - Recommended

Overview:

This course will give the student a general review of the field of electricity. It will include all aspects of direct and alternative current: the concepts of conductors, insulating materials, resistance, voltage, current, Ohm's Law, energy, work and power, measuring instruments and techniques. Subject content also will include alternate energy sources, residential wiring, and computer-generated schematic drawing. Students will learn about electronic components and circuits through the use of breadboards and soldering printed circuit boards.

Goals & Objectives:

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Materials {Include title & Author of Text(s)}:

Electricity and Electronics Technology, Buban, Peter, Marshal Schmitt, and Charles G. Carter, Jr, eds. 7th ed. New York: Glencoe/ McGraw-Hill, 1999.

Mr. Circuit Electronic Circuit Labs

Time Allotment per unit:

Unit Name	Number of weeks per Units
Alternate Sources of Electricity	3 weeks
Generation & Transmission, Ohm's Law	3 weeks
Electronic Circuits with Solderless Breadboards & Schematic Drawings	4 weeks
Soldered Electronic Circuits	3 weeks
Electronic Circuit Design & Prototyping	3 weeks
Residential Wiring (3-way circuit)	3 weeks

Methods of Study:

Students will work in flexible cooperative learning groups to achieve goals for hands-on challenges and experiments in the classroom laboratory. This course has an emphasis on teamwork and honing problem-solving skills.

Assessment Plan:

Student understanding and participation will be evaluated based on the use of rubrics for projects and experiments. Other formative assessments will be given in the form of a quiz.

Course Title: CAD (with Inventor)

Subject Area: Technology

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credits

Prerequisite: Drawing and Design for Production - *Required*

Overview:

The goals of the course are for each student to develop their spatial visualization skill and sketching ability, and their ability to create and understand engineering drawings using standard views and drawing practices. Students will be using Inventor. This is a parametric feature-based solid modeling system that can be used to produce computer models of parts and assemblies as well as detailed engineering drawings. Employers are looking for prospects that are trained and competent with 3D software applications. Inventor is the standard in 3D product design, featuring industry-leading productivity tools that promote best practices in design while ensuring compliance with industry and company standards. Students will attain a skill in this course that can be used directly in industry.

Goals & Objectives:

- Visualization and Pictorial Sketching
- Use sketching to create and communicate design concepts and solutions
- Be able to sketch quickly and accurately
- Clearly control and represent mental images
- Sketch pictorial drawings of real and imagined objects and scenes
- Construct pictorial layouts of multi-view drawings
- Multi-view Drawings
- Sketch multi-view drawings of real and imagined objects
- Construct multi-view drawings from pictorial sketches
- Create multi-view drawings from a CAD model
- Identify inconsistencies between pictorial and multi-view drawings of the same part
- Check multi-view drawings for internal errors (missing lines, etc.)
- Section Views
- Visualize and sketch section views according to accepted standards and practice
- Create section views of a CAD model
- Auxiliary Views
- Visualize and sketch auxiliary views according to accepted standards and practice
- Create auxiliary views of a CAD model
- Dimensioning and Tolerances

- Layout a dimensioning scheme using accepted standards and practice
- Check a dimensioned drawing for errors such as missing or inconsistent dimensions
- Specify tolerances based on manufacturing and functional requirements
- Create a fully detailed drawing of a (simple) CAD model
- 3D Modeling
- Understand the different approaches to 3D modeling
- Achieve junior level competency for part creation with Inventor
- Be able to choose an appropriate modeling scheme based on design intent
- Understand how to apply constraints in a parametric model to capture and implement a desired design intent
- Assembly Modeling
- Create a simple assembly model using Inventor
- Understand and be able to implement appropriate assembly constraints
- Create and modify views for design communication (exploded, cutaway, etc.)
- Working Drawings
- Create, read, and interpret detailed working drawings
- Understand aspects of title blocks
- Be able to check a drawing for errors
- Generate a complete set of working drawings for simple parts and assemblies
- Rendering and Visualization (Time permitting)
- Creation of photo-realistic rendering of simple parts and assemblies
- Understand aspects of color, lighting, texture
- Generation of animation of simple mechanisms

Materials:

Inventor (3D Modeling software), Adobe Illustrator, Adobe Photoshop, Stratasys 3D Printer, Epiloge Laser

Methods of Study:

Students focus on the design and problem-solving processes. The student will choose from a large number of design briefs to work on. The course emphasizes the decision-making process by requiring students to examine past solutions, learn technical drawing processes, incorporate the processes into computer aided design applications, and become critically active towards evaluating works of their own and others.

Assessment Plan:

Student understanding and participation will be evaluated based on portfolio reviews, quizzes and the use of rubrics for projects and design brief challenges.

Course Title: Civil Engineering & Architecture

Subject Area: Technology

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: 0.5 credits

Prerequisite: Drawing and Design for Production – *Required*

Overview:

Students will explore many areas of engineering, with specific emphasis on civil engineering and architectural drawing. Civil engineering involves the exploration, research, planning, analysis, design, construction, and operation of facilities essential to modern life. Civil engineering systems include buildings, bridges, pipelines, roadways, spacecraft, water supply and distribution networks, and waste management facilities. Students will experience planning, investigation, design, and performance monitoring of projects that involve consideration of technical, governmental, financial, and social elements. Architectural Drawing is an integral component of this course which includes the study of design and drafting related to building construction. Topics include culture and history, tools and techniques, preparation of site, and floor, elevation, section, and perspective drawings.

Goals & Objectives:

Students will gain an understanding of the following areas of study:

*Architectural Drawing: the study of design and drafting related to building construction.

Topics include culture and history, tools and techniques, preparation of site, and floor, elevation, section, and perspective drawings.

*Structural Engineering: design and analyze different types of structural systems, including but not limited to buildings and bridges.

*Environmental Engineering: address diverse problems such as drinking water supply, air pollution control, carbon management and global warming, energy, hazardous waste management, storm water and wastewater management, solid waste disposal, public health, and ecosystem management.

*Geotechnical Engineering: design foundations, ground improvement, slopes and embankments, retaining walls, dams, landfills, shoring, underpinning of structures, below-ground waste containment, soil clean-up, landfills, and wetland drainage systems.

Materials: Computers & Software: *Envisioneer 9.0*

Various hand tools, power tools, materials and technologies.

Methods of Study:

Students will work in flexible cooperative learning groups to achieve goals for hands-on design challenges and experiments in the classroom laboratory. This course has an emphasis on

teamwork and honing problem-solving skills. Students are required to keep an “Engineering Design Notebook” for each challenge whereby documentation will be noted on their project’s milestones & design process.

Assessment Plan:

Student understanding and participation will be evaluated based on portfolio reviews, quizzes and the use of rubrics for projects and design brief challenges.

Course Title: Design and Drawing for Production (DDP)

Subject Area: Technology Education

Student Grade Level(s): 9-12

Length of Course: Full year – 40 weeks

Credit Assigned: 1 credit

Prerequisites: None

Overview:

This course will encourage visual problem solving, using a common graphic language to describe forms in the man-made environment. Students will be required to adapt their knowledge of the graphic language to the growing world of computer-aided drafting and design. Due to the junction of these two technical processes, students will be able to analyze, creatively design and critically evaluate common objects in their environment. This requires research for historical precedents, cultural references and future visions.

These two types of drawing forms are the vehicles for worldwide industrial communication and an integral step in the process toward product design. Other simulation techniques, such as model building, develop an ability to analyze and demonstrate an understanding of three-dimensional forms in the space. Application of these drawing and simulation techniques ultimately results in the manufacturing of products and construction of buildings.

Goals & Objectives:

Students will be able to select appropriate tools, materials and processes to manufacture a product. Students will organize and implement an innovative project, based on market research, which involves design, production, testing, marketing, and sales of a product or a service. They will use a range of high- tech composite or synthetic materials to make a model of a product and explain their choice of material. To aid in this application students will have to consider the factors of various resources, ecological and environmental and determine their impacts on design and processing.

The application of design to the real world by linking to mass production methods is essential. Students will understand how the flow, processing and monitoring of materials are

controlled in a manufacturing plant and information-processing systems provide inventory, tracking and quality control data. In order to understand manufacturing processes students will gain an understanding of how to draw a labeled system diagram which explains the performance of a system, and includes several subsystems and multiple feedback loops. Students will also explore new or emerging technologies and their various impacts on society.

Materials (Include title & Author of Text(s)):

Computers & Software: Inventor (3D Modeling software), Model Smart, Microsoft Office, Envisioneer 9.0.

Various hand tools, power tools, materials and technologies

Methods of Study:

DDP students focus on the design and problem-solving processes. The student will choose from a large number of design briefs to work on. The course emphasizes the decision-making process by requiring students to examine past solutions, learn technical drawing processes, incorporate the processes into computer aided design applications, and become critically active towards evaluating works of their own and others.

Assessment Plan:

Student understanding and participation will be evaluated based on, portfolio reviews, quizzes and the use of rubrics for projects and design brief challenges.

Course Title: Engineering Design

Subject Area: Technology Education

Student Grade Level(s): 10-12

Length of Course: Half year – 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: Drawing and Design for Production - *Required*

Overview:

Engineering Design (ED) is a high school level course that is appropriate for 10th through 12th grade students who are interested in design and engineering. The major focus of the ED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. ED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, learning challenges students to continually hone their interpersonal skills, creative

abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Goals & Objectives:

- This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Topics include:
- Research Fields of Engineering
- Design Process: Students use the problems solving process to solve real-world problems and work in teams.
- Communication and Documentation: Students collect and categorize data, produce graphic representations, keep an engineer's notebook and make written and oral presentations.
- Engineering Systems: Students learn about the mechanical, electrical, fluid and pneumatic and control systems.
- Statics: Students learn about measurement, scalars and vectors, equilibrium, structural analysis, and strength of materials.
- Engineering Quality and Reliability: Students will use precision measurement tools to gather and apply statistics for quality and process control. Students will also learn about reliability, redundancy, risk analysis, factors of safety, and liability and ethics.

Materials {Include title & Author of Text(s)}:

Various web-based simulators and sources for research, *Inventor* (3D Modeling software), *Auto sketch* (CAD), *Model Smart*, *Microsoft Office*, *Adobe Visual Communicator*, *Envisioneer 3.0*, etc.

Methods of Study:

Students will work in flexible cooperative learning groups to achieve goals for hands-on design challenges and experiments in the classroom laboratory. This course has an emphasis on teamwork and honing problem-solving skills. Students are required to keep an "Engineering Design Notebook" for each challenge whereby documentation will be noted on their project's milestones & design process.

Assessment Plan:

Student understanding and participation will be evaluated based on the use of rubrics for projects and experiments. Other formative assessments will be given in the form of tests and quizzes.

Course Title: Library STEAM Studies

Subject Area: Technology

Student Grade Level(s): 9-12

Length of Course: 40 weeks

Credit Assigned: 1.0 credit

Prerequisite: Teacher interview and approval

Overview:

The Library STEAM Studies course is designed to familiarize students with the technology and responsibilities involved in management of a library media center maker space. The maker space consists of an area in the LMC designated for interest-driven learning and self-directed discovery through STEAM activities including but not limited to: creating with traditional art media, gaming and technology (from 3-D printing and robotics to coding) available to students throughout the school day. Responsibilities will involve learning the technology available to make space use, tracking supplies, and assisting maker space users when needed. Students will also be expected to assist with special events in the LMC (such as Chinese New Year, Poetry Month, etc.).

Goals and Objectives: STEAM Students are expected to gain proficiency in technology, as it is currently available in the makerspace and LMC and become familiar with the traditional media offered in order to assist peers. STEAM students will develop project management skills through assisting with the preparation for and facilitation of large-scale events in the LMC and promoting makerspace activities.

Materials: STEAM LAB comprised of traditional art media, assorted technology and recyclable materials.

Methods of Study: Inquiry and Project Based Learning.

Assessment Plan: Grades will be based on a scale of 1-100 and achieved by demonstrating proficiency with available technology, conducting research for program development, testing new ideas and time/facility management.

Course Title: Media Production I & *II

Subject Area: Technology

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: .5 credit

Prerequisite for Media Production II: *Teacher approval required for Media Production II

Overview:

This course is designed to help students learn to engage in an ever-changing digital world. The curriculum will cover a wide range of topics including: video production, podcasting, storytelling/journalism, and graphic design. This course is cross-curricular and will supplement students in English Language Arts while building literacy, media, and technology skills that can be used throughout their education.

Additionally, as a class students will work together to produce journalism pieces for activities going on in the district which may include:

- Content about school events like homecoming, athletics, the musical, and spirit weeks.
- District update videos to showcase the work going on throughout the schools.
- Work in association with the Athletics Department.
- Other student ideas or teacher suggestions.

Goals & Course Objectives:

- Students will develop critical thinking and literacy skills in analysis of text and visual media
- Students will engage in hands-on work in development of original ideas in video, podcasting, and journalism.
- Students will collaborate as a class in development of original concepts to production of various pieces of media.
- Students will gain an understanding of the concepts of bias and reliability in the current news landscape.

Course Title: Robotics

Subject Area: Technology

Student Grade Level(s): 10-12

Length of Course: 20 weeks

Credit Assigned: .5 credits

Prerequisites: Drawing and Design for Production

Overview:

Robots have become a way of life. They are factory floor workers, bomb-retrieving police bots, robotic surgeons, and Martian rovers and are all designed and programmed to perform specific tasks. Students considering robotics as part of their future plans have opportunities in the broad spectrum of sectors from government to manufacturing. Careers in Electro-Mechanical Engineering and Technician positions are on the rise; such careers exist here in WNY. This course will introduce students to Digital Electronics and Robotics subsystems and will be an excellent opportunity to learn programming and project management (very important aspects of many sectors of today's industry). This exposure is pertinent to preparing students for the job force that will exist after they graduate from college.

Students who study technology in this course will apply problem-based learning that integrates Science, Technology, Engineering, and Mathematics skills with their ingenuity, tools, and computer aided research, design, prototyping and testing.

Goals & Objectives:

Robotics: Vex Robotics Kits

- The Structural Subsystem
- The Motion Subsystem
- The Power Subsystem
- The Sensor Subsystem
- The Control Subsystem
- The Logic Subsystem

There will be a focus on team building and project management. Students will:

- Select a project manager
- Brainstorm solutions to the challenge
- Present their ideas to the whole group
- Participate in a class discussion determining
- Order of systems
- Modification of subsystems
- Overall strategies to control the system
- Design and fabricate solutions
- Test

Materials:

Vex Robotics Kits, Various web-based simulators and sources for research, Pro Engineer (3D Modeling software), Auto sketch (CAD), Solid Works, Microsoft Office, Adobe Visual Communicator

Course Title: Woodshop 1 (Production Systems)

Subject Area: Technology Education

Student Grade Level(s): 10-12

Length of Course: Half year – 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: None

Overview:

Wood Production Systems is geared for the novice wood worker. No wood working experience is necessary; however, by the end of the course, students will be ready for advanced techniques. In this course, students will learn about quality design and how to properly judge and prepare lumber for superior construction. Students will gain important life skills that will involve problem solving, develop safety habits, and the utilization of tools, machines and materials. Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms. Such processes involve working with powered machines and a wide variety of materials. Students learn the safe operation techniques of machines, i.e., drill press, table, radial arm, band and jigsaws, planers and jointers, routers and power hand tools.

Goals & Objectives:

- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Machine Safety – Prototype reproduction
- Band Saw, Drill Press, Radial Arm Saw, Miter Saw, Belt Sanders, Reciprocating Saw, Hand tools, Measuring, Fractions, Drawing Tools
- Sanding Basics & Finishing
- Lathe Turning
- Exotic Wood Pen
- Laminated Wooden Bowl
- End Grain Cutting Boards
- Table Sawing, Routing, Planning, Jointing, Glue up and Clamping, and Drum Sanding

- Laminated Picture Frame
- Table saw jigs, 90 deg. Belt clamps, Wood Laminating

Materials {Include title & Author of Text(s)}:

Feireer, eds. Wood Technology and Processes. New York: Glencoe/ McGraw-Hill, 2006.

Methods of Study:

Students will work in flexible cooperative learning groups to achieve goals for hands-on challenges and experiments in the classroom laboratory. This course has an emphasis on teamwork and honing problem-solving skills.

Assessment Plan:

Student understanding and participation will be evaluated based on the use of rubrics for projects and experiments. Other formative assessments will be given in the form of a quiz.

Course Title: Woodshop 2 (Creative Design)

Subject Area: Technology Education

Student Grade Level(s): 10-12

Length of Course: Half year – 20 weeks

Credit Assigned: 0.5 credit

Prerequisites: None

Overview:

Wood Creative Design is geared for the novice wood worker. No wood working experience is necessary; however, by the end of the course, students will be ready for advanced techniques. In this course, students will learn about quality design and how to properly judge and prepare lumber for superior construction. Students will gain important life skills that will involve problem solving, develop safety habits, and the utilization of tools, machines and materials. Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms. Such processes involve working with powered machines and a wide variety of materials. Students learn the safe operation techniques of machines, i.e., drill press, table, radial arm, band and jigsaws, planers and jointers, routers and power hand tools.

Goals & Objectives:

- Students will apply technological knowledge and skills to design, construct, use, and

- evaluate products and systems to satisfy human and environmental needs.
- Machine Safety – Prototype reproduction
- Band Saw, Drill Press, Radial Arm Saw, Miter Saw, Belt Sanders, Reciprocating Saw, Hand tools, Measuring, Fractions, Drawing Tools
- Sanding Basics & Finishing
- Wood Steaming & Bending
- Old Time Shaker Reproduction
- Lathe Turning
- Wood Laminating
- Resin Wood Working
- Creative/Self Design Project
- Materials {Include title & Author of Text(s)}:
- Feireer, eds. *Wood Technology and Processes*, New York: Glencoe/ McGraw-Hill, 2006.
- Methods of Study:
- Students will work in flexible cooperative learning groups to achieve goals for hands-on challenges and experiments in the classroom laboratory. This course has an emphasis on teamwork and honing problem-solving skills.

Assessment Plan:

Student understanding and participation will be evaluated based on the use of rubrics for projects and experiments. Other formative assessments will be given in the form of a quiz.

Course Title: World of Technology

Subject Area: Technology

Student Grade Level(s): 10–12

Length of Course: 20 weeks (1 semester)

Credit Assigned: 0.5 credit

Prerequisite: 1 year of high school Math & Science – Required

Course Overview:

The *World of Technology* curriculum emphasizes practical applications of engineering, coding, and emerging technologies through hands-on challenges and real-world problem solving. Students explore foundational engineering principles, digital citizenship, coding with Micro: bits, artificial intelligence, media production, product design, transportation systems, and career pathways. The course fosters creativity, collaboration, and critical thinking while preparing students for post-secondary education and careers in technology and engineering.

Goals & Objectives:

- Develop critical thinking and problem-solving skills through hands-on challenges and real-world applications.
- Cultivate creativity and computational thinking through coding and digital design.
- Integrate engineering, programming, and emerging technologies to solve complex problems.
- Collaborate with peers to design and implement community-focused and user-centered projects.
- Explore ethical implications of technology and prepare for careers in STEM fields.
- Units & Pacing Guide (Approximate)

Unit Title	Duration
1 Foundations of Technology & Engineering	10 days
2 Digital Citizenship & Cyber Ethics	8 days
3 Coding & Computational Thinking – Micro: bit	18 days
4 Artificial Intelligence & Machine Learning	12 days
5 Media & Communication Technology	10 days
6 Innovation & Product Design	12 days
7 Transportation Technology	10 days
8 Career Exploration	10 days

Materials & Technology:

Hardware & Tools: Micro: bits, sensors, hand tools, prototyping materials

Software & Platforms: Makeblock, Canva, Schoology, Google Workspace (Docs, Slides, Sheets, Forms)

Methods of Study:

Students work in flexible, cooperative learning groups to complete design challenges and experiments. Emphasis is placed on teamwork, iteration, and documentation. The course blends inquiry-based learning, digital creation, and ethical discussions to foster a holistic understanding of technology's role in society.

Rank/Weight

Rank in class is based on the final average in all subjects. Final Average is computed by averaging the four quarterly grades with the final exam. The passing grade for all courses is a 65 with a maximum unweighted average of 100. Students in Honors and/or AP courses – grades are weighted.

GPA Scale A=90 – 100 B=80 – 89 C=70 – 79 D=65 – 69 F=Below 65

Weighting Advanced Placement (AP)/Spanish 5 courses 1.08 Honors (H) courses 1.04

Daily classes are weighted at 1.0

Classes that are not daily, like Physical Education, are weighted at .5

Harkness is maximum 3.75 credits. If they take integrated Math, Science or English, the credits are all balanced out to max at 3.75.

Withdrawing from a Course

Following the appropriate procedures through the Student Support Office, students may request to drop a course no later than the 5th week for half-year courses and the 10-week for full year courses. Any drop requests made after the 5th week for half-year courses and the 10th week for full-year courses must have administrator approval and will only be done in unique situations.