



ROMULUS CENTRAL SCHOOL DISTRICT

*Inspiring learners to positively impact our
ever-changing world*

Course Description Handbook

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Introduction

High school is an exciting time filled with opportunities, choices, and new experiences. The decisions you make during these years will shape your path to graduation and help prepare you for what comes next – whether that's college, career training, the military, or entering the workforce.

This handbook is designed to guide you through your high school journey at Romulus Central School. Inside, you will find important information about graduation requirements, course descriptions, scheduling procedures, dual enrollment opportunities such as Gemini courses, career and technical education programs, and tools to help you plan for your future.

We encourage you and your family to read this handbook carefully, ask questions, and talk about your goals and interests. Thoughtful planning will help you create a schedule that challenges you, supports your growth, and keeps you on track for graduation.

High school is more than just earning credits – it's about discovering your strengths, exploring new interests, and building a foundation for life after graduation. We are excited to partner with you on this journey.

Graduation Planning

- 1) Identify post-high school vocational and/or college goals.
- 2) Become familiar with the graduation requirements
- 3) Determine the course requirements necessary to achieve your post-high school vocational and/or college goals.
- 4) Develop a graduation plan that will allow you to satisfy diploma requirements by your expected year of graduation and that will prepare you for your vocational and/or college goals.
- 5) Select courses for next year that follow your graduation plan.
- 6) Make sure that you have satisfied all state testing and sequence requirements in addition to academic requirements for graduation.

Terms to become familiar with:

Credit – Value given to a course that is successfully completed

Half-credit – Courses usually taken for a half-year or on a part-time basis

School Credit – Given if satisfactory work is maintained in any specific subject
This is indicated by a grade of at least 65%

Regents Credit – Given when the student passes a New York State Regents exam with a 65% or higher

Required Courses – Courses that all students need in order to meet state graduation requirements

Elective Courses – Courses taken by choice, not required of the student.

Prerequisite – The requirement that must be met before going on with advanced subjects in the same area

FLCC – Finger Lakes Community College

Gemini – Dual enrollment courses offer both high school and college credit. These classes allow for credit at a reduced cost through FLCC – courses weighted by 1.05

Special Notes:

Regents Sciences – All laboratory requirements must be met by the specified deadline or a student will be denied the privilege of taking the Regents exam. Students must complete a total of 1200 lab minutes per lab course. Students must pass one life science and one physical science course to satisfy NYS science graduation requirement.

Attendance – Regular attendance is essential to student engagement and mastery of course content. Students are responsible for making up all work missed due to absence to the satisfaction of the teacher. In accordance with district policy, when all required work is completed, absences will not be counted for the purpose of determining eligibility for course credit. Please see Policy 7110.

Honor Roll/High Honor Roll – 84.5 – 89.499 Honor Roll 89.5 – 100 High Honor Roll

Romulus Central School

Scheduling Protocol

Academic Schedule

Students in grades 9–12 are expected to enroll in six (6) academic subjects each semester, in addition to Physical Education. Students may not be scheduled for more than two study halls per semester. Additional open periods must be filled with an elective or an AccelerateU course. Exceptions may be made for students in Special Education programs or under special circumstances as determined by the Principal and/or Superintendent.

Schedule Changes – Drop/Add

At the beginning of the year, one week will be allotted for students to change their schedules, providing the 6 classes plus P.E. remains in the daily schedule. After the one week has passed, no further additions or deletions from a schedule will be allowed. **Students will need to fill out a Drop/Add Form** (see page 6).

Same follows for half year courses beginning 2nd Semester – one week will be allotted to add or drop classes provided 6 classes plus P.E. remains in the daily schedule.

Scholarships and College Applications

Be sure to listen to and read posts made by Mrs. McCusker in your Google Classroom for scholarship availability. Please be aware of college and scholarship deadlines. I must receive your completed scholarship application 48 hours prior to the mailing deadline.

Overcrowded Classes/Course Load

Students may elect to take any High School course for which they have the required preparation and in which there is sufficient space for all who desire to take the course. Upper classmen have priority in overcrowded classes. Romulus Central School reserves the right to change student schedules to accommodate for balanced class sizes.

Course Cancellation--Romulus Central School reserves the right to discontinue, postpone, or cancel classes due to budgetary constraints, staffing changes, or lack of student interest.

Romulus Central School

Drop/Add Form

Name_____ Grade_____ Date_____

This form must be filled out completely and have all required signatures before any changes will be made. All changes must be made before the end of the FIRST WEEK of classes. No schedule changes will be made after the first two weeks of school. Remember, you need 6 classes plus Gym!

Dropped Class	Teacher Initial	Class to be Added	Teacher Initial

By signing this form I agree that these classes may be added or dropped according to enrollment numbers within the individual classes. If dropping a class after the authorized drop period, I agree that a grade of an "F" will be place on my permanent transcript for those classes that are dropped. These "F" grades will have a negative effect on the student grade point average and class rank.

Student Signature
 Parent Signature
 Principal Signature
 Counselor Signature

****Please note that these schedule changes are not complete until the form is filled out completely and all required signatures are obtained, turned in to the counselor and changed in the computer system. Counselor will print out a new schedule for the student.**

PLANNING YOUR FUTURE!

Become a well-rounded individual!

Develop hobbies and participate in school and community activities. Broaden our fields of interest through reading and contacts with people.

Plan your high school program carefully

Certain courses are required for entrance into college, or for vocational schools and for certain occupations. Check with your counselor to see what these requirements are.

Choose your vocation as early as possible

Your freshman year is not too early to start planning for your future. Get some experience or do research in various occupations that are of interest to you. Talk with teachers, counselors and individuals involved in these occupations. See your counselor for career exploration.

Learn to Study!

Your teachers can help you learn good study habits for various subjects. Work hard to constantly improve these study habits – you'll be glad you did!!

Earn Good Grades!

Grades of 80% or better are called recommended grades. You must have recommended grades to be eligible for most colleges and scholarships. Good grades are important. To earn good grades make sure you are taking quality notes, and doing quality homework. If at that point you are not getting recommended grades, talk to your teachers, counselor and parents about your difficulty.

Learn about Scholarship Requirements – Plan finances!

Parents and students together should consider the combination of savings, scholarships, loans, and a part-time work study or job when planning the finances of higher education.

Ask Questions!!

If you have any questions or concerns, seek advice from your counselor, teachers, and/or parents. They won't make your decisions for you – that is your responsibility. Rather, they will provide you with facts, which will help you in making your own decisions.

Gemini Program

Offered in partnership with Finger Lakes Community College

The Gemini Program gives you the opportunity to earn real college credit while you're still in high school. Through our partnership with Finger Lakes Community College (FLCC), you can take college-level courses right here at Romulus and receive both high school credit and college credit at the same time.

One of the biggest advantages of participating in Gemini is that you begin building an official, transferable college transcript while still in high school. The credits you earn are issued by FLCC and may transfer to many two- and four-year colleges, depending on the institution. This can help you get a head start on your degree, explore potential career interests, and potentially save time and money after graduation.

Gemini courses are designed to challenge you and give you a true college-level experience. They are taught by teachers who have been approved by the college and follow the same expectations and standards as courses offered on a college campus.

If you are motivated, ready to take on greater responsibility, and interested in preparing for college-level work, Gemini may be a great option for you.

Standard Gemini Course Offerings

- ☐ Composition I—3 credits
- ☐ Composition II - 3 credits
- ☐ Early United States History 110—3 credits
- ☐ Modern United States History 111—3 credits
- ☐ Introduction to Psychology—3 credits
- ☐ Survey of Economics - 3 credits
- ☐ Mathematics of Money--3 credits
- ☐ Pre-Calculus—3 credits
- ☐ Calculus—4 credits
- ☐ College Study Strategies--3 credits
- ☐ Art History 100- 3 credits
- ☐ Art History 101—3 credits

Gemini Courses Offered Based On Interest

- ☐ Spanish 201—3 credits
- ☐ Spanish 202 - 3 credits
- ☐ Spanish 203—3 credits
- ☐ Spanish 204 - 3 credits
- ☐ Environmental Science - 4 credits
- ☐ Fish and Wildlife - 3 credits

Course descriptions for all Gemini classes can be found in the corresponding department in the next pages of the handbook.

COURSE DESCRIPTIONS

The following pages are course descriptions written by our teachers to describe the classes offered at Romulus Central School. The descriptions are listed by department/subject.

Elective Courses

Elective courses (marked with an asterisk) will run based on interest, staffing, and scheduling. Romulus Central School reserves the right to discontinue, postpone, or cancel classes due to budgetary constraints, lack of student interest, and/or staffing changes.

Overcrowded Classes/Course Load

Students may elect to take any High School course for which they have the required preparation and in which there is sufficient space for all who desire to take the course. Upperclassmen have priority in overcrowded classes. Romulus Central School reserves the right to change student schedules to accommodate for balanced class sizes.

Agriculture

Romulus Agriculture Pathway (Agripath)

Full Year – Multiple High School Credits

Grade 9

The Romulus Agriculture Pathway is a full-day freshman program offered in partnership with W-FL BOCES that fulfills all 9th-grade graduation requirements while integrating agriculture across core courses. Students earn credits in Biology, Algebra, Global Studies, English, and Spanish, along with foundational agriculture courses in *World of Agriculture* and *Natural Resources & Conservation*. The program emphasizes hands-on learning, FFA participation, and a Supervised Agricultural Experience (SAE). Enrollment is limited and requires an application through the student's home district.

World of Agriculture

Full Year – 1 High School Credit

Grade 9

This course introduces students to a broad range of agricultural pathways and career opportunities available during and after high school. Students explore foundational topics including human needs, safety, plant science, wildlife, forestry, and livestock management through components of the One Less Thing curriculum. Emphasis is placed on practical application, problem-solving, and the development of employability skills. Students may earn a math or science credit while engaging in hands-on learning experiences both inside and outside the classroom.

Natural Resources and Conservation

Full Year--1 High School Credit

Grades 9-10

This course will present an introductory level of topics in the field of natural resources and environmental conservation. Topics will include conservation history, careers, ecology, fish and wildlife identification and management, forestry, outdoor recreation, soil and water sampling, and interactions between organisms and their environment. Students will gain an understanding of a broad range of environmental topics while also creating awareness of careers and workplace skills. (Course credit in Agriculture or Science)

Animal Science

Full Year--1 high school credit

Grades 10-12

The Animal Science class prepares students for a wide range of careers related to animal care and veterinary science. Students will study anatomy, physiology, breed identification, handling, restraints, health and disease, nutrition, behavior, reproduction and animal management. This class gives students opportunities in the animal industry and helps students who want to pursue a career working with animals. Semester One focuses on small animal and Semester Two focuses on large animal.

Plant Science and Forestry

Full Year--1 High School Credit

Plant Science develops students' understanding of plant biology, structure, function, growth, and environmental interactions. Students study plant anatomy and physiology, soil science, nutrient management, fertilizers, and plant growth media. The course also examines weeds, herbicides, insects, pests, and plant diseases, with an emphasis on sustainable management practices. Career pathways in horticulture and related agricultural fields are explored through applied, hands-on learning experiences.

***Agricultural Mechanics (offered based on enrollment)**

Half Year--1/2 high school credit

Grades 10-12

Agricultural Mechanics introduces students to foundational diagnostic, maintenance, and repair skills used in agricultural settings. Students develop competencies in safety procedures, measurement, tool identification, and basic construction and maintenance tasks such as tire repair, battery troubleshooting, oil changes, and small engine servicing. Instruction includes hands-on projects, including a farm stand build, and preparation for completion of the 4-H Tractor Safety Certification. Emphasis is placed on practical problem-solving, technical skill development, and workplace readiness in agricultural and mechanical fields.

***Baking and Pastry Arts (offered based on interest)**

Half Year--1/2 high school credit

Grades 10-12

This course provides comprehensive instruction in the art and science of baking and pastry production. Students develop foundational skills in kitchen safety, ingredient functions, and the chemistry of mixing, shaping, and baking a variety of products including quick breads, cakes, pastry doughs, pies, mousses, sauces, and confections. Emphasis is placed on precision, specialized techniques, and proper use of professional equipment. Students also practice presentation, plating, and basic decorating methods to create finished products that reflect industry standards.

***Farm To Table-Preserving and Processing Food (offered based on interest)**

Half Year--1/2 High School Credit

Grades 10-12

This course explores the journey of food from local farms to the kitchen table, emphasizing sustainable production and processing practices. Students learn the fundamentals of crop germination, cultivation, harvesting, preservation, and basic livestock management for food production. Instruction includes hands-on experiences in gardening, composting, food processing, and animal care, both inside and outside the classroom. The course is recommended for students interested in agriculture, food systems, and sustainable living.

***Fish and Wildlife - Gemini (offered based on interest)**

Half Year — 1/2 High School Credit, possible 3 College Credits

Grades 11-12

The purpose of this course shall be to provide the student with a more complete understanding of ecology and mammalian and freshwater fisheries biology with emphasis on the ecology, identification and management of those species important to fish and wildlife managers in Western New York. This course provides three college credits and is a requirement for many of the conservation program at FLCC. This course provides for outdoor experiences and field trips through fall, winter and spring. (Course credit in Agriculture or Science).

Art

Studio Art

Full Year — One High School Credit

Grades 9-12

Emphasis is placed on the Elements of Art and Principles of Design. A variety of media are introduced in the learning of two and three dimensional design.

Learning to critique and appreciate art work are also included in the curriculum. Studio Art will fulfill the Fine Arts requirement for graduation.

Drawing and Painting

Half year – ½ High School Credit

Grade 10-12

Drawing and painting involves learning about different styles, materials, and techniques. Mediums that will be studied include pencil, charcoal, soft and hard pastels, oil pastels, watercolor, acrylics, computer art, and mixed media.

***Digital Photography and Imaging**

Full Year – One High School Credit

Grades 11-12

This course introduces students to the technical and artistic foundations of digital photography in alignment with the New York State Learning Standards for the Arts. Students learn to apply composition techniques, and control lighting to create intentional images. Instruction includes digital workflow processes such as editing, rendering, and image manipulation using industry-standard software. Emphasis is placed on visual storytelling, critique, and the development of a professional portfolio that demonstrates creative expression and technical proficiency.

***Calligraphy and Hand Lettering**

Full Year – ½ High School Credit

Grades 10-12

This course explores the art of calligraphy, brush lettering, cursive writing, and digital hand lettering. Students will develop technical skills in traditional and modern lettering techniques while integrating artistic elements into their work. Emphasis will be placed on creativity, precision, and self-expression through various lettering styles and media.

***Ceramics**

Full Year – ½ High School Credit

Grades 10-12

This course introduces students to the foundational techniques and creative possibilities of working with clay. Students explore hand-building methods and wheel-throwing to create functional and sculptural forms, and learn glazing and surface-finishing techniques. Emphasis is placed on craftsmanship, design principles, and the historical significance of ceramics across cultures. Through dynamic, hands-on studio experiences, students develop technical skills and creative expression in three-dimensional art.

College Art History 100 and 101 – Gemini

Two, half year courses – One High School Credit, possible 6 College Credits

Grades 11-12

This full-year course provides a college-level survey of art history from prehistoric art through the modern era. Students engage in rigorous reading, visual analysis, research, and art-making experiences that deepen their understanding of historical context and artistic movements. The course

emphasizes critical thinking, discussion, presentations, and collaborative projects rather than traditional exams. Through project-based learning, students develop the ability to interpret, analyze, and communicate ideas about art across cultures and time periods.

English

English 9

Full Year – One High School Credit

English 9 builds upon the foundations laid in middle school in reading, writing, listening and speaking for information and understanding; literary response and expression; critical analysis and evaluation; and social interaction. Students will explore and discuss creative and expository writing in a variety of genres, building the important skills assessed by the New York State Regents Exam in June of their junior year. The class also emphasizes proper citation of sources in academic writing.

English 10

Full Year – One High School Credit

Students will examine, in depth, literature and its themes through the narrative. In addition to reviewing expository and persuasive writing, the course will stress literary analysis. Units of study are focused on skills needed for students to take the New York State Regents Exam in June of their 11th grade year. In addition, students explore the craft of the novel, poetry, short story, and techniques of research writing.

English 11

Full Year – One High School Credit

The English 11 program continues the development of talents and skills identified in grade 10 with a specific focus on in-depth critical thinking. American literature, drama, and poetry are the focus of the curriculum. This class also explores techniques of research writing. Skills needed for students to take the New York State Regents Exam in June of their 11th grade year also continue to be developed.

English 12

Full Year – One High School Credit

English 12 continues to strengthen students' abilities in the New York State standards (reading, writing, listening and speaking for information and understanding; literary response and expression; critical analysis and evaluation; and social interaction). Emphasis is placed, however, on equipping students to apply those skills to post-graduate life, both in and out of college, with the goal of making them avid participants in all forms of discourse throughout their lives.

College Composition I -- Gemini Class

Half Year – ½ High School Credit, possible 3 College Credits

Grade 12

The goals of Composition I are to develop students' abilities to write at a college level and to think critically. Students learn to make decisions based on rhetorical concerns of the writer's purpose, the readers' needs, and the context in which documents are read. Guided exploration of popular and scholarly sources is interwoven into students' writing as one method of supporting ideas and connecting with an audience. The course emphasizes reflective, informative, and analytical process-based writing as well as the students' reflection of their learning progress.

College Composition II -- Gemini Class

Half Year – ½ High School Credit, possible 3 College Credits

Grade 12 (Prerequisite: English 101)

Composition II focuses on the rhetorical concerns of argument. The course provides students with increased practice (begun in Composition I) in research, analysis, and genres of writing and explicit instruction in independent student-generated research. The course emphasizes academic research-based reading and writing done throughout college as well as the transfer of these skills into the professional realm.

***Creative Writing (offered based on interest)**

Half Year – ½ High School Credit

Prerequisite: 9th and 10th grade English

The Creative Writing ½ year course focuses on the examination of various forms and genres of prose and poetry, excluding expository and persuasive essays. Units of study include: poetry, short story (twist ending, epistolary) and the one-act play.

Literary works, by authors such as Dylan Thomas, William Shakespeare, O. Henry, Susan Glaspell, and John Cariani serve as models through analysis and class discussion of technique. Students will reflect throughout this course and gain a deeper understanding of writing as a process.

Contemporary Drama (offered based on interest)

Half Year – ½ High School Credit

Prerequisite: 9th and 10th grade English

Contemporary Fiction and Drama will provide an opportunity to study in depth literature with themes that have been touched upon in previous course work at the freshman and sophomore grade levels. Contemporary Fiction and Drama will allow students to explore the most recent novels and plays being written and produced (within the past 20 years). Students will develop the tools to critically read, interpret, and write about a contemporary work of fiction.

***Public Speaking (offered based on interest)**

Half Year Course--½ high school credit

Grades 9-12

This course teaches students the fundamentals of public speaking through the analysis of effective speeches and the development of their own presentations. Students learn techniques for organizing ideas, crafting clear arguments, and adapting messages to specific audiences and purposes. Emphasis is placed on voice, delivery, nonverbal communication, and the effective use of supporting evidence and visual aids. Students engage in multiple speaking opportunities designed to build confidence, critical listening skills, and constructive peer feedback.

Foreign **L**anguage/LOTE

Spanish I

Full Year – One High School Credit

Grade 8 (Grade 9 as needed)

Spanish I is a 40 week course taken in 8th grade. Students will take a Local Proficiency Exam at the end of grade 8, in addition to successful completion of the class, for graduation credit.

Spanish II

Full Year – One High School Credit

Grade 9

This course is designed for students continuing the sequence toward a Regents diploma and advancing to higher levels of world language study. Students further develop their listening, speaking, reading, and writing skills while expanding vocabulary and strengthening grammatical accuracy within culturally authentic contexts. Prerequisites include successful completion of the Grade 8 course and the locally administered Checkpoint A Proficiency Examination (or successful completion of Spanish I).

Spanish III

Full Year – One High School Credit

Grade 10

Spanish III is a full-year course designed for students continuing the world language sequence toward the Regents diploma with advanced designation. Students strengthen proficiency across the four modalities – listening, speaking, reading, and writing – while engaging with increasingly complex authentic texts and cultural materials. Emphasis is placed on expanding vocabulary, refining grammatical structures, and developing fluency in interpersonal, interpretive, and presentational communication. The course deepens students' understanding of the diverse cultures of the Spanish-speaking world.

***College Spanish IV - Gemini Class (offered based on interest)**

Full Year – One High School Credit, possible 6 College Credits (FLCC Spanish III and IV)

Grade 11

College Spanish IV is a full-year course for one high school credit and may be taken as a Gemini course in partnership with Finger Lakes Community College (FLCC), allowing eligible students to earn transferable college credit. The course emphasizes vocabulary expansion, refinement of grammatical structures, and advanced proficiency through the study of authentic Hispanic literature and culture, with a focus on analytical reading, discussion, and formal composition skills.

***College Spanish V & VI- Gemini Class (offered based on interest)**

Two Half Year Courses – 1 High School Credit, possible 6 College Credits (FLCC Spanish V must be successfully completed to earn Spanish VI college credit)

Grade 12

College Spanish V & VI is a full-year Grade 12 sequence (two 20-week semesters) designed for students seeking advanced-level proficiency in Spanish. Students earn high school credit and may have the opportunity to earn up to six transferable college credits through Finger Lakes Community College (FLCC). Prerequisites include successful completion of Spanish IV for Semester I and Spanish V for Semester II. The course advances students' speaking, listening, reading, and writing skills through the study of representative literary works, in-depth cultural analysis, and refinement of complex grammatical structures, with an emphasis on analytical reading, formal composition, and sustained interpersonal communication.

Health

Health

Half-year course, ½ High School credit

Grade 10

This course fulfills the New York State health education requirement and focuses on the knowledge and skills necessary to support lifelong wellness. Students examine physical, mental/emotional, and social health; sexual health education; alcohol, tobacco, and other drug prevention; nutrition and physical activity; and safety and injury prevention. Instruction addresses stress management, healthy relationships, reproductive health, STI/HIV prevention, substance abuse risks, personal nutrition, and environmental safety. The curriculum is skills-based and emphasizes critical thinking, decision-making, communication, and self-management to prepare students to make informed, responsible choices in high school and beyond.

Mathematics

Algebra

Full Year – One High School Credit

Grade 8 or Grade 9

Algebra I develops students' understanding of linear, quadratic, and exponential relationships in alignment with the NYS Next Generation Mathematics Learning Standards. Students analyze and represent functions numerically, algebraically, graphically, and verbally, and solve equations and inequalities in real-world contexts. Emphasis is placed on modeling, reasoning abstractly and quantitatively, and using multiple representations to interpret structure. Statistical reasoning and introductory data analysis are also integrated throughout the course.

Geometry

Full Year – One High School Credit

Grade 9 or Grade 10

Geometry focuses on reasoning about geometric figures using congruence, similarity, and coordinate methods consistent with the NYS Next Generation Mathematics Learning Standards. Students develop formal proof skills, apply transformations, and analyze two- and three-dimensional shapes. The course emphasizes logical argumentation, geometric modeling, and connections between algebra and geometry. Concepts of right triangle trigonometry, measurement, and probability are incorporated to support real-world applications.

Foundations of Geometry

Full Year – One High School Credit

Grades 10-12

Foundations of Geometry is a non-Regents introductory course designed for students seeking an additional mathematics credit while strengthening readiness for higher-level coursework. The course begins with a targeted review of essential algebra skills and progresses to practical geometry topics, including area, surface area, volume, and applications in real-world contexts. Emphasis is placed on conceptual understanding, problem-solving, and mathematical reasoning aligned to the NYS Next Generation Learning Standards. This course provides students with an additional year of preparation prior to Regents Geometry or supports transition into another mathematics course aligned to their academic goals.

Algebra II

Full Year – One High School Credit

Grades 10-12

Algebra II extends students' understanding of functions to include polynomial, rational, logarithmic, and trigonometric models in accordance with the NYS Next

Generation Mathematics Learning Standards. Students deepen their ability to analyze complex equations, interpret structure, and model dynamic real-world phenomena. The course emphasizes advanced algebraic reasoning, function transformations, and systems of equations. Statistical inference and probability concepts are further developed to strengthen quantitative decision-making.

***Mathematics of Money--Gemini**

Full Year – One High School Credit, possible 3 College Credits

Grades 11-12

The full-year personal finance course covers all of the essential personal finance topics necessary to become a financially capable student. Topics include banking, credit, budgeting, investing, career, mortgages, auto financing, and more if time permits. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

Pre-Calculus – Gemini Class

Full Year – One High School Credit, possible 3 College Credits

Grades 11-12

The instruction builds upon the material learned in Algebra 2.

Specific topics include: advanced algebra, equations, inequalities, systems of equations, exponential and logarithmic functions, polynomial and rational functions, natural base and natural logarithm, and transformations.

At the end of this course students will be prepared to take the Calculus course.

Calculus--Gemini Class

One High School Credit, possible 4 College Credits

Grade 12

A first course in Calculus focusing on the mathematics of changing rates. The derivative of polynomial and transcendental functions is investigated from a numerical, graphical, and algebraic approach. Applications for the use of derivatives are also explored. Introduction to the definite integral and the Fundamental Theorem of Calculus is included in this course.

Music

H.S. Band

Full Year – ½ High School Credit

Grades 8-12

High School Concert Band is a 40 week course taken in 9th, 10th, 11th and/or 12th grade in which the student will receive one credit. High School Concert Band is a group of instrumental music students who perform the best instrumental literature in all musical styles. This band will meet during the regular school

day, and weekly pull-out lessons are also a required component of this course. Students are expected to participate in all band concerts and weekly lessons.

Chorus

Full Year – ½ High School Credit

Grades 8-12

High School Chorus is a 40 week course taken in 8th, 9th, 10th, 11th and/or 12th grade in which the student will receive one credit. High School Chorus is a group of vocal students who sing the best choral literature in all vocal styles. This chorus will meet during the regular school day, and weekly pull-out lessons are also a required component of this course. Students are expected to participate in all chorus concerts.

***Guitar I**

Grades 9-12

Half Year Course--½ high school credit

Students explore the fundamentals of music and guitar-playing techniques, such as strumming and chords. These courses may also include more advanced guitar-playing techniques. Formal and informal performances are included as part of guitar course instructional programs.

***Guitar II**

Grades 9-12

Half Year Course--½ high school credit

Students expand upon foundational guitar skills through the study of advanced chord structures, scales, fingerpicking patterns, and stylistic techniques across multiple genres. Emphasis is placed on music reading, improvisation, ensemble performance, and increased technical proficiency. Students refine expressive elements such as dynamics, tone production, and interpretation. Formal and informal performances continue to be integral components of the instructional program.

***Piano I**

Grades 9-12

Half Year Course--½ high school credit

Students explore the fundamentals of music and basic keyboard techniques such as scales, chords, melodic lines, and harmonic structure. These courses include more advanced keyboard techniques. Formal and informal performances are included as part of piano course instructional programs.

***Music Theory**

Grades 10-12

½ year, ½ credit Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: melody, harmony, composition, arrangement, analysis, aural development, and sight reading.

***Modern Band**

Grades 9-12

Full Year, ½ credit

Students study and perform a variety of contemporary or popular styles, such as jazz and rock, while also cultivating students' technique on instruments appropriate to the style(s) performed -- brass, woodwind, string, percussion instruments, and/or electronic. These ensembles include both instrumental and vocal music. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed and applied through rehearsal and performance, improvisation, and/or creating and performing students' own compositions.

P_{hysical} E_{ducation}

Physical Education

Full Year – ½ High School Credit, Required for graduation – 2 credits

Grades 9-12

Physical Education is a required course aligned with New York State Physical Education Learning Standards and is designed to promote lifelong fitness and wellness. Students participate in a variety of units that may include flag football, soccer (indoor and outdoor), basketball, volleyball, lacrosse, badminton, ultimate Frisbee, golf, yoga, dance, orienteering, and weight training. Instruction emphasizes skill development, teamwork, personal fitness, goal setting, and responsible decision-making. Students are encouraged to develop healthy habits, sportsmanship, and an appreciation for physical activity as part of an active lifestyle.

S_{cience}

Life Science: Biology

Full Year – One High School Credit

Grade 8, 9 or 10

Life Science: Biology engages students in the study of living systems aligned to the NYS P-12 Science Learning Standards (NYSSLS). Students investigate structure and function, inheritance and variation of traits, evolution, ecology, and the interdependent relationships among organisms and their environment.

Emphasis is placed on developing and using models, analyzing data, constructing explanations, and engaging in evidence-based argumentation. Real-world applications and laboratory experiences support scientific reasoning and literacy. The Regents examination will be administered at the end of the course.

Physical Science: Earth and Space Science (dependent upon staffing)

Full Year – One High School Credit

Grade 9 or 10

Earth and Space Science examines Earth's systems and their interactions within the universe in alignment with the NYS P-12 Science Learning Standards (NYSSLS). Students explore Earth's geologic history, weather and climate, natural resources, and human impacts on Earth systems. The course integrates astronomy concepts, including the formation of the solar system and the role of energy in Earth processes. Instruction emphasizes data analysis, modeling, and problem-solving grounded in authentic scientific phenomena. Regents examination will be administered at the end of the course.

Physical Science: Chemistry

Full Year – One High School Credit

Grades 10-12

Chemistry focuses on the structure and properties of matter and the interactions that drive chemical change, aligned with the NYS P-12 Science Learning Standards (NYSSLS). Students examine atomic structure, periodic trends, chemical bonding, reactions, stoichiometry, and energy transformations. The course emphasizes quantitative reasoning, laboratory investigation, and the application of mathematical models to chemical systems. Scientific practices such as analyzing data, developing explanations, and designing investigations are embedded throughout the curriculum. The Chemistry Regents exam will be administered at the end of the course.

***Environmental Science–Gemini Course (offered based on interest)**

Full Year – One High School Credit, possible 4 College Credits

Grades 11-12

Environmental science is a course devoted to integrating our understanding of biological, physical, and social sciences through the study of environmental interactions. Students will examine the causes, risks, consequences, and potential solutions for both natural and human-created environmental problems. These concepts are explored through laboratory activities, environmental case studies, and student projects.

***Physical Science: Physics (offered based on interest)**

Full Year – One High School Credit

Grades 11-12

Physics explores the fundamental principles governing matter and energy in alignment with the NYS P-12 Science Learning Standards (NYSSLS). Students

investigate motion, forces, energy, momentum, electricity, magnetism, and waves through mathematical modeling and laboratory inquiry. Emphasis is placed on problem-solving, quantitative reasoning, and the application of scientific practices such as analyzing data, constructing explanations, and designing investigations. Real-world phenomena and engineering connections support students' understanding of how physical laws describe and predict natural systems.

***Forensic Science (offered based on interest)**

Full year – One High School Credit

Grades 11-12

Forensic Science is a full-year course that examines the scientific methods used by investigators and forensic specialists to analyze evidence and solve crimes. Building on foundational concepts in biology, chemistry, and physics, students apply scientific principles to the collection, preservation, and examination of physical evidence. Topics include fingerprint analysis, firearms and ballistics, hair and fiber comparison, questioned documents, toxicology, forensic anthropology, entomology, and molecular biology, as well as the study of landmark cases. Emphasis is placed on laboratory investigation, critical thinking, and the ethical application of science within the criminal justice system.

Social Studies

Global History and Geography 9

Full Year – One High School Credit

Global History & Geography 9 is aligned to the New York State Social Studies Framework and begins the two-year sequence required for Regents credit. The course examines the development of civilizations from prehistoric societies through approximately 1750, emphasizing political, economic, social, and cultural transformations across regions. Students analyze primary and secondary sources to explore themes such as belief systems, trade networks, governance, and human-environment interaction. Instruction focuses on historical thinking skills, including document analysis, argument writing, and geographic reasoning.

Global History and Geography 10

Full Year – One High School Credit

Global History & Geography 10 continues the Regents sequence in alignment with the New York State Social Studies Framework, covering global history from approximately 1750 to the present. Students examine revolutions, industrialization, imperialism, global conflicts, human rights movements, and increasing global interdependence. Emphasis is placed on analyzing diverse perspectives, evaluating evidence, and constructing well-supported historical arguments in preparation for the Regents Examination. The course strengthens

students' civic literacy and understanding of contemporary global issues through critical inquiry and discussion.

College US History – Gemini class

2 semester classes—one High School Credit, possible 6 College Credits

Grade 11

United States History & Government is aligned to the New York State Social Studies Framework and is co-seated with the Gemini college-level courses, Early United States History and Modern United States History. The course prepares students for the Regents Examination while providing the opportunity to earn transferable college credit for those who choose to pursue the Gemini option. Students examine the political, economic, and social development of the United States from its foundations to the present through the analysis of primary and secondary sources. Emphasis is placed on historical inquiry, argumentative writing, constitutional principles, and civic participation.

Economics – Gemini class

Half year course – 1/2 High School Credit, possible 3 College Credits

Grade 12

The course examines consumer economics, microeconomic and macroeconomic theory, and the role of the United States within the global economy. A strong emphasis is placed on personal finance and consumer decision-making to prepare students for life beyond high school. Applied learning experiences, including participation in a stock market simulation, reinforce real-world economic principles and financial literacy skills. Economics fulfills the New York State graduation requirement and is co-seated with a college-level course, providing students the opportunity to earn transferable college credit for those who choose to pursue it.

Participation in Government

Half year course – 1/2 High School Credit

Grade 12

Participation in Government is a required half-year course for Grade 12 that fulfills the New York State graduation requirement in civics. The course engages students in the study of local, state, and national government, with an emphasis on constitutional principles, political parties, public policy, and civic responsibility. Students examine the structure and function of the United States and New York State Constitutions, including the state budget process and the role of local governing bodies such as school boards and town boards. Active civic engagement is a central component of the course, requiring students to participate in government-related activities and demonstrate informed citizenship.

***Beyond our Borders**

Full Year – One High School Credit

Grades 10-12

How does the geography of the Earth affect people's lives and shape our past, present and future? Learn about the different borders around the world and how that affects the modern world and interactions between countries. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Students will study the various nations and cultures that occupy Earth's diverse continents and regions.

***History in Film**

Half-Year--½ High School Credit

Grades 10-12

History in Film examines significant events in United States and World History through the lens of cinema. Students analyze how historical moments and true stories are interpreted on screen, considering perspective, bias, and artistic license in shaping public understanding. The course also explores the development of the American film industry, including film ratings, audience influence, and the evolution of filmmaking practices. Emphasis is placed on critical viewing, historical analysis, and evaluating how media representation influences collective memory and interpretation of the past. Recommended prerequisite: Beyond Our Borders.

College Psychology – Gemini class

Half year course – ½ High School Credit, possible 3 College Credits

Grade 12

Psychology is an introduction to the scientific study of behavior and mental processes, with an emphasis on major psychological theories and their application to individuals. Students examine research methods used in the field while exploring topics such as behavior, learning, sensation, perception, memory, emotion, motivation, development, personality, and psychological disorders. The course integrates biological, cognitive, and social perspectives to deepen understanding of how individuals think, feel, and act.

General College Study Studies

Full Year – ½ High School Credit, possible 3 College Credits

Grades 10-12

This course teaches the strategies students need to be successful in college. Topics range from personal growth issues such as goal setting and time management to the academic survival skills of textbook reading, test-taking and researching and writing a college-level paper. Students study current learning theories to enhance their academic achievement. In addition, students learn crucial information about how college works – services offered, policies, and how to navigate the semester. Students apply what they have learned through a community project.

F_{LTCC}

Finger Lakes Technical and Career Center Courses

An extensive array of technical and career courses are available at the Finger Lakes Technical and Career Center, a division of Wayne Finger Lakes Board of Cooperative Educational Services (BOCES).

Technical education gives students a head start on their college career and/or preparation for a job after graduation. At the end of a student's sophomore year, he/she may elect to enroll in a technical program. Generally, juniors attend in the afternoon and seniors attending the morning. Transportation to these sessions is provided by RCS.

Technical programs are mainly **two-year programs**, in which students begin their junior year and finish the program in their senior year. There are highly competitive/selective one-year programs for student to enter into for their senior year.

These technical programs offer students the opportunity to earn four credits per year. Programs offered are listed below. For a complete description of all technical and career courses go to www.wflboces.org/tcc.

Agriculture Careers

Animal Science
Diesel/H.E.R.O. (Heavy Equipment
Repair and Operation)

Computer Programming

Computer Technology
Graphic Media Production

Construction/Fabrication Careers

Advanced Manufacturing &
Engineering
Carpentry
Electrical Trades

Service Industry Careers

Cosmetology
Criminal Justice
Culinary Arts
Education and Human Services
Emergency Medical Services
Health Careers

Transportation Careers

Auto Body Repair
Automotive Technology

SENIOR ONLY PROGRAMS:

HIGHLY COMPETITIVE
APPLICATION AND ACCEPTANCE/DENIAL PROCESS

New Vision:
Medical
Health Therapy Sciences



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WHERE STUDENTS LEAD
🌐 PROUD CAPS NETWORK AFFILIATE

[HTTPS://YOURCAPSNETWORK.ORG/
PROFESSION-BASED-LEARNING/](https://yourcapsnetwork.org/profession-based-learning/)

FINGER LAKES MOSAIC COLLECTIVE

PROGRAM OVERVIEW

WHAT IS THE MOSAIC COLLECTIVE?

The Finger Lakes Mosaic Collective is a new experiential learning program that brings together high school students from across our region to work on real-world projects sponsored by local businesses and organizations. Students, called Associates, spend half of their school day at Finger Lakes Community College learning college-level coursework and collaborating on authentic business challenges.

PROGRAM STRUCTURE

- Who participates: High school seniors from multiple districts, selected to join the first Mosaic cohort.
- When: Associates meet at FLCC three mornings a week (M/W/F) for project work and two mornings (T/TH) to attend their college class.
- Format: Associates form teams to work on business-sponsored projects, supported by a facilitator and business mentors.
- Goal: Provide authentic experiences that develop problem-solving, communication, and teamwork while helping businesses move forward on meaningful initiatives.

STUDENT PROFILE

- Age/Grade: 17-18 years old (seniors in high school).
- Academic Level: Early college scholars; they take FLCC courses alongside the Mosaic program.
- Skills: Varied backgrounds—some may have strong technical, creative, or leadership skills; others are still discovering their strengths.
- Mindset: Curious, motivated, and ready to stretch outside their comfort zones with guidance.

WHAT BUSINESS PARTNERS CAN EXPECT

- Associates will approach projects with fresh perspectives and creativity.
- Projects are designed to be challenging but achievable with mentor guidance.
- Business mentors play a key role in providing context, feedback, and encouragement.
- Outcomes include not just project deliverables, but also growth in student confidence, professional skills, and self-awareness.

AccelerateU

What is Accelerate U?

AccelerateU is an online learning program offered through EduTech / Wayne-Finger Lakes BOCES providing 300+ asynchronous courses for New York State-enrolled students. It is designed to help students:

- Earn original high school credit
- Recover failed or missed credits
- Diversify their learning options with electives and advanced coursework
- Work individually or in small online groups

Course Delivery & Structure

- **Asynchronous online format:** Most coursework is self-paced within weekly progress deadlines.
- **Teacher support:** Students communicate with teachers via email and scheduled online support sessions; teachers are the **Teachers of Record** and provide ongoing feedback.
- **Rolling enrollment:** Students can start courses at any time of the year.
- **Course work expectations:** Students typically are expected to work regularly (suggested ~3-5 hours/week).

Course Availability

AccelerateU offers a **wide range of courses** listed by subject (core, electives, AP, etc.). The full and **current detailed course list** is maintained online. Example categories include:

Core Academic Subjects

- English / Language Arts
- Mathematics (Algebra, Geometry, etc.)
- Science
- Social Studies / History

Advanced & Electives

- Advanced Placement (AP) courses in subjects like Biology, Calculus, Psychology
- Business and Career courses (e.g., Accounting, Entrepreneurship)
- Computer Science & Technology courses
- Electives such as Art, Psychology, Health, etc.

A full list of courses can be found at:

<https://www.edutech.org/resources/accelerateu-online-learning/course-list>

English (4)

Social Studies (4)

Global I	
Global II	
US	
omics (.5)	
Gov't (.5)	

Science (3)

Life	
Physical	

Mathematics (3)

World Languages (1)

Arts (1)

Physical Education (2, .25 credits for each semester)

Sem. 1 ☐ Sem. 2 ☐
Sem. 3 ☐ Sem. 4 ☐
Sem. 5 ☐ Sem. 6 ☐
Sem. 7 ☐ Sem. 8 ☐

Health (.5)

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Electives (3.5)

Local/Regents Diploma

Discipline	Exam Name	Score(s)
English		
Social Studies		
Science		
Mathematics		
Pathway		

Advanced Designation

These additional exams are only required for advanced designation.

Discipline	Exam Name	Score(s)
Mathematics		
Mathematics		
Science *		

**Note: One assessment must be life sciences and one must be physical science.*

Sequence for Advanced Designation:

Note: Students choose one of the three options. Credits included in sequences may also be used to meet the 22 units of credits.

Arts (5 credits)	CTE (5 credits)	World Lang. (3 credits + exam)
		Checkpoint B (exam score)

NOTE: School districts may establish diploma requirements in addition to those outlined in the [New York State Diploma Requirements](#).



New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

(**) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) Pathways

A student must either:

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

Reference: [Multiple Pathways](#) and [NYSED-Approved Regents Examination Alternatives](#)

2.) Appeals

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

3.) Exemptions from Diploma Assessment Requirements

- Exemptions due to a Major Life Events: Reference the [Exemptions for Major Life Events memo](#).
- Exemptions from the Regents Exam in US History and Government (Framework): Reference the [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#).
- COVID Exemptions: Reference the FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#)
- Special Determination (June 2022 graduates only): Reference the [Special Determination to Graduate with a Local Diploma in June 2022](#) memo.

4.) Special Endorsements

- Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 NYSED-Approved Regents Alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.
- Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.
- Seal of Biliteracy: A student meets the criteria for earning the [NYS Seal of Biliteracy](#).
- Seal of Civic Readiness: A student meets the criteria for earning the [NYS Seal of Civic Readiness](#).
- Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a NYSED-Approved CTE program including the 3-part technical assessment.

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

5.) Superintendent Determination of a Local Diploma

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

6.) World Languages Exemption

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

Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
Regents Exam or passing score on a NYSED-Approved Regents Alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 ¹	1	1 Regents Exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents Exams with a score of 65 ¹ or above	1	2 Regents Exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents Exams with a score of 65 ¹ or above	1	55 ^{*A}	1	Either the ELA Regents Exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents Exams with a score of 65 ¹ or above, <u>OR</u> 1 Regents Exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents Exams with a score of 65 ¹ or above *
Math	1	65 ¹	1		1		1	55 ^{*A}	1	
Science	1	65 ¹	1		1		1	55 ^{*A}	1	
Social Studies	1	65 ¹	1		1		1	55 ^{*A}	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 ^{*A} if Regents Exam	1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents Exam (except ELA and Mathematics) can be compensated by a score of 65 ¹ or above on another required Regents Exam including ELA and Mathematics.		Non-Applicable	

Regents Diploma with Advanced Designation

Students seeking the Regents diploma with advanced designation must:

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass **two additional** Regents Exams or NYSED-Approved Regents Alternatives in **mathematics**; and
- Pass **one additional** Regents Exam or NYSED-Approved Regents Alternative in **science**
 - students seeking advanced designation must pass at least one Regents Exam or NYSED-Approved Regents Alternative in both sciences (**one life and one physical**); and
- Complete a **sequence**:
 - earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
 - complete a 5 unit sequence in the Arts, or
 - complete a 5 unit sequence in CTE.

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math*, 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents Exams in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements](#): Local diploma for Students with Disabilities.

^A In the event a student with a disability is unable to attain a passing score on any Regents Exam, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

* English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements](#): Local diploma for English Language Learners.

* The 4th mathematics examination can be selected from the list of [NYSED-Approved Regents Examination Alternatives](#).

¹ For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be applied to all diploma types.

