Rush-Henrietta
Central School District

2027-2028 SECONDARY PROGRAM COURSE GUIDE

Junior High School • Senior High School

Excellence for Every Student

Foundation to Flourish for All Students

Cohesive and Inclusive Community and Culture

Preparing Students for the Pathways to Tomorrow

Equal Educational Opportunity

Title IX of the Education Amendments of 1972

The Rush-Henrietta Central School District does not discriminate on the basis of race, color, or national origin in the employment and educational opportunities it offers, including vocational educational opportunities.

Also, as required by Title IX of the Education Amendments of 1972, the Rush-Henrietta Central School District, Henrietta, New York, does not discriminate on the basis of sex in the educational programs or activities which it provides, including vocational programs, appointment of employees, employment pay and benefits, counseling service for students, access by students to educational programs, course offerings, textbooks, and student activities.

The District official responsible for the coordination of activities relating to nondiscrimination is the Assistant Superintendent of Human Resources and Strategic Initiatives. Any student or employee who feels that his or her rights under Title IX may have been violated by the District or its officials should contact the Human Resources office at 2034 Lehigh Station Road, Henrietta, NY 14467 (585-359-5044) for information regarding the complaint process. In addition, any student or employee may make an inquiry to a complaint directly to the Federal Office for Civil Rights. A grievance procedure is available to the public; interested persons should contact the Assistant Superintendent of Human Resources and Strategic Initiatives.

Section 504 of the Rehabilitation Act of 1973

The Rush-Henrietta Central School District, Henrietta, New York, hereby gives notice that it does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. The District further gives notice that it does not discriminate on the basis of handicap in admission or access to its programs and activities, including vocational education programs. No person shall be denied employment solely because of any physical, mental or medical impairment which is unrelated to the person's ability to engage in the activities involved in the job for which application has been made.

Inquiries concerning this policy may be referred to the Director of Special Education, Section 504 Compliance Officer, West Henrietta Education Building (WHEB), 649 Erie Station Rd., West Henrietta, New York 14586. The phone number for the Director of Special Education is (585) 359-7933. A grievance procedure is available to the public; interested persons should contact the Director of Special Education.

NOTICE: There is no discrimination in course selection, and all courses offered are available to all students regardless of sex, race, national origin, or handicaps.

Rush-Henrietta Central School District

Secondary Program Course Guide

Published annually for Rush-Henrietta students

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Programs at a Glance

COURSE INFORMATION

Course Load and Credit

Students are encouraged to take advantage of the programs offered by carrying a course load consistent with their abilities and interests and that allows them to meet all minimum requirements of the New York State Education Department and the school district. Students are required to take, as a minimum, a schedule of classes equivalent to six classes plus physical education each school year (6.5). Courses are a full year (1.0) or half year (0.5) in length.

Promotion Requirements

Senior High School students are assigned to a grade level annually based on cumulative credits earned by the first day of school. A minimum of 5 credits is needed to be considered a sophomore, 10 credits to be a junior, and 15 credits to be a senior.

Course Changes

The master schedule is developed based on student course requests and staffing in early spring. Schedule changes may not be honored after this time. Exceptions may be made for the following reasons:

- An error or omission.
- Course credits required for graduation (June failures and summer academic outcomes including results of RIT/U of R courses).
- Requirements for post-graduation placement.
- Request to change levels from a higher to a lower level class.
- Required by a formal instructional planning committee (CSE, 504, AIS, IST).
- Add a course in place of study hall if room is available and the class is offered at the same time as the study hall.
- Required to accommodate classes taken at RIT, U of R, or MCC.
- Required to accommodate school-approved work experiences, i.e., Co-op or Internship.

NCAA Eligibility Information

Students interested in competing in athletics at the college level must consult each college regarding its athletic affiliation. Those schools who participate in the NCAA (National Collegiate Athletic Association) are separated into three major categories called Divisions. Eligibility to participate in intercollegiate athletics is determined by a student's Grade Point Average (GPA) as calculated by the NCAA based on quality points earned in NCAA pre-approved R-H courses, and SAT or ACT scores. Student athletes intending to participate in intercollegiate athletics at the Division I or II level should consult www.ncaa.org and their school counselor beginning in the ninth grade. Although Division III colleges/universities do not have specific academic requirements for athletic participation, strong college preparatory programs are encouraged. Throughout this book, courses with NCAA approval are denoted with a ❖ symbol. All students interested in competing with the NCAA eli For more information regarding NCAA eligibility, see www.ncaa.org. All students interested in competing at the NCAA collegiate level should register at this [https://web3.ncaa.org/ecwr3/] link at the NCAA Eligibility Center (formerly NCAA Clearinghouse) no later than the conclusion of 1st semester of the junior year for further coursework information and eligibility standards.

COURSE TYPES

Regents (R) Courses

These courses are offered to prepare students for New York state-required exams and the New York State Regents. For New York State Regents Diploma and Regents Diploma with Advanced Designation requirements, see page 71.

Advanced Placement (AP) Courses

Rush-Henrietta offers Advanced Placement courses at the Senior High School depending upon enrollment. The AP exams are administered nationwide in May by the College Entrance Examination Board. Students who achieve a successful score on the AP exam may, at the discretion of their chosen college, receive college credit and/or advanced placement status.

Students who achieve a successful score on the AP exam (as required by colleges) may receive college credit and/or advanced placement status at the discretion of their chosen college.

Independent Study Course

A student interested in extending study of a specific area of interest may apply to pursue independent work. The student must meet with the Rush-Henrietta subject-area teacher to develop a contract and then obtain approval from a parent/guardian, counselor, the department director, and school principal. Applications are available in the Counseling Center. Upon satisfactory completion of the Independent Study Contract, students will earn between one-quarter to one full credit.

Online Courses

Rush-Henrietta offers online courses for self-motivated students who are interested in online learning. Using the Google Classroom, students receive instruction, participate in online discussions and submit assignments electronically. No traditional class time is scheduled, providing flexibility in student schedules.

Course Credit by Examination

The New York State Regents have made provisions {100.5 (d) (1)} for a student to earn up to 6.5 credits toward a Regents diploma without completing units of study for those credits. This means that a student may earn credit for knowledge gained or study undertaken elsewhere. The following steps need to be completed for a student to fulfill the New York State requirements:

1. Completion of Application: A student must complete an application form stating both how the student gained knowledge, and how the student will benefit academically from this educational alternative. The student must have earned a 95% average in the academic subject area being pursued and obtain permission from prior teachers and his/her parent/guardian. The application form is available in the Counseling Center.
2. Taking a Pre-Test: This test is given by a teacher in the subject department from which the student is applying for credit. A student must score an 85% or higher to advance to Step 3.
3. Oral Exam or Project: The student must meet with the department director to determine the manner in which the student will demonstrate his/her competency in the subject area.
4. Final Exam: Upon successful completion of Step 3, the student will make arrangements with the department director to take the final examination. Credit will be granted upon achieving a minimum grade of 85% on this exam.

EARNING COLLEGE CREDITS

Project Lead the Way (PLTW) Courses

PLTW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering, and Math (STEM) education for junior high and high school students. PLTW's comprehensive curriculum—collaboratively developed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators—emphasizes critical thinking, creativity, innovation, and real-world problem solving. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically may not pursue, and provides them with a foundation and proven path to college and career success in STEM-related fields. PLTW courses are listed in the CTE, science, and technology sections of this secondary program course guide. Students in eligible PLTW Biomedical Science and Pre-Engineering courses may earn RIT college credit by maintaining an 85 course average and earning at least a 70 on the RIT final exam. Rush-Henrietta Senior High School is a PLTW Distinguished School.

Dual-Enrollment Programs

The Rush-Henrietta Central School District partners with Monroe Community College (MCC), the University of Rochester (UR), and Rochester Institute of Technology (RIT) to offer eligible students opportunities to earn college credit while completing their high school diplomas. College credits are recorded on an official transcript issued by the participating institution. Acceptance of those credits by another college or university is determined by the receiving institution.

MCC College Now

MCC College Now courses are taught at Rush-Henrietta by district teachers approved by MCC, who work with MCC faculty to ensure that courses are equivalent to those offered on the MCC campus. Students who successfully complete course requirements earn high school credit(s) and MCC credit(s). MCC courses are offered at a reduced tuition rate, and eligible students may qualify for scholarship assistance. Course offerings may change annually, and some courses may have prerequisites.

University of Rochester and Rochester Institute of Technology Courses

After successfully completing their sophomore year, eligible students may apply to take up to two courses per academic term at UR and/or RIT. These courses are taught and assessed by university faculty and are subject to institutional approval, course prerequisites, and space availability. Applicants must meet applicable district, UR, and/or RIT eligibility requirements. Tuition is waived for eligible students enrolled in UR and RIT courses. Students are responsible for transportation, books, and materials.

Students who successfully complete UR and RIT courses earn college credit. Depending on the course and its alignment with district graduation requirements, students may also earn high school credit. Enrollment in a college course does not automatically result in the award of high school credit or fulfillment of a particular graduation requirement. Students should consult with their school counselor before enrolling to determine whether a course will earn high school credit and/or satisfy a graduation requirement.

To earn one high school credit, a college course must meet the equivalent of approximately 108 hours of instruction. College grades and credits are added to the student's high school transcript upon receipt of appropriate college documentation. Application materials and specific eligibility criteria are available in the Counseling Center..

ENDORSEMENTS / SEALS / CERTIFICATIONS

Career and Technical Education (CTE)

Career and Technical Education (CTE) is an umbrella term for instruction that introduces students to career opportunities and requirements. Students apply academic skills and develop career-related behaviors. CTE courses include rigorous academic content using the state learning standards of Career Development and Occupational Studies (CDOS). CTE includes the specific academic programs of business, family and consumer sciences, health, technical education, technology education, and trade/industrial education.

Rush-Henrietta offers CTE Endorsement. This is an enhancement on a student's high school diploma in the form of a New York State Education Department seal indicating that a student has completed coursework in a state-approved CTE program. Academic and technical knowledge and skills within this series of courses prepares students for further education or employment in a career. The program is supported by work-based learning experiences, integrated and specialized instruction, a Work-Skills Employability Profile, and nationally accredited assessments. (See page 6 for more information.)

The CTE Endorsement may also be achieved by attending a vocational study at EMCC. (See page 65 for more information.)

New York State Seal of Biliteracy (NYSSB)

In recognition of the importance of learning languages and a culturally diverse community, New York state is offering a pathway to earn this accredited honor. The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The NYSSB is available to any graduating senior who has met the requirements for a NYS Regents diploma and the Seal of Biliteracy. Students can earn this honor and distinguish themselves from other high school graduates and new college entrants by earning this seal. The special Seal of Biliteracy will be affixed to your high school diploma and you will receive a medallion to wear at graduation. The Seal of Biliteracy may be a 4+1 pathway.

The Seal of Biliteracy sets students up for success in college, career, and life. The NYSSB:

- encourages the study of World Languages
- affirms the value of linguistic and cultural diversity in a multilingual society
- prepares students with twenty-first century skills
- provides employers with a way to identify high school graduates who have language and biliteracy skills
- provides universities with an additional method to recognize applicants seeking admission

For more information on the Seal of Biliteracy, ask your World Language Teacher or your school counselor.

New York State Seal of Civic Readiness (NYSSCR)

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency and skills in terms of civic knowledge, skills, mindset, and experiences. Civic readiness is the ability to make a positive difference in the public life of our communities. To earn the Seal of Civic Readiness, a student must complete all requirements for a New York State Regents diploma and earn a minimum of six points in two areas:

Civic Knowledge- Students may demonstrate proficiency in civic knowledge by earning credit in social studies courses, receiving a passing or mastery score on a social studies Regents exam, or completing a civic readiness research project.

Civic Participation- Students may demonstrate proficiency in civic participation by completing a high school civics project, completing a

service learning project, achieving proficiency in a civic engagement elective course, or participating in an extra-curricular program or work-based learning experience that promotes civic engagement or civic action for a minimum of 40 hours.

Students may also earn points by completing a junior high school Capstone project or a high school Capstone project. The Seal of Civic Readiness may be a 4+1 pathway.

The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government, civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has skills and knowledge in civics and social justice;
- recognizes the value of civic engagement and scholarship.

For more information on the Seal of Civic Readiness, ask your social studies teacher or your school counselor.

Academic Program Overviews

Art
Career & Technical Education (CTE)
- Business
- Computer Science
- Technology

English Language Arts (ELA)
Family & Consumer Science (FACS)
Health
Mathematics
Music
Performing Arts
Physical Education (PE)
Science
Social Studies
World Languages (WL)

The Rush-Henrietta secondary schools program provides students with rewarding opportunities to develop their talents, abilities, and interests. At the same time, students are able to pursue many academic offerings in line with their future goals. Our educational program is comprehensive and offers preparation for students who plan to continue their formal education beyond high school. Options also exist for those who plan to enter into the workforce or the military. Rush-Henrietta students graduate with the skills needed to succeed wherever their path may take them. With the assistance of parents/guardians, counselors, and teachers, students should make decisions about their courses after careful reflection on their abilities and interests.

In junior high school, students study the core content areas of English Language Arts, Math, Social Studies, Science, Health, Physical Education, Music, and Art. In addition, they begin their study of a world language (American Sign Language, French, German, or Spanish), Family and Consumer Science, Technology, and Business, and options in the Performing Arts. Students have opportunities to choose areas of study that interest them by enrolling in elective courses.

In high school, students continue to study the core content areas and have an opportunity to further pursue studies of interest through a rich variety of elective courses. Many of the courses provide college credit opportunities. These include dual credit, Advanced Placement, and Project Lead the Way. Career and Technical Education (CTE) programs are available with courses in Business, Computer Science, and Technology. In addition, vocational courses are offered through the Eastern Monroe Career Center (EMCC).

Classroom instruction is based on the guiding principle that all students should be strategic readers, thinkers, and writers. Literacy skills are explicitly taught during English Language Arts instruction and reinforced within content area instruction. Computational thinking and high-level problem solving are taught during math, science, and technology courses. Information and communication technology skills are embedded into all content area instruction as students use technology to obtain information, communicate, collaborate, and create products of their learning. The district provides each student with a Chromebook to improve the quality of their learning in school and at home.

As students review this Secondary Program Course Guide and make decisions for their secondary coursework, they should ask themselves these questions:

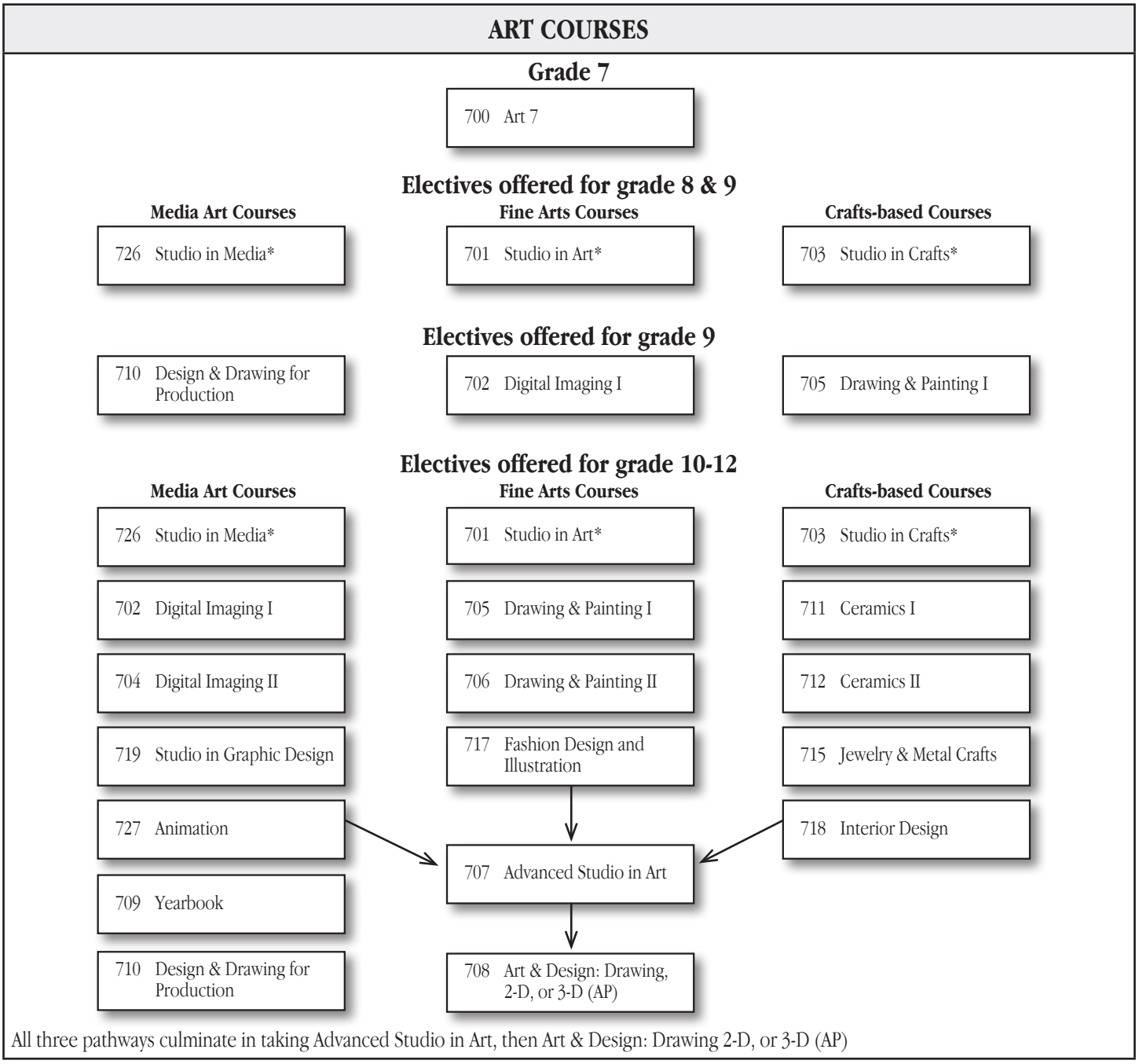
- Am I taking a variety of courses that will provide me with a good foundation for college or a career?
- Will I be challenged and motivated by the courses I am selecting?
- Will these courses encourage me to be a lifelong learner?

Rush-Henrietta's educational program is designed for all students to graduate ready for college or a career. It is crucial that our graduates are prepared for success in their future endeavors, whether that be postsecondary education, career training, or military service. The academic programs are designed to provide students with many options to develop their skills and interests, allowing our graduates to flourish.

Art

Visual arts play an increasingly vital role in our lives. Artists and designers shape our environments and communicate the many visual messages we encounter every day. In Rush-Henrietta, visual arts courses help students make sense of the visual world, develop their ability to generate multiple solutions to problems, push the boundaries of media and form, and learn the habits of mind necessary to bring ideas to life. Visual arts courses encourage students to grow in their ability to see the connections between the visual arts, other art forms, and aspects of life and learning. In addition to encouraging creative and flexible thinking, students develop their artistic voice through an increasingly complex set of art skills and techniques in a variety of media. Students taking visual arts courses will create, perform, present, and produce visual art products, and advance their knowledge of visual arts aesthetically, intellectually, and creatively.

In grades 7 and 8, students are required by New York state to complete .5 units of art education, which is typically fulfilled in Grade 7 (Art 7). In addition, all students must earn at least one high school credit in the Arts (art, dance, music, or theater) in order to graduate. Courses that satisfy this requirement are listed with an asterisk next to the course title. Students interested in pursuing a Regents with Advanced Designation may substitute a 5-unit sequence in Visual Art for the 3-unit foreign language requirement. Students considering a career in the arts should plan a sequence of coursework that begins with a foundation level art course in eighth or ninth grade and culminates in Art & Design: Drawing, 2-D, or 3-D (AP).



* Courses that satisfy credit towards the 1.0 graduation requirement in the Arts.

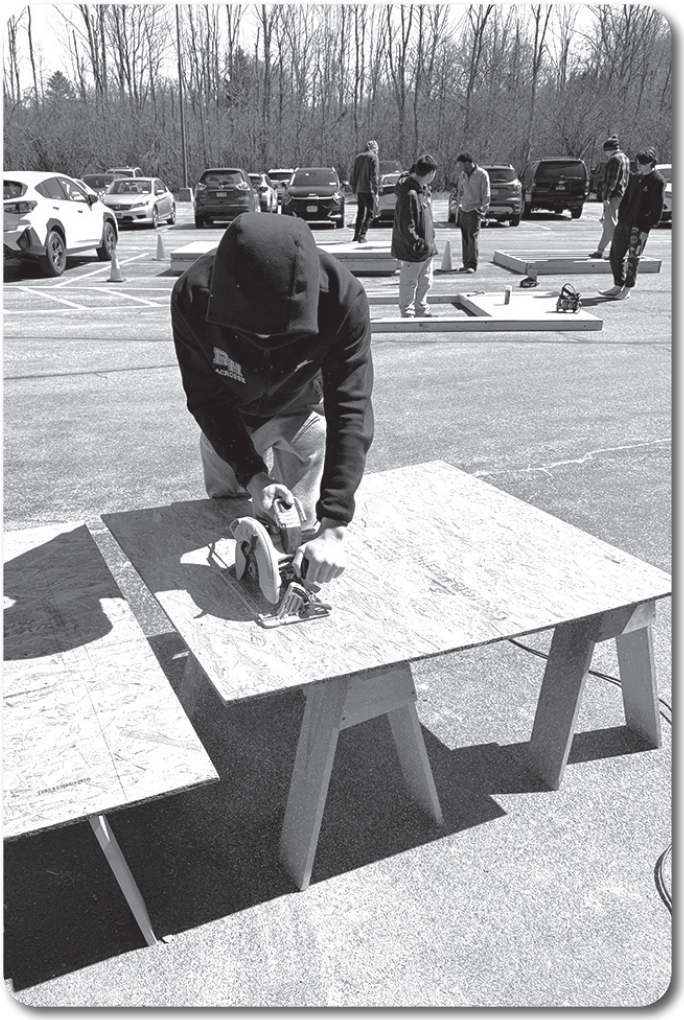
Career and Technical Education (CTE)

Career and Technical Education introduces students to a variety of career opportunities and related requirements. CTE courses provide rigorous academic content using the state learning standards of Career Development and Occupational Studies (CDOS). In Rush-Henrietta, CTE includes the academic programs of Business, Computer Science, and Technology. Academic and technical knowledge and skills within each series of courses prepares students for further education or employment in a career. The program offers work-based learning experiences, integrated and specialized instruction, a Work-Skills Employability Profile, and nationally accredited assessments.

In addition to the opportunity for students to explore career paths, CTE programs offer several advantages:

- Real-world skills: CTE programs focus on practical, hands-on learning, equipping students with relevant career skills.
- Job prospects: Students gain valuable experience prior to graduation, making them more attractive to potential employers.
- High earnings potential: CTE graduates have the ability to earn high wages in careers related to their vocational training.
- College readiness: For students who choose to pursue a college degree, the coursework and soft skills developed through these programs provide additional college preparation.
- Engagement and motivation: CTE programs can make learning more engaging and relevant for students, often providing a positive impact on attendance and grades.

Students enrolled in Career and Technical Education programs who successfully complete the CTE endorsement and graduation requirements earn the Regents Diploma with Advanced Distinction. A technical endorsement will be affixed to their diploma and appear on their transcript. This is a New York State Education Department seal indicating that a student has completed coursework in a state-approved CTE program. (See page 7-9 for more information.)



Business

Computer Science

Family & Consumer Science

Technology

Work-Based Learning

CTE: Business

Business education encourages students to embrace the opportunities of today and tomorrow with confidence. Rush-Henrietta is excited to offer our business program as an approved New York State Career and Technical Education program of study. The purpose of the program is to provide students with the skills, attitudes and competencies to be successful in post-secondary study, the workforce, and as adult consumers.

Students will gain the knowledge and skills in finance, marketing, management, entrepreneurship, accounting, communications, and business technology. A comprehensive business and marketing education program, in conjunction with academic study, will most effectively prepare a student for lifelong success. Business classes provide students with a new perspective that leads to more focused college and/or career choices.

In Rush-Henrietta, students who are interested in pursing a Regents diploma with Advanced Designation in Career and Technical Education must earn five units of credit from a combination of Business, Family and Consumer Sciences, and Technology courses.

Beginning 2026-2027 Financial Literacy is a graduation requirement.

Career and Technical Education (CTE) Endorsement on Diploma

Students enrolled in CTE programs, who successfully complete the CTE endorsement and graduation requirements, will earn a Regents Diploma with Advanced Distinction and a technical endorsement will be affixed to their diploma and stated on their transcript. There are five courses required for this endorsement which are indicated in the chart below by an asterisk.

The Business Management & Entrepreneurship CTE endorsement indicates that a student has completed a rigorous program of study in Business Management & Entrepreneurship, completed a work experience component, and successfully passed two nationally accredited exams. Many of the business courses are offered for dual-enrollment credit through Monroe Community College (MCC), so students can earn college credit while taking these courses at Rush-Henrietta. The purpose of the Business endorsement program, as outlined by the New York State Education Department, is to prepare students for employment and post-secondary study.

Requirements leading to the technical endorsement include:

- completion of 3.5 credits in Business courses (including five required courses).
- completion of two external exams (aligned to Business CTE program) and a locally developed student portfolio.
- completion of work-skills employability profile.
- completion of work-based learning experiences.

BUSINESS COURSES

Electives offered for grade 8

546 Business Entrepreneurship: Putting Ideas into Action

Electives offered for grade 9

546 Business Entrepreneurship: Putting Ideas into Action

549 Principles of Marketing*

Electives offered for grades 10-12

General Business

160 Leadership in Management*

501 Career and College Planning Seminar*

511 Computer Applications: Mastering Microsoft!

Marketing & Finance

544 Accounting

695 Financial Literacy*

549 Principles of Marketing*

504 Entertainment Marketing

507 Advertising and Media Relations

Business Ownership & Management

550 Business Ownership and Management*

505 Sports Management

595 Business Law

Work-Based Learning

700 General Educational Work Experience Program (GEWEP)

509 Career Exploration Internship Program

699 Cooperative Work Experience

Beginning 2026-2027 Financial Literacy is a graduation requirement.

* Courses that are required for CTE endorsement.

CTE: Computer Science

Computer science provides fundamental skills that empower young minds to understand and shape the world around them. In alignment with the New York State Computer Science and Digital Fluency Learning Standards, these elective courses are designed to provide students with a solid foundation in computer coding, problem-solving, computational thinking, and digital ethics. Through hands-on projects and interactive lessons, students will explore a wide range of topics, from programming languages to data collection and networking. Students pursuing this pathway will develop a deep understanding of technology and its real-world applications, whether they wish to pursue academic and career opportunities in the computer science field or simply want to better understand today's increasingly digital world. All students must take the JHS Computer Science and Digital Fluency course either in 7th or 8th grade.

COMPUTER SCIENCE COURSES

Electives offered for grades 7-8

232 JHS Computer Science and Digital Fluency *

PROJECT LEAD THE WAY PLTW

Computer Science

Project Lead the Way (PLTW) Courses

540 Computer Essentials (Grade 9)

530 Computer Science Principles (AP) (Grades 10-12)

520 Computer Science A (AP) (Grades 11-12)

510 Cybersecurity (Grades 11-12)

* Successful completion of this course satisfies .5 of the 1.75 required units of study for CTE.

CTE: Technology

Technology education allows students to apply critical thinking skills and knowledge that connect math, science, and technology. By engaging in projects and problem-based learning, students will develop skills such as systems thinking, creativity, collaboration, and effective communication. Our program includes electives designed to provide students with the opportunity to explore many aspects of both modern and traditional technologies.

In Rush-Henrietta, students are required to take Junior High Technology in seventh grade. Students entering eighth grade who demonstrate an interest in technology have an opportunity to pursue additional coursework. In ninth grade, students can choose to take the first Pre-Engineering Project Lead The Way (PLTW) course, Introduction to Engineering Design. At the high school level, students may choose from a variety of technology electives in addition to continuing the PLTW sequence.

TECHNOLOGY COURSES

Grade 7

- 790 Junior High Technology

Electives offered for grade 8

- 890 Applied Technology (Grade 8 elective)
- 600 Production Systems: Introduction to Tools and Machines (Grades 8-9 elective)

Electives offered for grade 9

- 600 Production Systems: Introduction to Tools and Machines (Grades 8-9 elective)
- 623 Introduction to Robotics (Grades 9 elective)
- 710 Design & Drawing for Production *
- 611 Introduction to Engineering Design (Grade 9 elective)

Electives offered for grades 10-12

Materials Processing	Trades	Advanced Technologies	Unmanned Aerial Systems
635 Wood Technology I	606 Engine Operation and Maintenance	242 Computer Programming	640 Unmanned Aerial Systems I
636 Wood Technology II	643 Construction Systems	624 Advanced Robotics Systems	650 Unmanned Aerial Systems II
641 Metal Technology	607 Basic Electronics		
	710 Design & Drawing for Production *		

PROJECT LEAD THE WAY PLTW

Pre-Engineering Project Lead the Way (PLTW) Courses

- 611 Introduction to Engineering Design (Grades 9-12)
- 609 Digital Electronics (Grades 10-12)
- 642 Computer Integrated Manufacturing (Grades 10-12)
- 610 Principles of Engineering (Grades 10-12)
- 618 PLTW Capstone (Grades 11-12)

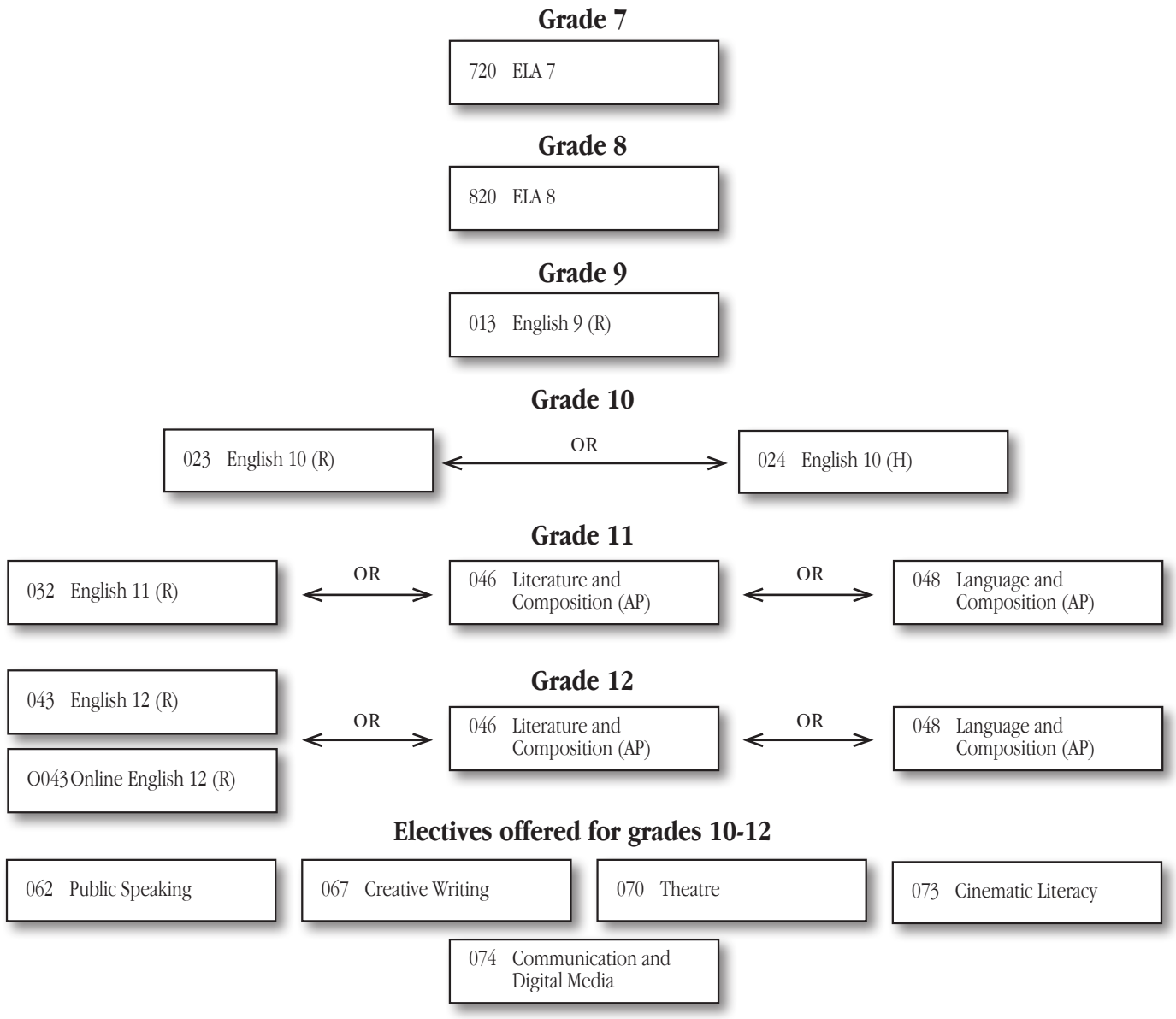
***Students who pass the Design & Drawing for Production course are eligible to take Digital Electronics or Computer Integrated Manufacturing.**

English Language Arts

Our goal in Rush-Henrietta is to introduce students at all grade levels to regular and varied opportunities to read, write, listen, and speak across all content areas. An English course is required each year in grades 7-12. Coursework will ensure all students achieve literacy levels sufficient to ensure college and career readiness. Students that are interested in pursuing rigorous college level coursework in English will be encouraged to take advantage of the AP Language and AP Literature courses in grades 11 and 12. A variety of electives are offered to students in grades 10-12 who wish to further explore English Language Arts.

To receive a Regents diploma, students in grades 9-12 are required to earn four credits in English and to pass the New York State Comprehensive Examination in English, usually taken in June of the junior year.

ENGLISH LANGUAGE ARTS COURSES



Family and Consumer Science

Family and Consumer Science is the discipline that focuses on the roles and responsibilities students will assume as adults. Through an applied approach, students develop skills and attitudes that enable them to act responsibly toward themselves, their families, their peers, and society as a whole. The career and occupational studies emphasis in these courses helps to guide students toward gainful employment and success in post-secondary programs.

In Junior High, students may choose to take Family and Consumer Science 7 as an optional elective course. Students are required to take Family and Consumer Science 8 with personal finance embedded content.

FAMILY AND CONSUMER SCIENCE COURSES

- 710 Family and Consumer Science 7
- 810 Family and Consumer Science 8 with Personal Finance

Health

The Rush-Henrietta model of health education emphasizes the essential knowledge and skills necessary to adopt, practice, and maintain healthy behaviors. The curriculum focuses on the prevention of high-risk behaviors such as the use of tobacco and other drugs, dietary patterns and sedentary lifestyles, behaviors that have unintended consequences, such as disease or pregnancy, and behaviors that lead to violence or antisocial behaviors.

Students will develop and strengthen skills that will help them have healthy relationships, be goal-focused when making decisions, and self-advocate in pursuit of healthy lifestyles, both in and out of school.

Rush-Henrietta students are required to take health classes – Junior High Health in seventh grade and one class of High School Health at any time during grades 10-12. Several electives, listed below, are also available.

HEALTH COURSES

Junior High School

Grade 7

- 775 Junior High Health

Elective offered for grades 8-9

- 875 The Teenage Brain

Senior High School

Grades 10-12

- 881 High School Health
- O881 Online High School Health

Electives offered for grades 10-12

- 668 Child and Adult Development
- 883 Death and Dying
- 884 Women's Health and Wellness

MATHEMATICS

In Rush-Henrietta, all students are required to take a math course each year during grades 7-12. An annual math course is required to help ensure that students stay engaged in mathematical learning to build their skills and be prepared for the rigors of college study.

Learning mathematics is a continuous process that builds on earlier learning and develops mathematical practices. Our mathematics curriculum is designed to provide students with the appropriate understanding, knowledge, and skills that will prepare them for higher level mathematics coursework, interdisciplinary studies, and areas of further post-secondary study and careers.

To earn a Regents diploma, all students must earn three credits in mathematics and earn a passing grade on one of the following Regents exams: Algebra I, Geometry, or Algebra II. Students who pass all three Regents exams fulfill the mathematics requirements to earn a Regents diploma with Advanced Designation.

MATH COURSES

Grade 7

740 Math 7 OR 749 Math 7/8

Grade 8

840 Math 8 OR 201 Algebra I (R)

Grade 9

215 Algebra IA OR 201 Algebra I (R) OR 217 Geometry (R)

Grades 10-12

201 Algebra I (R) or 218 Algebra IB (R) OR 217 Geometry (R) OR 221 Algebra II (R)

PROJECT LEAD THE WAY PLTW

Computer Science
Project Lead the Way (PLTW) Courses

- 540 Computer Essentials (Grade 9)
- 530 Computer Science Principles (AP) (Grades 10-12)
  - 520 Computer Science A (AP) (Grades 11-12)
  - 510 Cybersecurity (Grades 11-12)

Electives offered for grades 11-12

- 238 Statistics (AP)
- 231 Pre-Calculus
- 239 Applied Statistics
- 237 Calculus AB (AP)
- 508 Math & Financial Applications
- 208 Math Explorations

Music

The Rush-Henrietta music program encourages students to value themselves and the world in unique ways, such as self-discipline, long-term goal setting, and perseverance. Students taking music courses will create, perform, present, and produce music products, as well as advance their knowledge of music using higher-order cognitive skills, creative problem-solving, and divergent thinking. They will also learn the role that music can play in our school and community.

In grades 7 and 8, students are required by New York state to complete .5 units of music education, which is typically fulfilled in Grade 7 (General Music 7, Chorus, Band, or Orchestra). Students considering a career in music should take a sequence of coursework that includes Music Theory. Students considering a career in the related arts should take a sequence of coursework that includes Music in Our Digital Lives.

In grades 9-12, all students must earn at least one high school credit in the Arts (art, dance, music, or theater) to graduate. Courses that satisfy this requirement are listed with an asterisk next to the course title. Students interested in pursuing a Regents with Advanced Designation may substitute a 5-unit sequence in Music for the 3-unit foreign language requirement.

MUSIC COURSES

Grade 7

750 General Music 7 OR 751 Chorus 7 OR 752 Orchestra 7 OR 753 Band 7

Electives offered for grade 8

809 Music in Our Digital Lives*
829 Applied Music Technologies*
851 Chorus 8
852 Orchestra 8
853 Band 8

Electives offered for grade 9

809 Music in Our Digital Lives*
829 Applied Music Technologies*
806 Concert Chorus 9*
824 Concert Orchestra 9*
802 Concert Band 9*

Electives offered for grades 10-12

Music Knowledge

808 Piano in Our Lives*
809 Music in Our Digital Lives*
819 Music Theory I*
831 AP Music Theory

Skill Development

Instrumental

803 Symphonic Band*
825 Symphonic Orchestra*
826 Jazz Ensemble
827 Chamber Orchestra
830 Private Music Study

Vocal

801 Mixed Chorus*
807 RH Singers*
828 Spectrum Singers
830 Private Music Study

* Courses that satisfy credit towards the 1.0 graduation requirement in the Arts.

Performing Arts

Performing arts, encompassing dance and theater, play an increasingly vital role in our lives. Performers shape our experiences and communicate a wide range of messages we encounter every day. In Rush-Henrietta, performing arts courses help students make sense of the expressive world, develop their ability to generate multiple solutions to problems, push the boundaries of movement and narrative, and learn the habits of mind necessary to bring ideas to life. Through an increasingly complex set of performance skills and techniques in a variety of forms, students will create, perform, present, and produce dance and theater products, advancing their knowledge of performing arts aesthetically, intellectually, and creatively.

In grades 7 and 8, students are required by New York state to complete a combined .5 units of music and .5 units of art education. While there is no specific performing arts requirement in grades 7 and 8, these courses lay a foundational understanding for future performing arts study. In grades 9-12, all students must earn at least one high school credit in the Arts (art, dance, music, or theater) to graduate. Courses that satisfy this requirement are listed with an asterisk next to the course title. Students interested in pursuing a Regents with Advanced Designation may substitute a 5-unit sequence in Dance or Theater for the 3-unit foreign language requirement. As the Dance and Theater program continues to grow, 5-unit sequences in Dance and Theater will begin to form.

PERFORMING ARTS COURSES

Grades 8-12

- 850 Introduction to Dance *
- 865 Introduction to Theater Arts *
- 875 Intermediate Dance: Technique *
- 880 Intermediate Theater: Scene Study and Dramatic Literature *

* Courses that satisfy credit towards the 1.0 graduation requirement in the Arts.

Physical Education

Rush-Henrietta physical education is a required sequential program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere where every student is challenged and can be successful. The interdisciplinary nature of physical education provides opportunities for all students to achieve the knowledge, skill, and values that will develop and strengthen their sense of well-being and enhance the quality of their lives.

Physical education in grades 7-12 will emphasize physical fitness, skill development/refinement, socialization, cooperation, responsibility, and respect for others. All students will participate in physical fitness testing throughout the year. Students in grades 10-12 may also be required to participate in swimming.

All students in grades 9-12 are required to pass physical education in each of their eight semesters prior to graduation. Students earn 1/4 credit each semester (1/2 credit per year) for a four-year total of two units of credit. Students may not graduate unless they have successfully fulfilled this requirement.

PHYSICAL EDUCATION COURSES

760 Physical Education 7

860 Physical Education 8

960 Physical Education 9

919 Physical Education 10
920

919 Physical Education 11
920

919 Physical Education 12
920

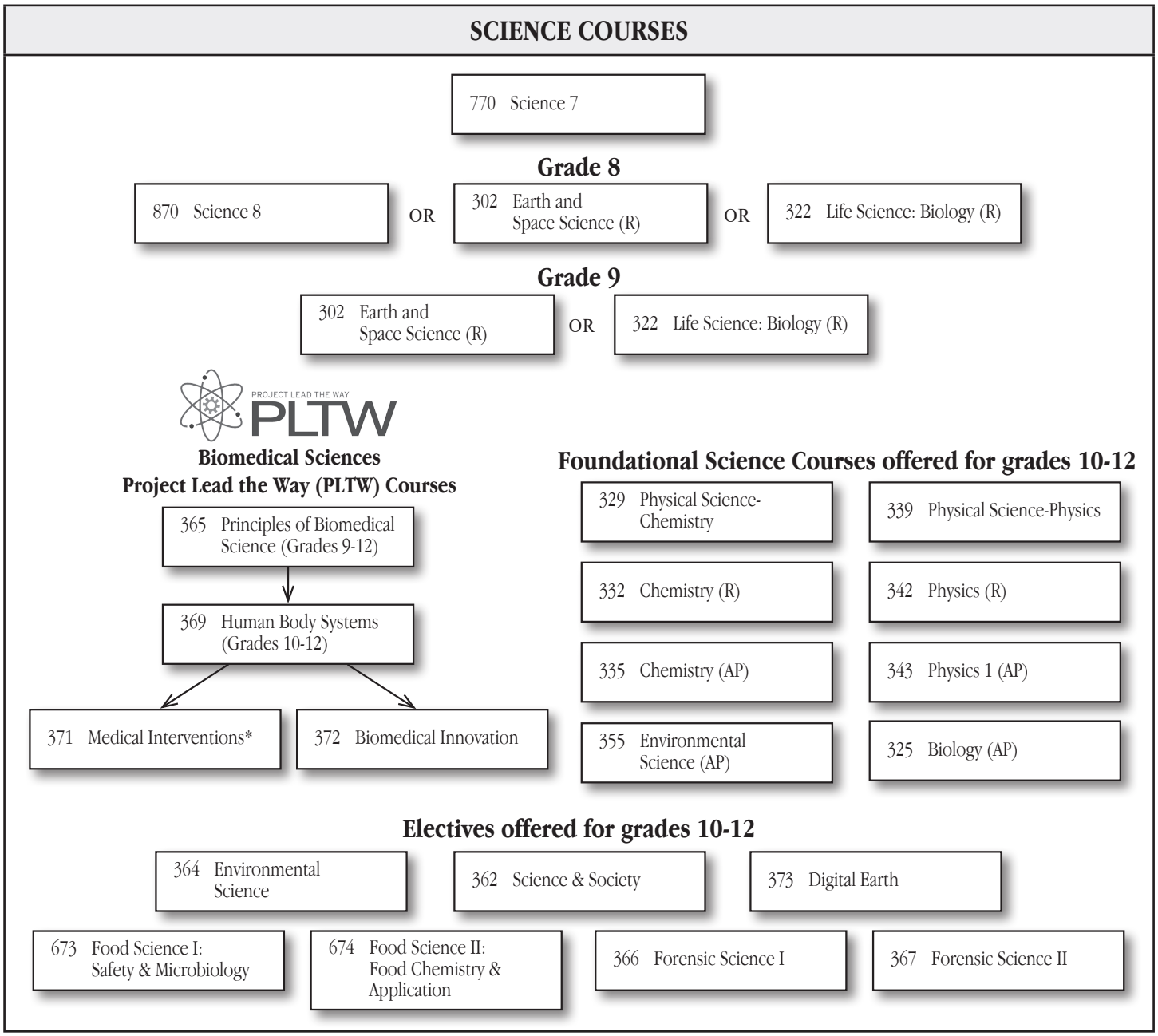
Science

All Rush-Henrietta students begin their secondary science experience with Science 7, a course aligned to the New York State Science Learning Standards (NYSSLS) that emphasizes student-driven inquiry and hands-on learning. In grade 8, students may choose to take Science 8, Life Science: Biology, or Earth and Space Science, depending on their interests and readiness for high school–level coursework. All students are required to complete at least one additional science course in grades 10–12.

Our high school science program offers a range of options to support students' individual interests and post-secondary goals, including Regents-level, Advanced Placement (AP), science electives, and a Project Lead the Way Biomedical Science sequence. Each course is designed to engage students in three-dimensional learning that integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts.

The Rush-Henrietta science curriculum emphasizes the practices used by both scientists and engineers, including: asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information.

Through a student-centered, laboratory-based approach, learners actively explore phenomena, build scientific understanding, and develop the critical thinking skills necessary for success in college, career, and civic life.



* May be taken concurrently with Biomedical Innovations.

Social Studies

In Rush-Henrietta, Social Studies courses are designed to help students learn about themselves, who they are, and where they fit into the human story. Students learn to recognize and appreciate the delicate balance of rights and responsibilities in an open society and develop the lifelong learning skills of analysis and reflection that will prepare them for effective, thoughtful, and informed citizenship. Social Studies courses encourage students to engage in the study of social, geographical, political, historical, and economic aspects of the human story.

Students are required to take a Social Studies course each year in grades 7-12. All students follow a Regents program that culminates in two New York State Regents exams. The first Social Studies Regents exam will be given at the completion of Global History 10. The second Social Studies Regents exam will be administered upon the completion of the United States History and Government course. To receive a Regents diploma, students are required to earn four credits in Social Studies and pass both Regents exams.

Students interested in pursuing rigorous college level coursework in Social Studies will be encouraged to take advantage of the AP World History, AP United States History, AP Government and Politics, and AP Economics courses.

SOCIAL STUDIES COURSES

Grade 7

780 Social Studies 7

Grade 8

880 Social Studies 8

Grade 9

114 World History 9 — OR — 113 Global History and Geography 9 (R)

Grade 10

158 World History 10 (AP) — OR — 123 Global History and Geography 10 (R)

Grade 11

142 U.S. History (AP) — OR — 133 U.S. History and Government 11 (R)

Grade 12

156 Economics (AP) — OR — 136 Economics (R)

157 Government and Politics U.S. (AP) — OR — 146 Civics and Citizenship (R)

Electives offered for grades 11-12

151 Criminal Law

152 Introduction to Psychology

154 Introduction to Sociology

155 American Women: Past and Present

159 Psychology (AP)

150 African American Studies (AP)

153 The Holocaust and Genocide in Modern Society

World Languages (WL)

In Rush-Henrietta, our goal is to ensure that students have a deep and enduring understanding of cultures, including their own, and acquire functional proficiency in a world language. With these skills, students will be able to view the world through multiple lenses, participate fully and responsibly as global citizens, and achieve college, career, and world readiness. As students prepare for responsible citizenship in a global community, the study of a world language will help them deepen their ability to communicate with knowledge, respect, and understanding of differing values, history, traditions, and cultures.

Students in junior high are required to take two years of a world language and pass the WL Checkpoint A final exam in order to earn one credit of WL that is required for high school graduation. To earn a Regents diploma with Advanced Designation using the World Language Sequence, students are required to take two additional units of WL and pass the comprehensive WL Checkpoint B final exam.

For students interested in pursuing college after high school, a minimum of three years of WL may be required to meet the foreign language requirement for their undergraduate college major.

WORLD LANGUAGES (WL) COURSES

731 WL 7: French
732 WL 7: German
733 WL 7: Spanish
730 WL 7: ASL

Level I: World Languages →

402 WL I-8: French
420 WL I-8: German
442 WL I-8: Spanish
462 WL I-8: ASL

404 Level II: French
422 Level II: German
444 Level II: Spanish
464 Level II: ASL

406 Level III: French
424 Level III: German
446 Level III: Spanish
466 Level III: ASL

408 Level IV: French
426 Level IV: German
448 Level IV: Spanish
467 Level IV: ASL

410 Level V: French
428 Level V: German
450 Level V: Spanish
468 Level V: ASL

Elective offered for grades 10-12

470 Foreign Study Seminar

* Students entering Grade 9 (or later) that need to complete their required World Languages credit must take a Level I: World Language Course.



Burger Junior High School

Junior High School

At the junior high schools, all students will engage in courses to learn about their interests and strengths while earning essential credits for high school graduation.



Roth Junior High School

Academic program overviews, charts, and other content area information for grades 7-12 are available on pages 4-18.

Junior High Seventh & Eighth Grade Courses

Required courses are indicated in **bold** font.

Subject	7th Grade	8th Grade
English	**ELA 7**	**ELA 8**
Mathematics	**Math 7** OR **Math 7/8**	**Math 8** OR **Algebra 1 (1.0)**
Science	**Science 7**	**Science 8** OR **Earth and Space Science (1.0)** OR **Life Science: Biology (1.0)**
Social Studies	**Social Studies 7**	**Social Studies 8**
Art	**Art 7**	Studio in Art (1.0) ** Studio in Media (1.0) ** Studio in Crafts (1.0) **
Business		Business Entrepreneurship (0.5) *
Computer Science	**JHS Computer Science and Digital Fluency ***	**JHS Computer Science and Digital Fluency ***
Family & Consumer Science	Family and Consumer Science 7 *	**Family and Consumer Science 8 with Personal Finance***
Health	**Junior High Health**	The Teenage Brain (0.5) *
Music	General Music 7 OR Chorus 7 OR Orchestra 7 OR Band 7	Applied Music Technologies (0.5) ** Music in Our Digital Lives (1.0) ** Chorus 8 Orchestra 8 Band 8
Performing Arts		Introduction to Dance ** (0.5) Introduction to Theater Arts ** (0.5)
Physical Education	**Physical Education 7**	**Physical Education 8**
Technology	Junior High Technology *	Applied Technology (0.5)* Production Systems (0.5) *
World Languages (WL)	**WL 7** *ASL, French, German, Spanish*	**WL I-8** (1.0) *ASL, French, German, Spanish*

( ) Credit earned toward graduation.

* Students must take four (4) CTE courses by the end of 8th grade to satisfy the NYSED CTE units of study requirement.

** Satisfies the NYS Arts requirement for the 1.0 credit toward high school graduation.

All students must take the JHS Computer Science and Digital Fluency course either in 7th or 8th grade.

Junior High Ninth Grade Courses

Required courses are indicated in **bold** font.

Subject	9th Grade
English	**English 9R (1.0)**
Mathematics	**Algebra 1 (1.0)** OR **Algebra 1A (1.0)** OR **Geometry (1.0)**
Science	**Earth and Space Science (1.0)** OR **Life Science: Biology (1.0)** Principles of Biomedical Sciences (1.0) [PLTW]
Social Studies	**Global History & Geo 9 (R) (1.0)** OR **World History 9 (1.0)**
Art	Studio in Art (1.0) ** Studio in Media (1.0) ** Studio in Crafts (1.0) ** Drawing and Painting I (0.5) Digital Imaging I (0.5) Design & Drawing for Production (1.0) **
Business	Business Entrepreneurship (0.5) Principles of Marketing (0.5)
Computer Science	Computer Essentials (PLTW) (1.0)
Health	The Teenage Brain (0.5)
Music	Applied Music Technologies (0.5) ** Music in Our Digital Lives (1.0) ** Concert Chorus 9 (0.5) ** Concert Orchestra 9 (0.5) ** Concert Band 9 (0.5) **
Performing Arts	Introduction to Dance ** (0.5) Intermediate Dance: Technique ** (0.5) Introduction to Theater Arts ** (0.5) Intermediate Theater: Scene Study and Dramatic Literature ** (0.5)
Physical Education	**Physical Education 9** (0.5)
Technology	Production Systems (0.5) Introduction to Robotics (0.5) Design & Drawing for Production (1.0) ** Introduction to Engineering and Design (1.0) [PLTW]
World Languages (WL)	**WL I:** *Spanish or French* (1.0) WL II (1.0) *ASL, French, German, Spanish*

( ) Credit earned toward graduation.

** Satisfies the NYS Arts requirement for the 1.0 credit toward high school graduation.

7th Grade Courses

720 ELA 7
Grade Level: 7
Course Length: full year

Students taking ELA 7 will learn skills that enhance their reading and writing abilities. Building on the skills previously learned, students will read a selection of texts that will help them develop the ability to infer, synthesize, and cite evidence. Students will broaden their knowledge as they venture into a variety of thematic units, such as Red Scarf Girl and Narrative, Character and Conflict and The Gold Rush Collection.

740 MATH 7
Grade Level: 7
Course Length: full year

Students taking Math 7 will build on what they already know about addition, subtraction, multiplication, and division with whole numbers, fractions, and decimals. Students also will learn about ratios, rates, interest, profits, discounts, and more. Building on what they know about equations, students will learn to write, solve, and graph inequalities. In addition, students will learn about probabilities, plotting points on coordinate planes, and working with positive and negative numbers. They also will have the opportunity to learn about geometric figures, their properties, angle measures, and relationships between sides in polygons.

OR

749 MATH 7/8
Grade Level: 7
Course Length: full year

Students who demonstrated an aptitude and ambition for math curriculum in previous years likely have qualified to take Math 7/8. In this class, students will learn seventh- and eighth-grade math concepts in one year at an accelerated pace. Those who do well in this course will be prepared to take Algebra I in eighth grade.

780 SOCIAL STUDIES 7
Grade Level: 7
Course Length: full year

Students will examine the United States and New York state through a historical lens. This is the first year of a two-year curriculum sequence, beginning with the settlement of North America by Native Americans through the end of the Civil War. The course incorporates geography, economic, social, and political trends, and is divided into eight units of instruction. The key topics covered are geography of North America, Native Americans, Colonization of the Americas, The Revolutionary War and Independence, the Constitution, struggles faced by the new government, expansion and moving West, and the Civil War. Students will learn the skills of causation, contextualization, chronological and geographic reasoning, and gathering and interpreting evidence.

770 SCIENCE 7
Grade Level: 7
Course Length: full year

Seventh-grade science offers a continued investigation into topics related to both life and physical sciences. Students will build on their understanding of topics related to weather and climate; space systems, the history of the Earth; growth, development and reproduction; and natural selection. Practices that are common to both scientists and engineers - such as asking questions, defining problems, constructing models, gathering and analyzing data, and constructing explanations about what is observed - are emphasized. A student-centered, laboratory-based approach is used to help students answer questions about their world while preparing them for Regents-level science coursework.

731 WL 7: FRENCH
732 WL 7: GERMAN
733 WL 7: SPANISH
730 WL 7: ASL
Grade Level: 7
Course Length: full year

Students begin their study of a world language in seventh grade. Students are offered a choice of four languages: American Sign Language (ASL), French, German, or Spanish. At this introductory level, special emphasis is placed on developing communicative proficiency in understanding and speaking the foreign language. At the same time, students will be introduced to the culture and civilizations of the respective countries where the target language is spoken.

Students must complete two years of WL study (Grades 7-8) and pass the Checkpoint A Examination at the end of WL 8 in order to earn the minimum one (1) unit of WL credit required for high school graduation. The two-year sequence is equivalent to a Level I WL course.

700 ART 7
Grade Level: 7
Course Length: one semester

Students will develop their ability to create and design complex artworks using a variety of art tools and media. Through problem solving and innovation, students will develop their knowledge of the Art Elements and Design Principles, including an understanding of space and structure, movement, color, and light. Students in this course will learn about textile design and fiber arts through weaving, gaining first-hand exposure to careers related to this field.

775 JUNIOR HIGH HEALTH
Grade Level: 7
Course Length: one semester

Health education emphasizes skills and habits that enable students to plan for and live a healthy lifestyle. Students develop skills in communication, self-advocacy, healthy relationship management, and goal setting while building their background knowledge about health topics relevant to teenagers. Units of study include Cybersafety; Violence Prevention; Substance Use/Abuse; and Issues in Growth, Development, and Disease Prevention. An inquiry-based approach will allow students to research topics of interest, consider opposing viewpoints, and develop strategies for dealing with difficult problems.

760 PHYSICAL EDUCATION 7
Grade Level: 7
Course Length: full year, alternating days

Physical Education emphasizes physical fitness through a variety of activities to include games, individual and team sports, leisure activities and personal performance activities.

Students will learn proper weight-room etiquette and technique while learning to develop and follow a personal training program. Program will concentrate on improving cardiovascular fitness, muscle strength, and muscle endurance using free weights, resistance training, and core workouts.

232 JHS COMPUTER SCIENCE AND DIGITAL FLUENCY
Grade Level: 7-8
Course Length: one semester

This course provides students the opportunity to explore the field of computer science by engaging in project-based activities. Students will take part in authentic tasks that involve the application of concepts used within the computer science field such as the impact of computers and networks in our daily lives; algorithm and programming; computer language, including digital literacy and security; and how to organize, manage and effectively use data.

Successful completion of this course satisfies .5 of the 1.75 required units of study for CTE.

790 JUNIOR HIGH TECHNOLOGY
Grade Level: 7
Course Length: one semester

Students engage in the engineering design process as they learn about tools and processes that can be used to solve problems. Using Computer Aided Design (CAD) software, students learn to create "virtual images" of multiple objects, and investigate computer-based machinery that brings the objects to production. This course satisfies the NYSED Career and Technical Education units of study requirement.

710 FAMILY AND CONSUMER SCIENCE 7
Grade Level: 7
Course Length: one semester

Family and Consumer Science Education emphasizes strategies to help individuals with the challenges of living and working in a diverse global society. Students will begin to investigate their career interest, and develop plans that will help them in meeting their career goals. Students also will learn how to be active and engaged consumers while developing their understanding of concepts related to nutrition, wellness, social media marketing, and financial literacy. This course satisfies one course toward the NYSED Career and Technical Education units of study requirement.

MUSIC REQUIREMENT OPTIONS

750 GENERAL MUSIC 7
Grade Level: 7
Course Length: full year, alternating days

Students in seventh-grade General Music explore rhythm, melody, harmony, musical expression, and creativity while learning to play guitar, keyboard, and a variety of classroom instruments. Students use the web-based software, SoundTrap, to compose and arrange electronic music. Students will identify and apply elements of music to create original works, using standard notation and music symbols. Students listen to, analyze, improvise, and respond to a variety of musical works and genres.

OR

751 CHORUS 7
Grade Level: 7
Course Length: full year, alternating days

Students in seventh-grade Chorus will develop healthy vocal technique, learn sight-reading skills, music literacy, and basic music theory while creating and performing three- and four-part choral repertoire in a variety of genres. Engaging in the four artistic processes, students will create, perform, respond to, and connect with music. A minimum of two concert performances will be required for participation in this course. Students who take Chorus 7, may also participate in Band 7 or Orchestra 7 as an elective course.

OR

752 ORCHESTRA 7
Grade Level: 7
Course Length: full year, alternating days

Seventh-grade Orchestra is a continuation of sixth-grade orchestral studies. Students continue to develop the discipline of consistent practice and the commitment to achieving group goals, while developing the skills to become independent musicians. Engaging in the four artistic processes, students will create, perform, respond to, and connect with music. A minimum of two concert performances and weekly instrumental lessons are required for participation in this course.

OR

753 BAND 7
Grade Level: 7
Course Length: full year, alternating days

Seventh-grade Band is a continuation of sixth-grade band instrumental studies. Engaging in the four artistic processes, students will create, perform, respond to, and connect with music. Students continue to develop the discipline of consistent practice and the commitment to achieving group goals while developing the skills to become independent musicians. A minimum of two concert performances and weekly instrumental lessons are required for participation in this course.

8th Grade Courses

820 ELA 8
Grade Level: 8
Course Length: full year

Students taking ELA 8 learn skills that will enhance their reading and writing abilities. Building on the skills previously learned, students will read a selection of texts that will help them develop the ability to infer, synthesize, and cite evidence. Students will broaden their knowledge as they venture into a variety of thematic units, such as Perspectives and Narratives, Liberty and Equality and Shakespeare's Romeo and Juliet.

840 MATH 8
Grade Level: 8
Course Length: full year

Students taking Math 8 will continue to advance their skills, learning about systems of equations, writing equations for situations presented as word problems, and beginning to understand functions, which are the basis for future math classes. Working with numbers in scientific notation – just like an astronomer, biologist, or physicist – students will measure objects that are very large or very small. In addition, they will graph equations on coordinate planes and learn about transformations such as reflections and translations.

201 ALGEBRA I (R) ❖
Grade Level: 8
Credits: 1.0

Students who have demonstrated themselves to be high-achieving math students have the opportunity to take Algebra I in eighth grade. Taking this course enables students to earn a high school math credit before entering ninth grade. In this course, students will learn more about functions, and expand their understanding of inequalities, exponents, quadratics, polynomials, and statistics. Students taking Algebra I in eighth grade are required to maintain an average of 85 percent or higher on common unit assessments.

Prerequisite: Math 7/8

232 JHS COMPUTER SCIENCE AND DIGITAL FLUENCY
Grade Level: 7-8
Course Length: one semester

This course provides students the opportunity to explore the field of computer science by engaging in project-based activities. Students will take part in authentic tasks that involve the application of concepts used within the computer science field such as the impact of computers and networks in our daily lives; algorithm and programming; computer language, including digital literacy and security; and how to organize, manage and effectively use data.

Successful completion of this course satisfies .5 of the 1.75 required units of study for CTE.

870 SCIENCE 8
Grade Level: 8
Credits: 1.0

Eighth-grade science covers key concepts in Physical Science, including energy, forces and motion, magnetic fields and light waves. Topics in Life Science include populations and resources, as well as matter and energy in ecosystems. Students expand their knowledge of Earth Science and the Science and Engineering Practices (SEPs) through the exploration of Earth's changing climate. The course culminates in the New York State Intermediate Level Science (ILS) Test, which assesses students' understanding of the core concepts and skills covered throughout their middle school years. This includes the completion of four State-mandated investigations.

OR

302 EARTH AND SPACE SCIENCE (R)
Grade Level: 8-9
Credits: 1.0

The Earth and Space Science course is aligned to the New York State Science Learning Standards and provides students with a systems-based understanding of Earth's dynamic processes and their place in the universe. Students investigate natural phenomena using a three-dimensional approach that incorporates scientific and engineering practices, cross-cutting concepts and disciplinary core ideas. Topics include Earth's internal and surface processes, plate tectonics, natural hazards, weather and climate systems, ocean-atmosphere interactions, the solar system, and the origin and evolution of the universe.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Earth and Space Science exam given in June of the course year. This includes three mandatory State-issued laboratory investigations.

OR

322 LIFE SCIENCE: BIOLOGY (R) ❖
Grade Level: 8-9
Credits: 1.0

The Life Science: Biology course is aligned to the New York State Science Learning Standards and offers a comprehensive exploration of the living world—from molecular biology and biochemistry, to human structure, function, and environmental interactions. Students engage in a three-dimensional design that is grounded in natural phenomena and includes scientific and engineering practices, cross-cutting concepts and disciplinary core ideas. Topics include cell structure and function, photosynthesis, respiration, heredity and chromosomal inheritance, natural selection, biodiversity, and human societal impacts on the environment.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Life Science: Biology exam given in June of the course year. This includes three mandatory State-issued laboratory investigations.

880 SOCIAL STUDIES 8
Grade Level: 8
Course Length: full year

Students continue to examine the United States and New York state through a historical lens. This is the second year of a two-year curriculum sequence. The curriculum is arranged chronologically, beginning with Reconstruction and ending in the present times looking at current issues the United States faces. The course will incorporate geography, economic, social, and political trends, and is divided into nine units of instruction. The topics covered are Reconstruction, Industrialization, Immigration and Migration, WWI, the 1920's and the Great Depression, WWII, Post World War II America, the Cold War, Civil Rights Movement, and current issues facing America. Students will continue to learn the skills of causation, contextualization, chronological and geographic reasoning, and gathering and interpreting evidence.

701 STUDIO IN ART
Grade Level: 8-9
Credits: 1.0

In this foundation-level course, students are immersed in the four artistic processes using the art elements and design principles to create and present works in traditional fine arts fields. Students work in two- and three-dimensional design, and sculpture. Students explore a variety of artists, art processes, and materials, such as pencil, watercolor, pastel, and printmaking. Students will use a variety of tools and media to broaden their experience and encourage experimentation.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this foundation course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

703 STUDIO IN CRAFTS
Grade Level: 8-9
Credits: 1.0

In this foundation-level course, students are introduced to the creative and conceptual aspects of three-dimensional production for one-of-a-kind art using traditional skills and modern technology. Students develop a solid foundation in the study of three-dimensional design in ceramics, fiber art, metals and jewelry, and paper, among others. Students learn how to integrate art content and skills with design to communicate ideas in the application of form and structure and the accompanying aesthetics of crafts through a survey of a wide range of craft forms. The focus of this course is on communication of ideas and application of form and structure through diverse media, and the study of historical and contemporary art and artists from a worldwide perspective.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

726 STUDIO IN MEDIA
Grade Level: 8-9
Credits: 1.0

In this foundation-level course, students are introduced to the creative and conceptual aspects of media arts production. Students develop media literacy and an understanding of balancing freedom and responsibility as they analyze and create media artworks in a range of media art forms including photography, imaging, graphic design, moving image, spatial, and interactive design. Students develop ideas and apply form and structure in the Adobe Creative Cloud. Coursework includes the study of historical and contemporary art and artists from a worldwide perspective.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

546 BUSINESS ENTREPRENEURSHIP: PUTTING IDEAS INTO ACTION
Grade Level: 8-9
Credits: 0.5

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business. This course satisfies the NYSED Career and Technical Education units of study requirement.

810 FAMILY AND CONSUMER SCIENCE 8 WITH PERSONAL FINANCE
Grade Level: 8
Course Length: semestered

Family and consumer science curriculum is designed to help students establish goals that will enable them to live in a global society of constant change. In this course, students will focus on their present and future responsibilities as family members and community members, consumers, home managers, and wage earners. The goal is to educate early adolescents to think constructively, make sound decisions, solve problems, and manage resources. Units of study include Nutrition and Wellness, Financial Literacy, Building a Positive Digital Footprint, as well as continued College & Career exploration using the Naviance software program. This course satisfies one course toward the NYSED Career and Technical Education units of study requirement.

875 THE TEENAGE BRAIN
Grade Level: 8-9
Credits: 0.5

In this course, students will study the anatomy and physiology of the brain, and the unique nature of the teenage brain. Students will investigate factors that impact healthy brain development - substance use/abuse, concussions, mental health disorders, stress and anxiety, negative self talk, and others. Through an inquiry-based approach, students will research both physical and social/emotional actions that can be taken to support healthy brain development. Students will create a digital-media message targeted towards teens that will serve to build awareness and provide effective strategies teens can use to nurture a healthy brain.

Successful completion of this course satisfies .5 of the 1.75 required units of study for CTE.

809 MUSIC IN OUR DIGITAL LIVES
Grade Level: 8-9
Credits: 1.0

Students in this course will chronicle American music history with a focus on the study of multiple music genres through listening, analyzing, and creating original works. Students will engage in music composition and production, while learning music theory and composition techniques as well as the evolution of music production.

This course is designed for students who have an interest in music beyond participating in an ensemble. Students will explore the creation of music using computer technologies with the Soundtrap program. Using the fundamentals of music, they will create and share songs/music of different styles and periods, preparing them for use in other digital formats and applications.

This course satisfies the graduation requirement of one credit in the Arts.

851 CHORUS 8
Grade Level: 8
Course Length: full year, alternating days

Students in eighth-grade Chorus will develop healthy vocal technique, learn sight-reading skills, music literacy, and basic music theory while creating and performing three- and four-part choral repertoire in a variety of genres. Engaging in the four artistic processes, students will create, perform, respond to, and connect with music. A minimum of two concert performances will be required for participation in this course. Students who take Chorus 8 also may participate in Band 8 or Orchestra 8 as an elective course.

852 ORCHESTRA 8
Grade Level: 8
Course Length: full year, alternating days

Eighth-grade Orchestra is a continuation of seventh-grade orchestral studies. Students continue to develop the discipline of consistent practice and the commitment to achieving group goals. Engaging in the four artistic processes, students will create, perform, respond to, and connect with music. A minimum of two concert performances and weekly instrumental lessons are required for participation in this course. Students who take Orchestra 8 also may participate in Chorus 8 as an elective course.

853 BAND 8
Grade Level: 8
Course Length: full year, alternating days

Eighth-grade Band is a continuation of seventh-grade band instrumental studies. Engaging in the four artistic processes, students will create, perform, respond to, and connect with music. Students continue to develop the discipline of consistent practice and the commitment to achieving group goals while developing the skills to become independent musicians. A minimum of two concert performances and weekly instrumental lessons are required for participation in this course. Students who take Band 8 also may participate in Chorus 8 as an elective course.

829 APPLIED MUSIC TECHNOLOGIES
Grade Level: 8-9
Credits: 0.5

Students in the Applied Music Technologies course will be introduced to the concepts of sound synthesis, learn the basics of audio software, and use problem-solving skills to resolve complex musical problems. Students will create loops and tracks, import and export audio, and use music software to improvise and to create arrangements and original works. Students will experience music-making, recording, mixing, and production in a learner-centered, technology-assisted environment.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

850 INTRODUCTION TO DANCE
Grade Level: 8-9
Credits: 0.5

Introduction to Dance invites students to explore the joy and power of dance. Through a blend of foundational ballet, modern, tap, and jazz techniques, students will develop their creative movement skills and vocabulary and discover the art of choreographic expression. Students will explore the rich history of dance across diverse cultures, gaining a deeper appreciation for its role in human expression and social change.

This course emphasizes personal growth, cultivating confidence, self-esteem, and a positive body image. Students will also experience the stress-reducing benefits of dance as a form of physical and emotional expression. By the end of the course, students will not only have improved their dance technique, physical fitness, and coordination but also cultivated an appreciation for dance as a lifelong form of expression and engagement.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

865 INTRODUCTION TO THEATER ARTS
Grade Level: 8-9
Credits: 0.5

Introduction to Theater invites students to explore the dynamic world of theater. Through a blend of acting exercises, scene work, and backstage exploration, students will discover the collaborative art of storytelling and develop their own creative voices. Students will explore the history of theater, analyzing classic and contemporary plays and examining the diverse roles and responsibilities within a theatrical production.

This course emphasizes personal and social growth. Students will build confidence and self-esteem through performance, developing a positive self-image and a sense of personal accomplishment. They will also experience the stress-reducing benefits of theater as a form of creative expression and social interaction. Through collaborative projects and group activities, students will learn the value of teamwork and constructive feedback. This course aims to foster a lifelong appreciation for the performing arts, inspiring students to explore theater as a form of expression and engagement throughout their lives.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

860 PHYSICAL EDUCATION 8
Grade Level: 8
Course Length: full year, alternating days

Physical Education emphasizes physical fitness through a variety of activities to include games, individual and team sports, leisure activities, and personal performance activities.

Students will learn proper weight-room etiquette and technique while learning to develop and follow a personal training program. Program will concentrate on improving cardiovascular fitness, muscle strength, and muscle endurance using free weights, resistance training, and core workouts.

890 APPLIED TECHNOLOGY
Grade Level: 8
Credits: 0.5

Students will continue to refine their engineering skills as they learn about more advanced tools and processes used to solve problems. Students will continue to develop their proficiency in Computer Aided Design (CAD) software, and other programming languages used in robotics, app design, and advanced manufacturing. An emphasis on 3-D printer technology, CNC machinery, digital electronics, and other innovations will allow students opportunities to expand their problem-solving abilities, and to learn how technological innovations are used to shape and better our world. This course satisfies the NYSED Career and Technical Education units of study requirement.

600 PRODUCTION SYSTEMS: INTRODUCTION TO TOOLS AND MACHINES
Grade Level: 8-9
Credits: 0.5

This course provides instruction in the systems of manufacturing and construction. Students engage in the engineering design process and are introduced to the use of hand and power tools to complete hands-on projects. The impact of manufacturing and construction on society, the economy, and the environment is also emphasized. This course satisfies the NYSED Career and Technical Education units of study requirement.

404 WL I-8: FRENCH
420 WL I-8: GERMAN
442 WL I-8: SPANISH
462 WL I-8: ASL
Grade Level: 8
Credits: 1.0

Students are offered a continuation of the introductory level course in their chosen language that was begun in grade 7. At this level, specific emphasis is placed on further development of communicative proficiency in understanding and speaking the foreign language. The proficiency gained in reading, writing, speaking, and listening skills in grade 7 is broadened and enriched in the target language of the student's choice. Students continue their study of the culture and civilization of the respective countries where the target language is spoken.

Students must complete two years of WL study (grade 8 second year) and pass the Checkpoint A Examination at the end of WL 8 in order to earn the minimum one (1) unit of WL credit required for high school graduation. The two-year sequence is equivalent to a Level I WL course.

9th Grade Courses

013 ENGLISH 9 (R) ❖
Grade Level: 9
Credits: 1.0

Grade 9 students will complete their junior high experience in English by considering how they can "take action" to improve the world. Students will read novels, plays, non-fiction text, and poetry, all with attention to comprehension, text-based response, vocabulary, and the use of literary devices. Students have many opportunities to express synthesis of ideas in writing in the form of analysis, essays, and responses to literature.

Students will complete the Junior High Capstone during their ninth grade year.

201 ALGEBRA I (R) ❖
Grade Level: 8-9
Credits: 1.0

In Algebra I, students will deepen their understanding of linear functions, how to graph them, interpret them in context and explain their behaviors. Students will be introduced to more complex functions that will prepare them for future math courses. Passing this course is a state requirement for graduation and a prerequisite for future Regents math courses.

The course culminates in a Regents exam that is required for a Regents diploma.

217 GEOMETRY (R) ❖
Grade Level: 9
Credits: 1.0

In this Geometry course, students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes, often through the use of a transformation. They will identify and justify, formally and informally, geometric relationships and apply the ideas of transformation and symmetry to analyze problems involving congruence and similarity. Students will apply their understanding of coordinate geometry and algebra to prove and understand relationships about lines, figures, and transformations.

The course culminates in a Regents exam.

Prerequisite: One credit in Algebra I

215 ALGEBRA IA
Grade Level: 9
Credits: 1.0

This course is an interesting, engaging, teacher-supported opportunity for students to enhance their understanding of important math concepts and skills foundational to Algebra I coursework while beginning the first half of the Algebra Curriculum. Students will learn deepen their understanding of solving equations and inequalities in one and two variables with additional time to practice the application of these concepts and skills providing them opportunity to build their confidence in preparing for future high school math courses. This course is designed to be the first half of the Algebra Standards and students will continue the balance of the course in the following year.

Prerequisite: Completion of eighth-grade math and recommendation by appropriate math teacher required.

540 COMPUTER ESSENTIALS (PLTW)
Grade Level: 9
Credits: 1.0

Computer Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

302 EARTH AND SPACE SCIENCE (R) ❖
Grade Level: 8-9
Credits: 1.0

The Earth and Space Science course is aligned to the New York State Science Learning Standards and provides students with a systems-based understanding of Earth's dynamic processes and their place in the universe. Students investigate natural phenomena using a three-dimensional approach that incorporates scientific and engineering practices, cross-cutting concepts and disciplinary core ideas. Topics include Earth's internal and surface processes, plate tectonics, natural hazards, weather and climate systems, ocean-atmosphere interactions, the solar system, and the origin and evolution of the universe.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Earth and Space Science exam given in June of the course year. This includes three mandatory State-issued laboratory investigations.

OR

322 LIFE SCIENCE: BIOLOGY (R) ❖
Grade Level: 8-9
Credits: 1.0

The Life Science: Biology course is aligned to the New York State Science Learning Standards and offers a comprehensive exploration of the living world—from molecular biology and biochemistry, to human structure, function, and environmental interactions. Students engage in a three-dimensional design that is grounded in natural phenomena and includes scientific and engineering practices, cross-cutting concepts and disciplinary core ideas. Topics include cell structure and function, photosynthesis, respiration, heredity and chromosomal inheritance, natural selection, biodiversity, and human societal impacts on the environment.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Life Science: Biology exam given in June of the course year. This includes three mandatory State-issued laboratory investigations.

365 PRINCIPLES OF BIOMEDICAL SCIENCES
Grade Level: 9
Credits: 1.0

This Project Lead the Way course introduces students to the growing field of biotechnology. In this course, students will investigate the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A hands-on, problem-based approach will introduce students to human physiology, medicine, research processes, and bioinformatics, while emphasizing engineering principles used to design solutions to problems.

College credit is available at a limited number of institutions and is an option for all students at a reduced tuition rate. To be eligible, students must meet the criteria set by the college, which includes successful completion of both the course and the end of course assessment.

Prerequisite: One credit in science

113 GLOBAL HISTORY AND GEOGRAPHY 9 (R) ❖
Grade Level: 9
Credits: 1.0

In this course, students participate in a chronological history of the world beginning with the Paleolithic Era and the development of the first civilizations, continue with an examination of classical societies, and trace the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, geography, shifts in political power, and the role of belief systems. Throughout the year, students examine major concepts including change, imperialism, nationalism, political systems, conflict, justice and human rights. The course emphasizes the importance of historical thinking skills that include gathering, interpreting, and using evidence, chronological reasoning and causation, comparison and contextualization, and geographic reasoning. All of the social studies practices and standards are included in the study of global history and geography.

114 WORLD HISTORY 9 ❖
Grade Level: 9
Credits: 1.0

This is an introductory college-level World History course. It may be taken in place of Global History and Geography 9. Students will be introduced to some of the skills and practices that will prepare them for the AP World History course in 10th grade. Students investigate significant events, individuals, developments, and processes from 8000 BCE to 1750 CE. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change over time. The course includes six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This is a reading and writing intensive course, utilizing primary and secondary source analysis and evaluation to develop students' historical knowledge.

701 STUDIO IN ART
Grade Level: 8-9
Credits: 1.0

In this foundation-level course, students are immersed in the four artistic processes using the art elements and design principles to create and present works in traditional fine arts fields. Students work in two- and three-dimensional design and sculpture. Students explore a variety of artists, art processes, and materials, such as pencil, watercolor, pastel, and printmaking. Students will use a variety of tools and media to broaden their experience and encourage experimentation.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this foundation course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

702 DIGITAL IMAGING I
Grade Level: 9
Credits: 0.5

In this course, students will learn about the evolution of photography and how digital photography has revolutionized the industry. Students will use digital cameras, computers, and Adobe programs to compose, capture, generate, and manipulate images. Students will grapple with the ethical use of images as they learn to create art using imagery and the tools of the digital age.

Prerequisite: Any Studio level art course. Studio in Media is recommended.

705 DRAWING & PAINTING I
Grade Level: 9
Credits: 0.5

This course teaches students how to use the basic tools, materials, and processes in drawing and painting. Students develop skills in pencil, pen and ink, charcoal, pastel, and a variety of paints while advancing their ability to communicate through the creation of visual images. Students will create, present, respond to, and connect through art using drawing and painting media and processes. Teacher evaluation of the portfolio, as well as the ability to engage in productive critique and self-reflection, is emphasized.

Prerequisite: Any Studio level art course. Studio in Art is recommended.

726 STUDIO IN MEDIA
Grade Level: 8-9
Credits: 1.0

In this foundation-level course, students are introduced to the creative and conceptual aspects of media arts production. Students develop media literacy and an understanding of balancing freedom and responsibility as they analyze and create media artworks in a range of media art forms including photography, imaging, graphic design, moving image, spatial, and interactive design. Students develop ideas and apply form and structure in the Adobe Creative Cloud. Coursework includes the study of historical and contemporary art and artists from a worldwide perspective.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

703 STUDIO IN CRAFTS
Grade Level: 8-9
Credits: 1.0

In this foundation-level course, students are introduced to the creative and conceptual aspects of three-dimensional production for one-of-a-kind art using traditional skills and modern technology. Students develop a solid foundation in the study of three-dimensional design in ceramics, fiber art, metals and jewelry, and paper, among others. Students learn how to integrate art content and skills with design to communicate ideas in the application of form and structure to materials and the accompanying aesthetics of crafts through a survey of a wide range of craft forms. The focus of this course is on communication of ideas and application of form and structure through diverse media, and the study of historical and contemporary art and artists from a worldwide perspective.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

546 BUSINESS ENTREPRENEURSHIP: PUTTING IDEAS INTO ACTION
Grade Level: 8-9
Credits: 0.5

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

549 PRINCIPLES OF MARKETING
Grade Level: 9
Credits: 0.5

Students in this course will be introduced to the four decision areas of marketing: product, price, placement, and promotion. Students will understand the psychology and impact of advertising on business and the consumer, buying and selling, and retail store design. Marketing has changed and grown a great deal in the past decade. Many business experts view marketing as one of the most diverse and exciting career areas of our time. Students are encouraged to take this course as a prerequisite to Entertainment Marketing and Sports Management.

Successful completion of this course fulfills one of five required courses leading to CTE endorsement. See pages 2 & 6 for more information on CTE.

875 THE TEENAGE BRAIN
Grade Level: 8-9
Credits: 0.5

In this course, students will study the anatomy and physiology of the brain, and the unique nature of the teenage brain. Students will investigate factors that impact healthy brain development - substance use/abuse, concussions, mental health disorders, stress and anxiety, negative self talk, and others. Through an inquiry-based approach, students will research both physical and social/emotional actions that can be taken to support healthy brain development. Students will create a digital-media message targeted towards teens that will serve to build awareness and provide effective strategies teens can use to nurture a healthy brain.

809 MUSIC IN OUR DIGITAL LIVES
Grade Level: 8-9
Credits: 1.0

Students in this course will chronicle American music history with a focus on the study of multiple music genres through listening, analyzing, and creating original works. Students will engage in music composition and production, while learning music theory and composition techniques as well as the evolution of music production.

This course is designed for students who have an interest in music beyond participating in an ensemble. Students will explore the creation of music using computer technologies with the Soundtrap program. Using the fundamentals of music, they will create and share songs/music of different styles and periods preparing them for use in other digital formats and applications.

This course satisfies the graduation requirement of one credit in the Arts.

806 CONCERT CHORUS 9
Grade Level: 9
Course Length: full year, alternating days
Credits: 0.5

Junior High Concert Chorus will advance the student's level of vocal technique. Three- and four-part singing, reading music, vocal independence, and intonation will be emphasized. Students will participate in groups to develop rehearsal discipline. Many styles of choral music will be sung. Although no audition is required, students must be willing to participate fully. Progress will be evaluated quarterly. Attendance at all scheduled concerts is mandatory. Concert Chorus is a performance-based course.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

824 CONCERT ORCHESTRA 9
Grade Level: 9
Course Length: full year, alternating days
Credits: 0.5

The student will learn and perform a variety of music from current and traditional orchestral literature, in addition to creating and responding to the music of a variety of genres. Each student will be expected to leave regularly scheduled portions of the school day to attend weekly group lessons. Outside practice will be necessary for students to master their instruments. Technical aspects of playing (vibrato, advanced bowing, and accurate shifting), as well as general knowledge of music (basic theory and history) as it pertains to the selections being performed, will be included. The orchestra director will evaluate student progress at least four times a year. Public performances outside of the school day will be required. Enrollment is open to all string players.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

Prerequisite: Previous orchestra experience

802 CONCERT BAND 9
Grade Level: 9
Course Length: full year, alternating days
Credits: 0.5

Concert Band is a performing ensemble open to all students with previous band experience. This ensemble will perform music selected from traditional and contemporary band literature, in addition to creating and responding to the music of a variety of genres. Emphasis will be on developing rehearsal skills, music reading, and performance skills. All students are expected to leave regularly scheduled portions of the school day to attend weekly group lessons. Outside practice will be necessary for students to master their instruments. Student progress will be evaluated quarterly. Students are required to attend all performances, which include several events held outside of the regular school day. This will include concerts and festivals.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

Prerequisite: Previous band experience

829 APPLIED MUSIC TECHNOLOGIES
Grade Level: 8-9
Credits: 0.5

Students in the Applied Music Technologies course will be introduced to the concepts of sound synthesis, learn the basics of audio software, and use problem-solving skills to resolve complex musical problems. Students will create loops and tracks, import and export audio, and use music software to improvise and to create arrangements and original works. Students will experience music-making, recording, mixing, and production in a learner-centered, technology-assisted environment.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

850 INTRODUCTION TO DANCE
Grade Level: 8-9
Credits: 0.5

Introduction to Dance invites students to explore the joy and power of dance. Through a blend of foundational ballet, modern, tap, and jazz techniques, students will develop their creative movement skills and vocabulary and discover the art of choreographic expression. Students will explore the rich history of dance across diverse cultures, gaining a deeper appreciation for its role in human expression and social change.

This course emphasizes personal growth, cultivating confidence, self-esteem, and a positive body image. Students will also experience the stress-reducing benefits of dance as a form of physical and emotional expression. By the end of the course, students will not only have improved their dance technique, physical fitness, and coordination but also cultivated an appreciation for dance as a lifelong form of expression and engagement.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

875 INTERMEDIATE DANCE: TECHNIQUE
Grade Level: 9
Credits: 1.0

Intermediate Dance: Technique invites students in grades 9-12 to advance their artistry and deepen their technical foundations. Building upon previous experience, students will refine advanced body-mind principles, such as finding center and sustained extensions, while performing complex movement sequences with dynamic range and expressive intent. This course offers a focused study in 2-3 specific genres—such as Contemporary, Ballet, and Jazz/Tap—and introduces students to the learning and performance of professional and historical repertoire. Students will collaboratively develop and revise complex choreographic studies, manipulating the Elements of Dance and utilizing advanced devices to communicate a clear and sustained artistic intent.

Beyond physical technique, students will analyze the social, cultural, and historical significance of diverse dance repertoire, gaining an understanding of how these contexts inform appropriate performance styles. The course encourages students to develop and apply aesthetic criteria to evaluate and critique both their own work and professional dance works using accurate terminology. By the end of the course, students will have strengthened their technical proficiency, creative voice, and appreciation for the cultural depth of dance.

This course satisfies 1.0 credit of the graduation requirement for the arts and serves as the second course in a 3-5-unit dance sequence.

Prerequisite: Introduction to Dance

865 INTRODUCTION TO THEATER ARTS
Grade Level: 8-9
Credits: 0.5

Introduction to Theater Arts invites students to explore the dynamic world of theater. Through a blend of acting exercises, scene work, and backstage exploration, students will discover the collaborative art of storytelling and develop their own creative voices. Students will explore the history of theater, analyzing classic and contemporary plays and examining the diverse roles and responsibilities within a theatrical production.

This course emphasizes personal and social growth. Students will build confidence and self-esteem through performance, developing a positive self-image and a sense of personal accomplishment. They will also experience the stress-reducing benefits of theater as a form of creative expression and social interaction. Through collaborative projects and group activities, students will learn the value of teamwork and constructive feedback. This course aims to foster a lifelong appreciation for the performing arts, inspiring students to explore theater as a form of expression and engagement throughout their lives.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

880 INTERMEDIATE THEATER: SCENE STUDY AND DRAMATIC LITERATURE
Grade Level: 9
Credits: 1.0

Intermediate Theater: Scene Study and Dramatic Literature invites students in grades 9-12 to dive deeper into the craft of performance and script analysis. This course focuses on sustaining complex characters through entire scenes and acts, helping you integrate refined vocal and physical techniques to bring emotional life to the stage. You will explore the collaborative world of theater by investigating the roles of the actor, director, and designer, making sophisticated choices in blocking and set design to clarify artistic intent.

Beyond performance, students will analyze and critique complex dramatic literature and professional productions to help justify their own artistic decisions. You will also research the social, cultural, and political backgrounds of various plays to authenticate your performances in period or culturally specific scenes. Whether you are exploring varied acting styles like Realism and Classical theater or developing advanced script breakdown skills, this course offers a comprehensive look at the history and heart of dramatic literature.

This course satisfies 1.0 credit of the graduation requirement for the arts and serves as the second course in a 3-5-unit theater sequence.

Prerequisite: Introduction to Theater Arts

861 PHYSICAL EDUCATION 9
Grade Level: 9
Course Length: full year, alternating days
Credits: 0.5

Physical Education emphasizes physical fitness through a variety of activities to include games, individual and team sports, leisure activities, and personal performance activities.

Students will learn proper weight room etiquette and technique while learning to develop and follow a personal training program. Program will concentrate on improving cardiovascular fitness, muscle strength, and muscle endurance using free weights, resistance training, and core workouts.

600 PRODUCTION SYSTEMS: INTRODUCTION TO TOOLS AND MACHINES
Grade Level: 8-9
Credits: 0.5

This course provides instruction in the systems of manufacturing and construction. Students engage in the engineering design process and are introduced to the use of hand and power tools to complete hands-on projects. The impact of manufacturing and construction on society, the economy, and the environment is also emphasized.

623 INTRODUCTION TO ROBOTICS
Grade Level: 9
Credits: 0.5

This course introduces students to the concepts of robotics and automation and the increased use of these systems in a variety of industries. Students will explore the evolution of robotics technology and learn the skills of programming and troubleshooting. Students will engage in the engineering design process as they build and program a robot that can perform different tasks.

611 INTRODUCTION TO ENGINEERING DESIGN
Grade Level: 9
Credits: 1.0

This course serves as a good foundation for any of the technology or Project Lead the Way courses and offers students a hands-on opportunity to explore the growing field of engineering. The process of problem-solving used by engineers is emphasized as students design products to satisfy a particular consumer need or plan investigations to improve upon designs. Examples of projects include designing solutions for cleaning up an oil spill or developing a tool for making a household chore easier.

RIT college credit is available. Students must maintain an 85 average in the course and pass an RIT final exam with a minimum grade of 70 to be eligible. The grade on the RIT final will serve as the final course grade on the RIT transcript. Those who qualify receive the credit at no cost.

710 DESIGN & DRAWING FOR PRODUCTION
Grade Level: 9
Credits: 1.0

Design & Drawing for Production introduces students to the engineering design process and the use of technical drawing to communicate ideas and solve real-world problems. Students develop skills in manual and computer-aided drafting, measurement, geometry, materials, and manufacturing processes while applying industry standards and safe work practices.

This course connects design concepts to production and career pathways in engineering, architecture, and manufacturing.

Students who pass the Design & Drawing for Production course are eligible to take Digital Electronics or Computer Integrated Manufacturing.

LEVEL I: WORLD LANGUAGES ❖
Grade Level: 9
Credits: 1.0

This is an introductory course designed for those students who have not studied a language. Students will learn to understand and express simple statements and questions in a second language. Communication skills in listening, speaking, reading, and writing are developed. Students engage in activities to build cultural understanding of world regions speaking the target language. At the conclusion of this course, students will be able to understand informational bulletins, engage in basic everyday conversation with peers and adults, read short announcements or advertisements, and write informal notes. A local exam is given at the conclusion of the course.

LEVEL II
404 FRENCH ❖
422 GERMAN ❖
444 SPANISH ❖
Grade Level: 9
Credits: 1.0

Level II study of World Languages increases student vocabulary and speaking skills. At the conclusion of level II, students are expected to be able to describe themselves and their environment, including housing, services, family life, meals, and community at a greater level of proficiency and sophistication. Grammar is expanded, e.g. past tense of verbs, reflexive verbs, adjective agreement, comparatives, and prepositions. Communication skills in the areas of listening, speaking, reading, and writing are emphasized. Students are able to write short letters and reports in present and some past tenses with responses that are comprehensible, appropriate, and detailed. Study also involves cultural understandings respective to each language. A local exam is given at the conclusion of the course.

Prerequisite: One credit in Level I

464 AMERICAN SIGN LANGUAGE II ❖
Grade Level: 9
Credits: 1.0

Students continue to develop the skills of communicating in American Sign Language using additional "signs" and more complicated communication skills. Additionally, students continue to explore deaf culture in American society. A local exam is given at the conclusion of the course.

Prerequisite: One credit in American Sign Language I



Rush-Henrietta Senior High School

Senior High School

At the Senior High School, all students will graduate prepared for college or career success by completing a pathway that reflects their interests and strengths.

Academic program overviews, charts, and other content area information for grades 7-12 are available on pages 4-18.

Art

701 STUDIO IN ART
Grade Level: 10-12
Credits: 1.0

In this foundation-level course, students are immersed in the four artistic processes using the art elements and design principles to create and present works in traditional fine arts fields. Students work in two- and three-dimensional design, and sculpture. Students explore a variety of artists, art processes, and materials, such as pencil, watercolor, pastel, and printmaking. Students will use a variety of tools and media to broaden their experience and encourage experimentation.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this foundation course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts

726 STUDIO IN MEDIA
Grade Level: 10-12
Credits: 1.0

In this foundation-level course, students are introduced to the creative and conceptual aspects of media arts production. Students develop media literacy and an understanding of balancing freedom and responsibility as they analyze and create media artworks in a range of media art forms including photography, imaging, graphic design, moving image, spatial, and interactive design. Students develop ideas and apply form and structure in the Adobe Creative Cloud. Coursework includes the study of historical and contemporary art and artists from a worldwide perspective.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

703 STUDIO IN CRAFTS
Grade Level: 10-12
Credits: 1.0

In this foundation-level course, students are introduced to the creative and conceptual aspects of three-dimensional production for one-of-a-kind art using traditional skills and modern technology. Students develop a solid foundation in the study of three-dimensional design in ceramics, fiber art, metals and jewelry, and paper, among others. Students learn how to integrate art content and skills with design to communicate ideas in the application of form and structure to materials and the accompanying aesthetics of crafts through a survey of a wide range of craft forms. The focus of this course is on communication of ideas and application of form and structure through diverse media, and the study of historical and contemporary art and artists from a worldwide perspective.

This course satisfies the graduation requirement of one credit in the Arts. Completion of this course is a prerequisite for advanced art electives and for students who are completing a Regents with Advanced Designation in the Arts.

702 DIGITAL IMAGING I
Grade Level: 10-12
Credits: 0.5

In this course, students will learn about the evolution of photography and how digital photography has revolutionized the industry. Students will use digital cameras, computers, and Adobe programs to compose, capture, generate, and manipulate images. Students will grapple with the ethical use of images as they learn to create art using imagery and the tools of the digital age.

Prerequisite: Any Studio-level art course. Studio in Media is recommended.

704 DIGITAL IMAGING II
Grade Level: 10-12
Credits: 0.5

For students with an understanding of photography basics, Digital Imaging II emphasizes independence and the development of the individual creative aesthetic. Students in Digital Imaging II learn advanced image manipulation techniques and use advanced photo editing and imaging programs, such as those available in Adobe CC. Students study notable photographers and learn the different purposes and careers associated with digital photography. They will combine fine art techniques and concepts from drawing, painting, and crafting with digital images to create art and imagery that conveys meaning. Students will analyze, select, and critique their personal artwork for a portfolio to chronicle their artistic development.

Prerequisite: Digital Imaging I

705 DRAWING & PAINTING I
Grade Level: 10-12
Credits: 0.5

This course teaches students how to use the basic tools, materials, and processes in drawing and painting. Students develop skills in pencil, pen and ink, charcoal, pastel, and a variety of paints while advancing their ability to communicate through the creation of visual images. Students will create, present, respond to, and connect through art using drawing and painting media and processes. Teacher evaluation of the portfolio, as well as the ability to engage in productive critique and self-reflection, is emphasized.

Prerequisite: Any Studio-level art course. Studio in Art is recommended.

706 DRAWING & PAINTING II
Grade Level: 10-12
Credits: 0.5

Students will develop facility in basic techniques and learn more advanced tools, techniques, and media specific to drawing and painting. Students will develop visual problem-solving skills as they are given design and composition challenges to solve. Students will develop inquiry skills as they solve these problems and push the boundaries of thought, tools, and media. Students will also develop communication skills as they curate and present their work to peers and professionals, articulating their process. Sketchbooks and digital portfolio will be required. Major artists, historical works, and cross-content connections will be explored.

Prerequisite: Drawing & Painting I

711 CERAMICS I
Grade Level: 10-12
Credits: 0.5

In this course, 3D art concepts and applications are explored in clay. Students will shape clay into a variety of 3D objects. Students work with clay in hand-building (pinch, coil, and slab) and on the pottery wheel. This course includes historical and critical analysis of clay vessels.

Prerequisite: Any Studio-level art course. Studio in Art or Crafts is recommended.

712 CERAMICS II
Grade Level: 10-12
Credits: 0.5

Students who have completed Ceramics I will find that Ceramics II allows them time in the studio with access to further develop foundational skills of working with clay and the pottery wheel. Students will explore additional ceramics tools and techniques, become versed in the properties of glazes, and surface applications. Students will push the boundaries of functional ceramic art and explore aesthetic ceramic creation. They will develop their voice and, through experimentation, practice, and persistence, design and produce works that demonstrate an acquisition of skills and knowledge in this chosen art form.

Prerequisite: Ceramics I

715 JEWELRY & METAL CRAFTS
Grade Level: 10-12
Credits: 0.5

Students explore many techniques of jewelry-making using a variety of metals - copper, brass, nickel, and silver. Emphasis is placed upon creating original designs. Students learn how to form, solder, enamel, and cast metal.

Projects will require work outside of class. The school will furnish most tools and supplies, but the student will have to purchase any sterling silver and stones used.

Prerequisite: Any Studio-level art course. Studio in Crafts is recommended.

717 FASHION DESIGN AND ILLUSTRATION
Grade Level: 10-12
Credits: 0.5

In this semester-long course, students will enjoy a brief history of fashion before embarking on a series of learning experiences designed to prepare them for garment design and production. Students will learn the basics of textiles and fibers, color theory, how to use digital tools to bring their fashion illustrations to life, and design innovation skills. Students will learn the art of illustrating postures, figures, draping, and textures. Students will also explore innovations in wearable art, as well as an introduction to fashion marketing and production.

Prerequisite: Any Studio-level art course. Studio in Crafts is recommended.

718 INTERIOR DESIGN
Grade Level: 10-12
Credits: 0.5

In this semester-long course, students will delve into the history of interior design, including period styles and recent developments in sustainability. Students will explore space planning using perspective, weight, scale, color, texture, and form to bring a client's vision from concept to storyboard to illustration and/or 3D-modeling. Students will use the art elements and design principles to bring artistic vision to life. Students will draw upon their strengths and learn how to extend a client's perspective using the elements and principles, while developing a personal aesthetic.

Prerequisite: Any Studio-level art course. Studio in Crafts is recommended.

719 STUDIO IN GRAPHIC DESIGN
Grade Level: 10-12
Credits: 0.5

Students concentrate on the concepts and techniques of two major graphic design areas: commercial art, which includes lettering, advertising, and illustration; and print-making, which includes relief printing and digital printing. Assignments include various aspects of production, from the development of a design, to the presentation of the final project.

Assignments are designed to teach specific skills and to strengthen the student's portfolio for college applications. There may be a minimal cost for supplies.

Prerequisite: Any Studio-level art course. Studio in Media is recommended.

727 ANIMATION
Grade Level: 10-12
Credits: 0.5

This course is for students who are interested in digital creation and learning about animation techniques. There will be a focus on different types of 2D and 3D animation and the use of technology tools to bridge the divide between digital imaging and animation. Students will continue their work in Illustration and branch out to Flash or similar software. Digital creation in the 4D (time-based media) will also be explored. Students will learn about the complexity of animation and the difference between code and design, as well as the cohesion that is required in producing animated effects. Students will also learn storytelling/storyboarding, character development, and specialization.

Prerequisite: Any Studio-level art course. Studio in Media is recommended.

707 ADVANCED STUDIO IN ART
Grade Level: 10-12
Credits: 1.0

In this course, students explore design problems using media and subject matter chosen in conjunction with the teacher. Examples include self-portraits, figures, still life, and object drawings. Students learn about careers in the visual arts and hear presentations on college art programs. Some research work will be assigned, and projects will take additional work beyond class time. The student must complete a portfolio containing at least eight finished pieces of artwork. This class is excellent preparation for Studio Drawing/Painting (AP).

Prerequisite: Any Studio-level art course and Drawing & Painting I. Drawing & Painting II is recommended.

708 ART & DESIGN: DRAWING, 2-D, OR 3-D (AP)
Grade Level: 11-12
Credits: 1.0

This college-level course addresses advanced concepts in drawing, color, design, and painting. While the production of art is the primary focus of the class, there is a strong emphasis on critical and analytical thinking. Three portfolio options are offered simultaneously: Drawing, 2D Design, and 3D Design. The course culminates with each student preparing and sending his/her portfolio to the Advanced Placement Program of the College Board for review and possible college credit. The Advanced Placement portfolio must be submitted in May.

Prerequisite: Advanced Studio in Art or permission of the AP teacher

Recommended: Two credits in art, portfolio review, and recommendation of the AP teacher. Concurrent enrollment in Advanced Studio in Art may also be recommended.

709 YEARBOOK
Grade Level: 10-12
Credits: 1.0

Yearbook invites students in grades 10-12 to advance their artistry and deepen their technical foundations in the world of media arts. Building upon previous experience, students will refine advanced principles of visual design and typography while performing complex production tasks with professional intent. This course offers a focused study in diverse creative genres—such as photojournalism, graphic design, and feature writing—and introduces students to professional publishing standards and technical specifications. Students will collaboratively develop and revise a complex media work, the school yearbook, by manipulating visual and textual elements to communicate a clear journalistic and artistic intent.

Beyond technical production, students will analyze the social and cultural significance of the yearbook's narrative, gaining an understanding of how these works reflect and influence the school community's perspectives. The course encourages students to develop their own aesthetic and ethical criteria to evaluate and critique both their own work and professional design choices using accurate industry terminology.

This course satisfies the Regents graduation requirement for students interested in art and serves as the second course in a 3-5-unit art sequence.

710 DESIGN & DRAWING FOR PRODUCTION
Grade Level: 9-12
Credits: 1.0

Design & Drawing for Production introduces students to the engineering design process and the use of technical drawing to communicate ideas and solve real-world problems. Students develop skills in manual and computer-aided drafting, measurement, geometry, materials, and manufacturing processes while applying industry standards and safe work practices.

This course connects design concepts to production and career pathways in engineering, architecture, and manufacturing.

Business

160 LEADERSHIP IN MANAGEMENT
Grade Level: 10-12
Credits: 0.5

In this course, students will experience the true meaning of leadership. Students will research leaders in our community and the world, and will develop their own style of leadership through hands-on activities. The course allows student-directed time for learning, planning, coordinating, and evaluating school and community projects. This course will also focus on communication skills, self-awareness, self-esteem, stress management, human relations, team building, and meeting skills.

Successful completion of this course fulfills one of five required courses leading to CTE endorsement. See pages 2 & 6 for more information on CTE.

501 CAREER AND COLLEGE PLANNING SEMINAR
Grade Level: 10-12
Credits: 0.5

In this course, students will learn strategies and skills necessary to prepare for college and the world of work through an exploration of the following topics: setting academic goals, time management and organization, post-secondary training opportunities, internship and cooperative education opportunities, college selection, choosing a major, financial aid and scholarships, study skills, college essay writing, resume development, career selection, interviewing skills, and other skills required for success in today's workplace. Throughout the course, students will use critical-thinking skills to make informed choices, to understand their responsibilities for college and career success, and to become independent and motivated learners.

This course is recommended for all students to prepare them with strategies and skills necessary for a successful college experience and career.

Successful completion of this course fulfills one of five required courses leading to CTE endorsement. See pages 2 & 6 for more information on CTE.

504 ENTERTAINMENT MARKETING
Grade Level: 10-12
Credits: 0.5

In this course, students will examine the market-driven entertainment industry. Students will learn about marketing functions and how those functions are applied to the entertainment industry, as well as current trends and other challenges facing the entertainment industry. Particular focus will be on the music industry, the fashion industry, and the sports industry. This course will examine how marketing strategies are applied in an environment of changing public tastes, and the impact of technology on the marketing of these industries. Students will have the opportunity to explore a variety of business careers in the fields of music, fashion, and sports.

It is recommended that students take Principles of Marketing prior to enrolling in this course.

505 SPORTS MANAGEMENT
Grade Level: 10-12
Credits: 0.5

This course is designed for students who would like to pursue a career in the sports industry. Students will learn how teams operate within today's dynamic business world. Management principles are discussed during the exploration of topics such as collective bargaining, contracts, sports law, people and information management, facility management, sports finance, and accounting. Students will analyze various teams and leagues, and create their own teams by applying sports management principles they have learned.

Recommended: Principles of Marketing

507 ADVERTISING AND MEDIA RELATIONS
Grade Level: 10-12
Credits: 0.5

In this course, students will learn the effectiveness of advertising in business and society. Topics include the power of advertising, the consumer market, selection of media, use of advertising, and connecting a message to the audience. Students will create an advertising campaign that will be evaluated by professionals in the advertising industry.

511 COMPUTER APPLICATIONS: MASTERING MICROSOFT!
Grade Level: 10-12
Credits: 0.5

This course provides in-depth, hands-on experience with the most widely used business software package in the world today, Microsoft Office. Students will gain advanced-level skills by completing assignments in Word, Excel, Access, PowerPoint and Outlook. This course provides college-bound students the computer proficiency skills essential for entrance into college, as well as the marketable skills necessary to set them apart in a competitive job market. Students will maximize work efficiency by developing touch-keyboarding skills, which are required in almost every career today. (Recommended for all students 9-12).

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

544 ACCOUNTING
Grade Level: 10-12
Credits: 1.0

In this course, students will develop an understanding of the concepts and principles of financial accounting for the business enterprise. Analysis of business transactions, double-entry techniques for recording transactions, the accounting cycle, measurement of net income, and the preparation of financial statements are emphasized. Online resources supplement the curriculum, and realism is created through the use of case studies and computer accounting software. Accounting provides students with an excellent background for college business courses including accounting, business administration, management, finance, and law.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

549 PRINCIPLES OF MARKETING
Grade Level: 10-12
Credits: 0.5

Students in this course will be introduced to the four decision areas of marketing: product, price, placement, and promotion. Students will understand the psychology and impact of advertising on business and the consumer, buying and selling, and retail store design. Marketing has changed and grown a great deal in the past decade. Many business experts view marketing as one of the most diverse and exciting career areas of our time. Students are encouraged to take this course as a prerequisite to Entertainment Marketing and Sports Management.

Successful completion of this course fulfills one of five required courses leading to CTE endorsement. See pages 2 & 6 for more information on CTE.

550 BUSINESS OWNERSHIP AND MANAGEMENT
Grade Level: 10-12
Credits: 1.0

This course will address topics in finance, marketing, economics, management, and sales. Activities are designed to encourage innovative thinking related to new products, services, demographics, technology, and community needs. Students will take away true-life business experiences that will make them better consumers, as well as business entrepreneurs. This course is highly recommended for students enrolled in EMCC courses.

Successful completion of this course fulfills one of five required courses leading to CTE endorsement. See pages 2 & 6 for more information on CTE.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

595 BUSINESS LAW
Grade Level: 10-12
Credits: 1.0

Students in this class will gain a greater understanding and appreciation of their legal rights and responsibilities. This course presents law from the practical, useful approach as it applies to everyday, real-life situations. Some of the topics studied include our court systems, the impact of ethics on our laws and decisions, family law, criminal and civil law, tax law, estate planning, and contract law. Along with these topics, students examine and discuss student rights, consumer law, negligence law, and historical cases. A variety of relevant videos and activities are used to reinforce classroom learning.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

695 FINANCIAL LITERACY
Grade Level: 10-12
Credits: 0.5

Students in this class will develop their money management and financial planning skills to establish good credit, manage debt, and learn how to save for the future.

Topics include:
- Budgeting and Money Management
- Credit and Debt Management
- Earning Income
- Risk Management
- Saving and Investing

Successful completion of this course fulfills one of five required courses leading to CTE endorsement. See pages 2 & 6 for more information on CTE.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Financial Literacy is required for all students in order to meet the Personal Finance requirements.

509 CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

Grade Level: 10-12
Credits: 0.5(54 hours) / 1.0(108 hours)
Related Classroom Instruction: 0.5 credit 54 hours (1.0 credit)

This course is a component of the Work-based Learning Program and provides high school students the opportunity to obtain unpaid, on-site career exploration experiences. The Career Exploration Internship Program (CEIP) offers dynamic, hands-on experiences that bridge classroom learning with real-world experience. Through guided career exploration activities, students gain early exposure to various career paths, sparking their interest in potential careers and CTE Pathways. Designed with an emphasis on experiential learning, CEIP not only deepens academic understanding but also cultivates a clear perspective of the professional landscape. Related classroom instruction is required. 0.5 credit = 27 hours of related classroom instruction, plus 54 hours of worksite experience. 1.0 credit = 54 hours of related classroom instruction, plus 108 hours of worksite experience.

699 COOPERATIVE WORK EXPERIENCE PROGRAM (CO-OP)

Grade Level: 11-12
Credits: 0.5 credit for every 150 hours, up to 2 credits
Related Classroom Instruction: Five periods per week

This course is a component of the Work-based Learning Program and provides high school students with the opportunity to obtain paid or unpaid work experiences. The Cooperative Work Experience Program (Co-Op) is related to the student's CTE program of study, with the primary goal of developing career relevance and competence. This program enables students to work alongside local industry professionals and learn from seasoned mentors to develop employability skills, including initiative, interpersonal relations, and the attitudes and behaviors necessary for success in the workplace and community. Five periods per week of related classroom instruction are required.

700 GENERAL EDUCATIONAL WORK EXPERIENCE PROGRAM (GEWEP)

Grade Level: 10-12
Credits: 0.5 credit for every 150 hours, up to 3 credits
Related Classroom Instruction: One class minimum per week

This course is a component of the Work-based Learning Program and provides high school students with the opportunity to obtain paid or unpaid work experiences. The General Education Work Experience Program (GEWEP) reinforces employability skills and educational competencies as students learn about the world of work. In GEWEP, students can follow a vertical sequence of work experience where they interact with local employers to build practical, job-related competencies. Students will reflect on their work experience as they develop confidence, critical thinking, time management, and communication skills. GEWEP exemplifies Rush-Henrietta's commitment to holistic education that prepares learners to meet the challenges and seize the opportunities of the future workforce. One period per week of related classroom instruction is required.

English Language Arts

023 ENGLISH 10 (R) ❖
Grade Level: 10
Credits: 1.0

The theme that serves as the focus for this course is "Human Responsibility." Students read novels, plays, poetry, nonfiction, and short stories with attention to comprehension, text-based responses, vocabulary, critical thinking, and literary devices. Students will study foundational skills, persuasive techniques, literary analysis, research, and will explore and write personal narratives. Core texts may include *Macbeth* and *How Dare the Sun Rise*. A focus on writing a well-organized, research-based composition and a responsive, coherent literature essay will be a priority. Speaking and listening skills will be strengthened.

024 ENGLISH 10 (H) ❖
Grade Level: 10
Credits: 1.0

This course is for students who have a strong interest in a scholarly approach to English and who enjoy a challenging study of reading and writing. Students will engage in a greater depth and complexity of text with a strong pursuit of learning and independence. Students will read novels, plays, poetry, nonfiction, and short stories with attention to comprehension, text-based responses, vocabulary, critical thinking, literary devices, and deep analysis. Students will have opportunities to analyze rhetorical appeals while they debate modern issues and discuss societal conflict and personal integrity. Texts studied in this course may include *Fahrenheit 451* by Ray Bradbury, *Lord of the Flies* by William Golding, and Shakespeare's *Macbeth*. Required assessments in this course are designed to prepare students with the skills and rigor necessary for success in AP English classes.

032 ENGLISH 11 (R) ❖
Grade Level: 11
Credits: 1.0

Students read novels, plays, poetry, nonfiction, and short stories with attention to comprehension, text-based responses, vocabulary, critical thinking, and literary devices. Units of study consist of a selection of core texts such as *The Great Gatsby* and *The Crucible*. A focus on writing a well-organized research-based composition and a responsive, coherent literature essay will be a priority. Speaking and listening skills will be strengthened. At the conclusion of the course, students will take the New York State Comprehensive Regents Exam in English. This is an exam that measures the proficiency of high school students to gauge their success in college and career. This course provides ongoing reinforcement of these skills.

043 ENGLISH 12 (R) ❖
Grade Level: 12
Credits: 1.0

This course further expands upon students' ability to analyze and critique various forms of written and oral expression, while improving their own ability to communicate effectively. A multi-genre approach to literature will examine how various elements shape the way students read and interpret texts including structure, narrative, voice, character development, historical and political contexts, and reader response. Students will read texts that include dystopian and social injustice themes.

Students will continue to develop skills in critical thinking, clear communication, and effective composition. Assessments consist of discussion, projects, and short response papers. Students will conduct an extensive research component, the senior thesis, and an instructional focus will be the completion of the Secondary Capstone.

O043 ONLINE ENGLISH 12 (R) ❖
Grade Level: 12
Credits: 1.0

This online course is for self-motivated students who are interested in online learning. Students will interact with their teacher and peers in an online learning environment. Using the Google Classroom platform, students receive instruction, participate in online discussions, and submit all assignments electronically. This is a full online course. There is no traditional class time scheduled.

This course further expands upon students' ability to analyze and critique various forms of written and oral expression, while improving their own ability to communicate effectively. A multi-genre approach to literature will examine how various elements shape the way students read and interpret texts including structure, narrative, voice, character development, historical and political contexts, and reader response. Students will read texts that include dystopian and social injustice themes.

Students will continue to develop skills in critical thinking, clear communication, and effective composition. Assessments consist of discussion, projects, and short response papers. Students will conduct an extensive research component, the senior thesis, and an instructional focus will be the completion of the Secondary Capstone.

This online course provides flexibility in student schedules.

048 LANGUAGE AND COMPOSITION (AP) ❖
Grade Level: 11-12
Credits: 1.0

This college-level course is designed to train students to become skilled readers of prose in a variety of periods, disciplines, and rhetorical contexts. The course will give students the practice and helpful criticism necessary to make them flexible writers, able to compose in a variety of modes and for a variety of purposes. Writing assignments contribute to the aim of making students mature writers, able to write competently in all college courses. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

046 LITERATURE AND COMPOSITION (AP) ❖
Grade Level: 11-12
Credits: 1.0

This college-level course engages students in the careful reading and critical analysis of imaginative literature. Students develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. Writing, an integral part of the course, focuses on the critical analysis of literature, as well as students' creative writing, to sharpen understanding of literature, deepen appreciation of literary artistry, and develop the student's own voice. Knowledge of basic language skills is assumed. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

074 COMMUNICATION AND DIGITAL MEDIA
Grade Levels: 10-12
Credits: 1.0

This course is designed to provide students with opportunities to produce, direct, host and write programs to be aired on public media, including a Rush-Henrietta Senior High School "Morning Show," as well as other social media and YouTube channels. The Next Generation ELA standards are naturally embedded in this course, as students will use reasoning and evidence to support claims for their arguments. In addition, they will write informative texts to convey ideas and information clearly through these various modalities. Students will collaborate with diverse partners on complex topics, texts, and issues as they work hands-on with the many facets of video production techniques. They will also make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. The process, vocabulary and proper use of the video equipment will be emphasized throughout the class. Students will benefit from opportunities to interact with faculty, staff, and the community.

062 PUBLIC SPEAKING ❖
Grade Level: 10-12
Credits: 0.5

This course is for the student who wants to develop speaking ability in front of a group of people by practicing preparation and delivery, reasoning skills, listening, and critical thinking skills. Students will deliver speeches and critique others' presentations; above all, they will develop poise and self-confidence. The student will actively engage in a variety of speech-related activities to prepare for successful speech presentations. Some speech types may include demonstrative, stand-up comedy, process, debate, and oral interpretation.

067 CREATIVE WRITING ❖
Grade Level: 10-12
Credits: 0.5

The creative writing course offers students the opportunity to read and write a variety of texts in a number of genres. Students will participate in all aspects of the writing process, from free-writing and invention, to planning and drafting, to revising and editing their pieces for publication. Students will share their work both in print and orally, creating their poems, short stories, vignettes, personal narratives, and essays for specified audiences.

070 THEATRE
Grade Level: 10-12
Credits: 0.5

The theatre course is designed to introduce students to the work of the stage, providing an overview of the history and styles of theatre, acting and direction, scenic and lighting design, and textual analysis. Students will engage in a variety of activities aimed at increasing their knowledge of the purposes of theatre, and exploring the relationships between the actor, director, designer, and the text. Students will watch and respond to theatrical performances and analyze their experience as audience members. Finally, students will explore their own understanding of the stage through performance, writing, and design activities. This elective course may be taken for a second time with teacher permission.

073 CINEMATIC LITERACY
Grade Level: 10-12
Credits: 0.5

Cinematic Literacy is a survey film course that attempts to provide the connection between informal movie appreciation and a more scholarly understanding of film, by looking at the history of the cinema from the earliest movies through those of the present day. The course is focused on developing a foundational competency of film history and methodology. To this end, cinematic literacy takes a chronological approach to introducing the basics of film language, exposition, and interpretation used for personal, analytical, and evaluative response and formal criticism. The historical significance, technological innovations, and cultural impact of movies are revealed through the study of genres such as silent films, comedies, musicals, melodramas, suspense films, and epics. This is further enhanced by discussion and exposition of the work of directors such as Frank Capra, Billy Wilder, Alfred Hitchcock, Steven Spielberg, and Francis Ford Coppola.

Health

881 HIGH SCHOOL HEALTH
Grade Level: 10-12
Credits: 0.5

This course is required for graduation. Students gain an understanding of the various factors that affect health and how to maintain and promote one's own wellness. The course focuses on safety, CPR, first aid, and survival; human growth and development; emotional health and interpersonal relationships; substance use and abuse; and community health and diseases. A particular emphasis is placed on developing skills for personal health in the areas of decision-making, planning, goal-setting, communication, and stress management. Other current health issues are included, depending upon events and student interest.

O881 ONLINE HIGH SCHOOL HEALTH
Grade Level: 10-12
Credits: 0.5

This online course is for self-motivated students who are interested in online learning. Students will interact with their teacher and peers in an online learning environment. Using the Google Classroom platform, students receive instruction, participate in online discussions, and submit all assignments electronically. This is a full online course. There is no traditional class time scheduled.

This course satisfies the high school health course requirement for graduation. Students gain an understanding of the various factors that affect health and how to maintain and promote one's own wellness. The course focuses on safety, CPR, first aid, and survival; human growth and development; emotional health and interpersonal relationships; substance use and abuse; and community health and diseases. A particular emphasis is placed on developing skills for personal health in the areas of decision-making, planning, goal-setting, communication, and stress management. Other current health issues are included, depending upon current events and student interest.

This online course provides flexibility in student schedules.

668 CHILD AND ADULT DEVELOPMENT
Grade Level: 10-12
Credits: 1.0

Child and adult development is designed to help students become more competent, confident, and caring in managing their work, family, and community lives. It allows students to develop the process skills of communication, leadership, and problem-solving while exploring the dynamics of various types of relationships in the workplace and at home. This course offers a foundation for further studies in education and related fields.

883 DEATH AND DYING
Grade Level: 10-12
Credits: 0.5

This course provides students an opportunity to study aging, the death and dying process, and the influence that society, cultural values, rituals, and policies have on individuals during aging and death. The following course topics are studied: Understanding the Experience of Loss, Attitudes Toward Death, Death in the Lives of Children, Death in the Lives of Adults, Life-Threatening Illnesses, End-of-Life Decisions, Suicide, and Death in the Modern World. As a continuation of the topics explored in the required health course, emphasis is placed on developing skills for personal health in the areas of decision-making, planning, goal-setting, communication, and stress management.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: 1/2 credit of Health

884 WOMEN'S HEALTH & WELLNESS
Grade Level: 10-12
Credits: 0.5

This course provides all students an opportunity to study women's health and wellness topics. Course topics include History of Women's Health, Women's Social Movement, Developing a Healthy Lifestyle, Transitions, Relationships and Family Roles, Self-Esteem and Self-Image, Stress Management, Social and Cultural Influences, and Violence and Abuse. As a continuation of the topics explored in the required health course, emphasis is placed on developing skills for personal health in the areas of decision-making, planning, goal-setting, communication, and stress management.

Prerequisite: 1/2 credit of Health

Mathematics

201 ALGEBRA I (R) ❖
Grade Level: 10-12
Credits: 1.0

In Algebra I, students will deepen their understanding of linear functions, how to graph them, interpret them in context and explain their behaviors. Students will be introduced to more complex functions that will prepare them for future math courses. Passing this course is a NYS requirement for graduation and a prerequisite for future Regents math courses.

The course culminates with a NYS Regents exam that is required for a Regents diploma.

218 ALGEBRA IB (R)
Grade Level: 10-12
Credits: 1.0

This course is a continuation of the Algebra I curriculum for students who successfully completed Algebra IA. The course is intended to provide students with additional time and practice with the second half of the Algebra I curriculum to ensure their success both on the Algebra I Regents examination as well as future high school math coursework. This course culminates with a NYS Regents exam.

Prerequisite: One credit of Algebra IA

217 GEOMETRY (R) ❖
Grade Level: 10-11
Credits: 1.0

In this Geometry course, students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes, often through the use of a transformation. They will identify and justify, formally and informally, geometric relationships and apply the ideas of transformation and symmetry to analyze problems involving congruence and similarity. Students will apply their understanding of coordinate geometry and algebra to prove and understand relationships about lines, figures, and transformations.

The course culminates with a NYS Regents exam.

Prerequisite: One credit in Algebra I

221 ALGEBRA II (R) ❖
Grade Level: 10-12
Credits: 1.0

In Algebra II, students will represent, analyze, and solve a variety of problems algebraically. They will use algebra to recognize, use, and represent patterns, relations, and functions. They will collect, organize, display, analyze, and make predictions from data. In trigonometry, they will learn to use trigonometric graphs to solve theoretical and practical problems. A deeper and more complex understanding and application of concepts of probability are included in the standards for this course.

The course culminates with a NYS Regents exam.

Prerequisite: One credit in Algebra I and one credit in Geometry

208 MATH EXPLORATIONS ❖
Grade Level: 11-12
Credits: 1.0

This course provides students the opportunity to engage with mathematical concepts utilizing a project-based approach. Students will begin the year learning how to effectively problem solve both individually and when working in groups, and develop a positive mindset towards mathematics. Topics in the course include Investigating the Stock Market, the role of Crytopgraphy in encoding/decoding of messages, number systems, key mathematicians in history and the types of careers that are founded in mathematics, linear programming, and mathematics in the world of finance. The course will culminate with a unit on math in our world where students explore how mathematics is embedded in key aspects of the world we live in.

Prerequisite: Two credits in math and passing an Algebra Regents exam

508 MATH AND FINANCIAL APPLICATIONS
Grade Level: 11-12
Credits: 1.0

In this course, students will learn about the mathematics involved in both personal and business finance. Topics related to personal and business finances include: gross income, net income, budgeting, loans, bank accounts, credit investments and insurance.

Prerequisite: Two credits in math and passing the Algebra I Regents exam

This course is not intended for students who have successfully passed the Algebra II Regents exam.

231 PRE-CALCULUS ❖
Grade Level: 11-12
Credits: 1.0

This year-long course will prepare students for the study of calculus. Topics include advanced algebraic techniques, the algebra of functions, polynomial equations, limits of sequences and functions, properties of the graphs of polynomial, rational logarithmic and exponential functions, along with the graphs and application of trigonometry. The use of a graphing calculator is integrated throughout the course in addition to skills without the use of a calculator.

This curriculum prepares students for the Advanced Placement Calculus course in high school or for college course work in Calculus.

Prerequisite: One credit in Algebra II

237 CALCULUS AB (AP) ❖
Grade Level: 11-12
Credits: 1.0

For students planning a STEM career, AP Calculus could be an appropriate choice for math elective credit. Students learn foundational concepts of differential and integral calculus. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May. A graphing calculator is required.

Prerequisite: One credit in Pre-Calculus

238 STATISTICS (AP) ❖
Grade Level: 11-12
Credits: 1.0

In our technological, statistical world, statistics is one of the most practical and useful areas of mathematical study. This course will provide students who intend to enter any career with a useful, applicable understanding of statistical tools. Students will increase their knowledge base and skill in the use of statistics as a tool to collect, analyze, understand, and draw conclusions from data. Four broad themes encompass the learning:

- Exploring data: describing patterns and departures from patterns
- Sampling and experimentation: planning and conducting a study
- Anticipation of patterns: exploring random phenomena using probability and simulation
- Inference: estimating population parameters and testing hypotheses

The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

Prerequisite: One credit in Algebra II

510 CYBERSECURITY (PLTW) ❖
Grade Level: 11-12
Credits: 1.0

This course introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. National computational resources are vulnerable to frequent attacks; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

530 COMPUTER SCIENCE PRINCIPLES (AP) (PLTW) ❖
Grade Level: 10-12
Credits: 1.0

This Advanced Placement course provides students the opportunity to develop deeper knowledge of computer science by learning to design and evaluate solutions by applying computer science to solve problems through the development of algorithms and programs. Students will gain an understanding of and be able to explain how computing systems, including the Internet, work. Areas to be studied include creative development, data, algorithms and programming, computer systems and networks, and the impact of computing. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May. Students also engage in an end-of-course assessment by PLTW.

For students in grades 10 and 11 this course is intended as an elective for students who are interested in the field of computer science to be taken concurrently with Geometry or Algebra II. Students entering grade 12 can use this course as their fourth mathematics credit.

Prerequisites: Successful completion of Algebra I and passing the Regents exam.

520 COMPUTER SCIENCE A (AP) (PLTW) ❖
Grade Level: 11-12
Credits: 1.0

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The course will follow the prescribed curriculum from the College Board including units in: Primitive Types, Using Objects, Boolean Expressions and If Statements, Iteration, and Writing. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May. Students also engage in an end-of-course assessment by PLTW.

For students in grade 11 this course is intended as an elective for those interested in the field of computer science to be taken concurrently with Algebra II. Students entering grade 12 can use this course as their fourth mathematics credit.

Students should consider enrolling in Computer Science Principles prior to this course.

Prerequisites: Successful completion of Algebra I and passing the Regents exam.

239 APPLIED STATISTICS ❖
Grade Level: 11-12
Credits: 1.0

The Applied Statistics course will introduce students to the major concepts and tools that are used during a statistical analysis: collecting, understanding and drawing conclusions from data. Students will be involved in the process of gathering and analyzing data while engaging in authentic learning tasks. Students will extend their understanding of statistical measures through an introduction to concepts of probability. This course is open to all students who have an interest in learning and using statistics.

Music

808 PIANO IN OUR LIVES
Grade Level: 10-12
Credits: 1.0

This is a beginning course in the technique and art of playing the piano. The student will develop piano technique and learn to read standard piano literature, as well as develop skills in playing by ear. A wide variety of styles and periods of music will be incorporated into this exciting course — everything from Bach to rock. Class activities will include unique group and individual assignments based on the ability level of each student, with an emphasis on performance. A minimum of 20 minutes per class will be dedicated to practicing the new techniques and skills.

This course satisfies the graduation requirement of one credit in the Arts.

809 MUSIC IN OUR DIGITAL LIVES
Grade Level: 10-12
Credits: 1.0

Students in this course will chronicle American music history with a focus on the study of multiple music genres through listening, analyzing, and creating original works. Students will engage in music composition and production, while learning music theory and composition techniques as well as the evolution of music production.

This course is designed for students who have an interest in music beyond participating in an ensemble. Students will explore the creation of music using computer technologies with the Soundtrap program. Using the fundamentals of music, they will create and share songs/music of different styles and periods preparing them for use in other digital formats and applications.

This course satisfies the graduation requirement of one credit in the Arts.

819 MUSIC THEORY I
Grade Level: 10-12
Credits: 1.0

This course is designed to help students develop musical knowledge and skills in the areas of ear training, music reading, sight-reading, composing, and improvisation. In addition, students will gain a more meaningful understanding of the elements used to create music through various activities, including composing, improvising, performing on various instruments, singing, moving creatively, and reading music. Prior musical knowledge is helpful, but not essential. Any student interested in pursuing a career in music should take this class to help prepare for college auditions and music courses.

This course satisfies the graduation requirement of one credit in the Arts.

831 AP MUSIC THEORY
Grade Level: 11-12
Credits: 1.0

Aspects of melody, harmony, texture, rhythm, form, musical analysis, composition and to some extent, history and style, are integrated to help students develop the ability to recognize, understand, and describe the basic materials and processes of music presented in a score. Musicianship skills such as dictation, listening, sight-singing, and keyboard harmony are an important part of this theory course. Students should possess the basic ability to read and write musical notation prior to taking this course. It is also strongly recommended that the student possess basic performance skills in voice or on an instrument. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

Prerequisite: Music Theory I and/or three years of a performing ensemble with recommendation of the AP teacher.

803 SYMPHONIC BAND
Grade Level: 10-12
Credits: 1.0

Symphonic Band is an advanced band instrumental ensemble. Students are expected to learn and perform a variety of advanced literature. Emphasis will be on developing the technical skills necessary to perform music at this level. Sectionals and lessons will be held outside of the regular class time in order to prepare music for performance and encourage technical growth. Both independent practice and leaving regularly scheduled portions of the school day for weekly lesson attendance are mandatory. Student progress will be evaluated quarterly. Students are required to attend all performances, which will include several events held outside of the school day. This will include concerts and festivals.

This course satisfies the graduation requirement of one credit in the Arts.

Prerequisite: Participation in Concert Band. Without this experience, a teacher recommendation is required.

825 SYMPHONIC ORCHESTRA
Grade Level: 10-12
Credits: 1.0

Students will learn and perform a wide variety of advanced literature. Each student will be expected to know his/her part and leave regularly scheduled portions of the school day to attend weekly group lessons. Outside practice will be necessary. Technical aspects of playing (vibrato, advanced bowing, and accurate shifting), as well as general knowledge of music (basic theory and history) as it pertains to the selections being performed, will be included. The orchestra director will evaluate student progress at least four times a year. Public performances outside the school day will be required.

This course satisfies the graduation requirement of one credit in the Arts.

Prerequisite: Participation in Concert Orchestra. Without this experience, a teacher recommendation is required.

801 MIXED CHORUS
Grade Level: 10-12
Credits: 1.0

Senior High Mixed Chorus will advance the student's level of vocal technique. Three- and four-part singing, reading music, vocal independence, and intonation will be emphasized. Students will participate in groups to develop rehearsal discipline. Many styles of choral music will be sung. Although no audition is required, students must be willing to participate fully, and progress will be evaluated quarterly. Attendance at all scheduled concerts is mandatory. Mixed Chorus is a performance-based course.

This course satisfies the graduation requirement of one credit in the Arts.

807 RH SINGERS
Grade Level: 10-12
Credits: 1.0

RH Singers is a select choral group that performs choral music with four to eight vocal parts. Because of this more difficult level of music, students must be able to read music, as well as make a firm commitment to leave regularly scheduled portions of the school day for lessons and vocal coaching outside scheduled classes. Tone quality, technique, intonation, diction, accuracy, and expressive interpretation are areas of emphasis. RH Singers perform, compete, and travel on a regular basis, and are evaluated eight times yearly. Parental involvement in the Friends of the RH Singers activities is highly encouraged.

This course satisfies the graduation requirement of one credit in the Arts.

Prerequisite: Audition (held in April of the previous school year; students new to the district may audition prior to the first day of school, depending on the availability of a position in the group) and/or consent of the conductor.

826 JAZZ ENSEMBLE
Grade Level: 10-12; Concert Band/Symphonic Band members (as well as bass and guitar students)
Course Length: full year; two days per week
Credits: 0.5

Students will learn and perform a variety of music genres. Each student will be expected to know his/her part. Outside practice will be necessary. Occasional public performances outside of the normal school day will be required. Rehearsals take place outside of the school day. Private instrumental music lessons are highly recommended.

Prerequisite: Audition (held early in September)

827 CHAMBER ORCHESTRA
Grade Level: 10-12; Open to Symphonic Orchestra members only
Course Length: full year; 2 days per week
Credits: 0.5

This ensemble of 13–22 members will study and perform literature not normally performed by the Symphonic Orchestra. This would include jazz, fiddle, and chamber music. Rehearsals are outside of the school day.

Prerequisite: Audition (held early in September)

828 SPECTRUM SINGERS
Grade Level: 10-12; Open to RH Singers only
Course Length: full year; 2 days per week or one semester; 2 days per week
Credits: 0.5

This voice choral group of 20–24 members will study and perform literature conducive to a smaller vocal ensemble. Styles included are jazz, barbershop, Broadway, madrigal, and a cappella works. Rehearsals and performances are outside of the school day. Opportunity exists for solo singing and smaller group performance.

Prerequisite: Audition (held prior to or during the first week of classes)

830 PRIVATE MUSIC STUDY
Grade Level: 10-12
Credits: 0.5

In order to receive credit for private music study, a student must:

- Be enrolled in a weekly 30-minute instrumental or vocal lesson for a minimum of 36 weeks during the school year.
- Practice a minimum of five hours weekly.
- Pass a pre-approved (equal to one's ability) final assessment that will be a performance for a high school music teacher.
- Complete and submit appropriate forms to the Counseling Center each quarter. Audition and practice records will be kept on file for one year.

To apply for enrollment and credit, please obtain the necessary forms from either a high school music teacher or school counselor at the beginning of the year. Retroactive credit will not be granted for previous lesson study.

Prerequisite: Application for Applied Music Credit must be initiated prior to the start of the school year.

Performing Arts

850 INTRODUCTION TO DANCE
Grade Level: 10-12
Credits: 0.5

Introduction to Dance invites students to explore the joy and power of dance. Through a blend of foundational ballet, modern, tap, and jazz techniques, students will develop their creative movement skills and vocabulary and discover the art of choreographic expression. Students will explore the rich history of dance across diverse cultures, gaining a deeper appreciation for its role in human expression and social change.

This course emphasizes personal growth, cultivating confidence, self-esteem, and a positive body image. Students will also experience the stress-reducing benefits of dance as a form of physical and emotional expression. By the end of the course, students will not only have improved their dance technique, physical fitness, and coordination but also cultivated an appreciation for dance as a lifelong form of expression and engagement.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

875 INTERMEDIATE DANCE: TECHNIQUE
Grade Level: 10-12
Credits: 1.0

Intermediate Dance: Technique invites students in grades 9-12 to advance their artistry and deepen their technical foundations. Building upon previous experience, students will refine advanced body-mind principles, such as finding center and sustained extensions, while performing complex movement sequences with dynamic range and expressive intent. This course offers a focused study in 2-3 specific genres—such as Contemporary, Ballet, and Jazz/Tap—and introduces students to the learning and performance of professional and historical repertoire. Students will collaboratively develop and revise complex choreographic studies, manipulating the Elements of Dance and utilizing advanced devices to communicate a clear and sustained artistic intent.

Beyond physical technique, students will analyze the social, cultural, and historical significance of diverse dance repertoire, gaining an understanding of how these contexts inform appropriate performance styles. The course encourages students to develop and apply aesthetic criteria to evaluate and critique both their own work and professional dance works using accurate terminology. By the end of the course, students will have strengthened their technical proficiency, creative voice, and appreciation for the cultural depth of dance.

This course satisfies 1.0 credit of the graduation requirement for the arts and serves as the second course in a 3-5-unit dance sequence.

Prerequisite: Introduction to Dance

865 INTRODUCTION TO THEATER ARTS
Grade Level: 10-12
Credits: 0.5

Introduction to Theater Arts invites students to explore the dynamic world of theater. Through a blend of acting exercises, scene work, and backstage exploration, students will discover the collaborative art of storytelling and develop their own creative voices. Students will explore the history of theater, analyzing classic and contemporary plays and examining the diverse roles and responsibilities within a theatrical production.

This course emphasizes personal and social growth. Students will build confidence and self-esteem through performance, developing a positive self-image and a sense of personal accomplishment. They will also experience the stress-reducing benefits of theater as a form of creative expression and social interaction. Through collaborative projects and group activities, students will learn the value of teamwork and constructive feedback. This course aims to foster a lifelong appreciation for the performing arts, inspiring students to explore theater as a form of expression and engagement throughout their lives.

This course satisfies 0.5 credits of the graduation requirement of one credit in the Arts.

880 INTERMEDIATE THEATER: SCENE STUDY AND DRAMATIC LITERATURE
Grade Level: 10-12
Credits: 1.0

Intermediate Theater: Scene Study and Dramatic Literature invites students in grades 9-12 to dive deeper into the craft of performance and script analysis. This course focuses on sustaining complex characters through entire scenes and acts, helping you integrate refined vocal and physical techniques to bring emotional life to the stage. You will explore the collaborative world of theater by investigating the roles of the actor, director, and designer, making sophisticated choices in blocking and set design to clarify artistic intent.

Beyond performance, students will analyze and critique complex dramatic literature and professional productions to help justify their own artistic decisions. You will also research the social, cultural, and political backgrounds of various plays to authenticate your performances in period or culturally specific scenes. Whether you are exploring varied acting styles like Realism and Classical theater or developing advanced script breakdown skills, this course offers a comprehensive look at the history and heart of dramatic literature.

This course satisfies 1.0 credit of the graduation requirement for the arts and serves as the second course in a 3-5-unit theater sequence.

Prerequisite: Introduction to Theater Arts

Science

322 LIFE SCIENCE: BIOLOGY (R) ❖
Grade Level: 10-12
Credits: 1.0

The Life Science: Biology course is aligned to the New York State Science Learning Standards and offers a comprehensive exploration of the living world—from molecular biology and biochemistry, to human structure, function, and environmental interactions. Students engage in a three-dimensional design that is grounded in natural phenomena and includes scientific and engineering practices, cross-cutting concepts and disciplinary core ideas. Topics include cell structure and function, photosynthesis, respiration, heredity and chromosomal inheritance, natural selection, biodiversity, and human societal impacts on the environment.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Life Science: Biology exam given in June of the course year. This includes three mandatory state-issued laboratory investigations.

364 ENVIRONMENTAL SCIENCE ❖
Grade Level: 10-12
Credits: 0.5

In this course, students will have an opportunity to strengthen their problem-solving, inquiry, and critical-thinking skills as they engage in the study of environmental concepts. This is a commencement-level course as outlined by the New York State Math, Science, and Technology standards. Students examine the impact of humans on the air, water, soil, and life on the planet. Topics include ecosystems, pollution, land management, and biodiversity as they relate to local, real-world situations. The course has a strong lab focus and an emphasis is placed on local environmental concerns. Fieldwork in local environments is part of the laboratory experience in the course.

Prerequisite: Two credits of science (one bearing Regents credit) and one credit in Algebra I

366 FORENSIC SCIENCE I
Grade Level: 10-12
Credits: 0.5

This course is the first in a sequence and covers a variety of biology, chemistry, and physics concepts and skills correlated to the New York State Math, Science, and Technology standards. Concepts include crime-scene processing, fingerprint analysis, microscopic analysis of trace evidence, handwriting/document analysis, blood typing and blood spatter. Students will have an opportunity to apply physical and biological science content and skills learned in previous courses, while strengthening their problem-solving, inquiry, and critical-thinking skills through high-interest topics. Laboratory activities and projects are included as part of the course work.

Prerequisite: Two credits of science (one bearing Regents credit) and one credit in Algebra I

367 FORENSIC SCIENCE II
Grade Level: 10-12
Credits: 0.5

This course is the second in a sequence and covers a variety of biology, chemistry, and physics concepts and skills correlated to the New York State Math, Science, and Technology (MST) standards. It is an option for those students who seek additional coursework in science. Concepts include advanced blood spatter, DNA analysis, chemical analysis of toxins, entomology, anthropology, and criminal profiling. Students will have an opportunity to apply physical and biological science content and skills learned in previous courses, while strengthening their problem-solving, inquiry, and critical-thinking skills through high-interest topics. Laboratory activities and projects are included as part of the course work.

Prerequisite: Two credits in science (one bearing Regents credit); one credit in Algebra I and 0.5 credit in Forensics I

329 PHYSICAL SCIENCE-CHEMISTRY ❖
Grade Level: 10-12
Credits: 0.5

In this course, students will have an opportunity to strengthen their problem-solving, inquiry, and critical-thinking skills by engaging in real-world problems that involve chemistry. This commencement-level course covers a variety of chemistry concepts and skills correlated to the New York State Physical Setting: Chemistry Core Curriculum Guide. Concepts include the understanding of the structure of matter, the interaction of matter and energy, and the manipulation of the properties of matter for use in everyday materials. Students are encouraged to continue the exploration of these topics in the Regents Chemistry course. Laboratory activities are included as part of the course work.

Prerequisite: Two credits in science (one bearing Regents credit) and one credit in Algebra I

339 PHYSICAL SCIENCE-PHYSICS ❖
Grade Level: 10-12
Credits: 0.5

In this course, students will have an opportunity to strengthen their problem-solving, inquiry, and critical-thinking skills by engaging in real-world problems that involve physics. This commencement-level course covers a variety of physics concepts and skills correlated to the New York State Physical Setting: Physics Core Curriculum Guide. Concepts include forces and motion, work and energy, and alternative energy sources. Students are encouraged to continue the exploration of these topics in the Regents Physics course. Laboratory activities and projects are included as part of the course work.

Prerequisite: Two credits in science (one bearing Regents credit) and one credit in Algebra I

362 SCIENCE & SOCIETY
Grade Level: 10-12
Credits: 0.5

This course allows students to integrate both new and previously learned physical and biological science knowledge and skills and apply them to real-world situations. Units of study include The Ethics of Science, Food Science, Human Impact on our Environment, and Energy Uses & Solutions. This is a commencement-level course as outlined by the New York State Math, Science, and Technology standards. Scientific literacy will be emphasized through analysis and discussion of science in the news. Use of technology, inquiry, analysis, communication, and debate will be explored and applied. Laboratory activities and projects are included as part of the course work.

Prerequisite: Two credits of science (one bearing Regents credit) and one credit in Algebra I

673 FOOD SCIENCE I: SAFETY & MICROBIOLOGY
Grade Level: 10-12
Credits: 0.5

This course introduces students to the foundational microbiology and safety principles behind the food supply. How do microorganisms like bacteria, yeast, and mold impact food quality and human health? What practices do farmers, manufacturers, and chefs use to ensure food remains safe as it travels from farm to table? Students will participate in hands-on laboratory activities to investigate food preservation, sanitation, and basic nutritional concepts. This course builds practical scientific literacy and serves as an entry point for students interested in health sciences, agriculture, or culinary pathways.

674 FOOD SCIENCE II: FOOD CHEMISTRY & APPLICATION
Grade Level: 10-12
Credits: 0.5

Building on the principles of Food Science I, this course dives deeper into the applied chemistry of cooking and food processing. How do carbohydrates, proteins, and lipids chemically transform during preparation? Why are specific vitamin supplements and food additives used in modern manufacturing? What role does technology play in developing innovative, healthy food choices for a growing global population? Students will perform advanced laboratory experiments applying chemistry principles to culinary phenomena. This course is ideal for students exploring careers in nutrition, food technology, health sciences, or chemical engineering.

Prerequisite: Sucessful completion of Food Science I: Safety & Microbiology

332 PHYSICAL SCIENCE: CHEMISTRY (R) ❖
Grade Level: 10-12
Credits: 1.0

The Physical Science: Chemistry course is aligned to the New York State Science Learning Standards and provides a deep exploration of matter, its properties, and the changes it undergoes. Students engage in a three-dimensional learning model that connects core chemistry concepts with scientific and engineering practices and cross-cutting concepts. Major topics include atomic structure, periodic trends, chemical bonding, stoichiometry, chemical reactions, thermochemistry, kinetics, equilibrium, acids and bases, and nuclear chemistry.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Physical Science: Chemistry exam given in June of the course year. This includes three mandatory state-issued laboratory investigations.

Prerequisite: Two Regents credits in science; one credit in Algebra I and concurrent enrollment in Geometry

342 PHYSICAL SCIENCE: PHYSICS (R) ❖
Grade Level: 10-12
Credits: 1.0

The Physical Science: Physics course is aligned to the New York State Science Learning Standards and investigates the fundamental principles that govern the physical universe. Students engage in a three-dimensional learning model that connects core chemistry concepts with scientific and engineering practices and cross-cutting concepts. Topics include motion and forces, energy and energy transfer, momentum, wave phenomena, electricity and magnetism, and the structure and properties of matter at macroscopic and microscopic scales.

Scientific reasoning, written expression, and laboratory skills will be used and assessed as part of the course. Per NYSED regulations, students will be required to successfully complete 1,200 minutes of lab experience with acceptable lab reports in order to take the Physical Science: Physics exam given in June of the course year. This includes three mandatory state-issued laboratory investigations.

Prerequisite: Two Regents credits in science; one credit each in Algebra I and Geometry

325 BIOLOGY (AP) ❖
Grade Level: 11-12
Credits: 1.0

This Advanced Placement course is equivalent to an introductory college-level class in Biology. The following topics are studied: biochemistry, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, homeostasis, cell communication, and ecology. The class includes lectures, AP-required laboratory exercises, and rigorous homework. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

Prerequisite: Two Regents credits in science with successful completion of Regents Biology and Regents Chemistry

335 CHEMISTRY (AP) ❖
Grade Level: 11-12
Credits: 1.0

This Advanced Placement course is equivalent to an introductory college-level class of chemistry. Students will be required to use higher-level problem-solving techniques and math skills. Successful completion of this course requires a major time commitment to do the course work and meet the AP laboratory requirement. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

Prerequisite: Successful completion of Regents Chemistry with successful completion or concurrent enrollment in Algebra II

355 ENVIRONMENTAL SCIENCE (AP) ❖
Grade Level: 10-12
Credits: 1.0

This Advanced Placement course is equivalent to an introductory college-level class in Environmental Science. The following topics are studied: earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. The class includes lectures, AP-required laboratory exercises, and rigorous homework, in addition to many outdoor field experiences. The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

Prerequisite: Successful completion of Regents Earth Science, Regents Biology, and Algebra I

343 PHYSICS 1 (AP) ❖
Grade Level: 11-12
Credits: 1.0

This Advanced Placement course is equivalent to an introductory college-level class of physics. The focus of this course is on Newtonian mechanics, work, energy and power, and mechanical waves and sound. The topics covered are those found in a typical first semester college course in algebra-based physics. Heavy emphasis will be placed on the development of in-depth, problem-solving skills with extensive use of group work and AP-required lab projects. The Physics 1 Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May.

Prerequisite: Successful completion of geometry and successful completion or concurrent enrollment in Algebra II

373 DIGITAL EARTH
Grade Level: 10-12
Credits: 1.0

Global Positioning Systems (GPS) and Geographic Information Systems (GIS) technology are used to investigate characteristics of various places on earth. This course takes you way beyond Google Earth. Students will develop an understanding of how this growing technology is used by a variety of industries for planning and sustainability, natural disaster preparation, natural resource use, and conservation efforts. Students will investigate a topic of their choosing and build an interactive "story-map" that can build awareness of an issue or solve a problem. This course is offered every other year pending student enrollment.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: Two credits in science (one bearing Regents credit) and successful completion of Algebra I.

PROJECT LEAD THE WAY PLTW

Project Lead the Way (PLTW)

This hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically would not pursue, and provides them with a foundation and proven path to college and career success in STEM-related fields. The PLTW courses are listed in the science and technology sections of this secondary program course guide.

Biomedical Sciences sequence courses are listed on the next page.

Pre-engineering sequence courses are listed on p. 59.

Project Lead the Way (PLTW)
Biomedical Science Sequence

365 PRINCIPLES OF BIOMEDICAL SCIENCES ❖
Grade Level: 10-12
Credits: 1.0

This is a Project Lead the Way course that introduces students to the growing field of biotechnology. In this course, students will investigate the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A hands-on, problem-based approach will introduce students to human physiology, medicine, research processes, and bioinformatics while emphasizing engineering principles used to design solutions to problems.

College credit is available and is an option for all students at a reduced tuition rate. To be eligible, students must meet the criteria set by the college, which includes successful completion of both the course and the end-of-course assessment.

Prerequisite: One Regents-bearing science credit

369 HUMAN BODY SYSTEMS ❖
Grade Level: 10-12
Credits: 1.0

This Project Lead the Way course allows students to continue their investigation of the biotechnology concepts learned in Principles of Biomedical Sciences. Students design experiments, investigate the structures and functions within the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Through the use of various technologies and a hands-on, problem-based approach, students will develop a deeper understanding of human anatomy and physiology.

College credit is available and is an option for all students at a reduced tuition rate. To be eligible, students must meet the criteria set by the college, which includes successful completion of both the course and the end-of-course assessment.

Prerequisite: Principles of Biomedical Sciences

371 MEDICAL INTERVENTIONS ❖
Grade Level: 11-12
Credits: 1.0

In this Project Lead the Way course, students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease. The course is a "how-to" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through real-life scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

College credit is available and is an option for all students at a reduced tuition rate. To be eligible, students must meet the criteria set by the college, which includes successful completion of both the course and the end-of-course assessment.

Prerequisite: Principles of Biomedical Sciences, Human Body Systems

372 BIOMEDICAL INNOVATION ❖
Grade Level: 11-12
Credits: 1.0

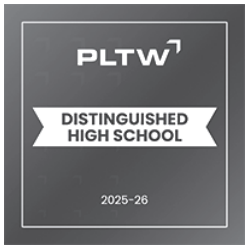
In this Project Lead the Way capstone course, students work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students work on an independent research project, and design innovative solutions for a health challenge people may currently be facing. Their findings will be presented to an audience of science professionals in the community.

College credit is available and is an option for all students at a reduced tuition rate. To be eligible, students must meet the criteria set by the college, which includes successful completion of both the course and the end-of-course assessment.

Prerequisite: Principles of Biomedical Sciences, Human Body Systems, Medical Interventions (in some instances Medical Interventions may be taken concurrently with Biomedical Innovations.)

College Credit for the PLTW Biomedical Science and Pre-Engineering Courses

Rush-Henrietta students that enroll in Project Lead the Way (PLTW) courses in Biomedical Science or Pre-engineering may be eligible to earn college credit through RIT. (***Biomedical Innovations is not currently eligible***) To receive this college credit, students must meet the criteria established by RIT for that specific course. RIT college credit may be transferable, depending on the college's admission requirements.



Final approval of your transfer credit will be at the discretion of the college you choose to attend.

Social Studies

123 GLOBAL HISTORY AND GEOGRAPHY 10 (R) ❖
Grade Level: 10
Credits: 1.0

In this course, students continue the chronological study of global history from the 18th century's Age of Revolution to the present. Students learn about how industrialism and nationalism shaped the 19th century and study how the 20th century was impacted by such forces as global warfare, fascism, communism, Cold War, the growth of modern technology, and the development of a global economy. Several key concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The course emphasizes the importance of historical thinking skills that include gathering, interpreting, and using evidence; chronological reasoning and causation; comparison and contextualization; and geographic reasoning. All of the social studies practices and standards are included in the study of global history and geography.

At the conclusion of this course, students will take the Regents Examination in Global History and Geography. This examination covers content from the Global 10 course.

158 WORLD HISTORY 10 (AP) ❖
Grade Level: 10
Credits: 1.0

This intoductory college-level World History course is designed for the advanced tenth-grade history student. It may be taken in place of Global History and Geography 10. Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and the continuity and change over time. There are six themes that students explore throughout this course in order to make connections among historical developments in different times and places; humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This is a reading- and writing-intensive course, utilizing primary and secondary source analysis and evaluation to develop students' historical knowledge.

The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May. Students are required to take the New York State Regents Exam in Global History and Geography.

Recommended: World History Pre-AP

133 U.S. HISTORY AND GOVERNMENT 11 (R) ❖
Grade Level: 11
Credits: 1.0

Following an introductory unit on the development of the U.S. Constitution, the course traces United States history from the early Republic to the present. The course's major focus is on political/governmental, social, economic, and diplomatic history of the United States. At the conclusion of the course, students will take the Regents examination in U.S. History and Government.

142 U.S. HISTORY (AP) ❖
Grade Level: 11-12
Credits: 1.0

This is a college-level American history course. It is a chronological and topical study of American history covering interpretations of American history, America's wars, reform movements in American history, the economic development of the United States, and American foreign policy. In addition to the textbook, other readings are required. Writing includes regularly assigned short papers. Advanced Placement U.S. History can be taken in place of, or in addition to, U.S. History and Government. The workload will be rigorous, requiring students to read from various texts, research political case studies, and be prepared for daily class discussion. A midterm assessment is required.

The Advanced Placement exam as administered by the College Entrance Examination Board must be taken in May. Students are required to take the New York State Regents exam in U.S. History and Government.

136 ECONOMICS (R) ❖
Grade Level: 12
Credits: 0.5

This is an introductory course in economic theory and economic decision-making.

Students will examine the principles of the United States' free-market economy in a global context. Students will learn about 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 in government to address these challenges.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: One credit in U.S. History and Government

O136 ONLINE ECONOMICS (R) ❖
Grade Level: 12
Credits: 0.5

This online course is for self-motivated students who are interested in online learning. Students will interact with their teacher and peers in an online learning environment. Using the Google Classroom platform, students receive instruction, participate in online discussions, and submit all assignments electronically. This is a full online course. There is no traditional class time scheduled.

This is an introductory course in economic theory and economic decision-making.

Students will examine the principles of the United States free market economy in a global context. Students will learn about 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 in government to address these challenges.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: One credit in U.S. History and Government

This online course provides flexibility in student schedules.

156 ECONOMICS (AP) ❖
Grade Level: 12
Credits: 1.0

This Advanced Placement course may be taken in place of the Regents economics course. It examines the key principles applying to the function of individual decision makers, both producers and consumers, within the larger economic market. Topics include supply and demand, competitive models, monopoly, oligopoly, and government regulation. Students also examine personal financial literacy, national income, price determination, measures of economic performance, economic growth, unemployment, price stability, the national debt, and international economics. Periodic tests and homework will determine course grades.

The Advanced Placement exams in Microeconomics and Macroeconomics as administered by the College Board must be taken in May. Both topics are covered in this class.

Prerequisite: One credit in U.S. History and Government

146 CIVICS AND CITIZENSHIP (R) ❖
Grade Level: 12
Credits: 0.5

The focus of this course is the process by which public policies are developed and implemented within the local, state, and national levels of our government. The responsibilities of good citizenship and the skills of effective political participation are the major themes of the course. Contemporary public issues are examined, student projects will be assigned, and interaction with government officials will be encouraged. Successful completion of both the course and the public policy project are necessary to earn course credit toward graduation.

Prerequisite: One credit in U.S. History and Government

O146 ONLINE CIVICS AND CITIZENSHIP (R) ❖
Grade Level: 12
Credits: 0.5

This online course is for self-motivated students who are interested in online learning. Students will interact with their teacher and peers in an online learning environment. Using the Google Classroom platform, students receive instruction, participate in online discussions, and submit all assignments electronically. This is a full online course. There is no traditional class time scheduled.

The focus of this course is the process by which public policies are developed and implemented within the local, state, and national levels of our government. The responsibilities of good citizenship and the skills of effective political participation are the major themes of the course. Contemporary public issues are examined, student projects will be assigned, and interaction with government officials will be encouraged. Successful completion of both the course and the public policy project are necessary to earn course credit toward graduation.

Prerequisite: One credit in U.S. History and Government

This online course provides flexibility in student schedules.

151 CRIMINAL LAW ❖
Grade Level: 11-12
Credits: 0.5

In this course, students learn about the criminal justice system in America and specifically in New York state. This one-semester course includes an examination of crime, its causes and possible solutions, law enforcement, courts, trial procedures, sentencing, and prisons. Students will hear expert speakers from various parts of the criminal justice system and participate in a number of simulations including a mock trial. A field trip to see the justice system in action is an integral part of the course.

152 INTRODUCTION TO PSYCHOLOGY ❖
Grade Level: 11-12
Credits: 0.5

This course introduces students to the study of human behavior and to the perspectives and methodologies of psychology. Students learn about themselves and others by investigating the human brain, the nervous system, sleep, dreams, consciousness, memory, learning, and abnormal psychology. Students also design a social scientific experiment. Classroom instruction includes reading, writing, discussion, demonstrations, videos, and presentations.

154 INTRODUCTION TO SOCIOLOGY ❖
Grade Level: 11-12
Credits: 0.5

This course introduces students to the study of concepts and principles of sociology, especially as applied to contemporary issues. Students learn about the interplay among individuals, groups, and the larger society, and about the perspectives and methodologies of behavioral social sciences. They also design a social scientific experiment. Classroom instruction includes reading, writing, discussion, guest speakers, videos, and presentations.

155 AMERICAN WOMEN: PAST AND PRESENT ❖
Grade Level: 11-12
Credits: 0.5

In this course, students employ the methods and perspectives of both history and sociology to study the changing roles played by American women. It culminates in a thoughtful examination of contemporary women's issues. The Rochester area is home to the sites of many major events in the story of American women, and students may visit some of these places, including the Susan B. Anthony home and the village of Seneca Falls. Classroom instruction includes reading, writing, discussion, guest speakers, videos, and presentations. This elective course may not be taken for credit more than once. This course is offered every other year pending student enrollment.

150 AFRICAN AMERICAN STUDIES (AP) ❖
Grade Levels: 11-12
Credits: 1.0

Advanced Placement African American Studies examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of today. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course includes a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. It will involve an understanding of the history of the African continent and look back at more than 400 years of contributions to the U.S. by people of African descent.

College credit may be received based upon the policy of the college and the grade earned on the required Advanced Placement Examination.

153 THE HOLOCAUST AND GENOCIDE IN MODERN SOCIETY
Grade Level: 11-12
Credits: 0.5

At the conclusion of WWII, world leaders agreed that the events of the Holocaust and other acts of genocide should never be allowed to happen again. Since WWII, there have been more than 50 confirmed acts of genocide around the world. In this course, students will develop an understanding of the historical causes and consequences of the events of the Holocaust and other acts of genocide of the modern era. In addition, students will develop an understanding of current international law regarding the prevention of genocide and the ability to evaluate its effectiveness in order to prevent further acts of genocide from occurring.

159 AP PSYCHOLOGY ❖
Grade Level: 11-12
Credits: 1.0

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. The course emphasizes the history of psychology as a science, the different explanations of human behavior, and the modern research methods utilized by psychologists. Students also will learn about the importance of ethics in both scientific research and the practice of psychology.

The following areas of psychology are studied in the course: History and Approaches to Psychology, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning; Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Behavior, Treatment of Abnormal Behavior, and Social Psychology.

The Advanced Placement exam as administered by the College Board must be taken in May.

157 GOVERNMENT AND POLITICS U.S. (AP) ❖
Grade Level: 12
Credits: 1.0

This Advanced Placement course may be taken in place of the Civics and Citizenship course. It provides students with an analytical examination of the American political system. Among the topics studied are constitutional issues, political parties and interest groups, political behavior, and political institutions and processes.

This course is centered around project-based learning (PBL) and each project involves political simulations through which students take on roles that help contextualize the content and topics required by the AP College Board course framework. Project-based learning is a form of inquiry-based learning in which the primary objectives are to develop an intrinsic motivation to learn, to develop problem-solving and metacognitive skills, to practice teamwork, and to transfer knowledge to other contexts.

Students use a core set of ideas, concepts, and skills to analyze facts and thereby gain an analytical perspective on government and politics in the United States. By applying concepts, students deepen their understanding and further develop their knowledge in a way that is widely referred to as deeper learning. The workload is rigorous, requiring students to read from various texts, research political case studies, and be prepared for daily class discussion.

The Advanced Placement exam as administered by the College Board must be taken in May.

Technology

242 COMPUTER PROGRAMMING
Grade Level: 10-12
Credits: 1.0

This course introduces students to the concepts of computer programming using Java, HTML, Flash, and web page design software. Students will be introduced to 3-D animation and game-making software development tools.

606 ENGINE OPERATION AND MAINTENANCE
Grade Level: 10-12
Credits: 0.5

In this course, students develop a knowledge base of engine operation, component parts, maintenance procedures, and proper use of tools through practical application. Activities may include model rocket-building and the assembly and disassembly of small engines. Special emphasis will be given to understanding alternative energy sources and their use in modern transportation technology. Career opportunities in the field of transportation will be investigated.

607 BASIC ELECTRONICS
Grade Level: 10-12
Credits: 0.5

In this survey course, students will learn about the principles of electricity and be introduced to electronics and circuitry. As they study electricity, students will learn the uses of low voltage and line voltage and how to apply these principles to individual projects. During the study of electronics, students will become familiar with electronic components, circuits, and systems and will engage in building a variety of electronic devices.

635 WOOD TECHNOLOGY I
Grade Level: 10-12
Credits: 0.5

Wood technology allows students to learn methods of using hand and machine woodworking tools. Students engage in the engineering design process as they complete projects. Emphasis will be placed on developing skills needed for drawing project designs, reading and following design plans, and working with traditional tools and materials.

636 WOOD TECHNOLOGY II
Grade Level: 10-12
Credits: 0.5

In this course, students continue learning about and practicing the use of woodworking tools. Advanced projects encourage students to become more detailed and refined in their woodworking.

Prerequisite: 1/2 credit in Wood Technology I

643 CONSTRUCTION SYSTEMS
Grade Level: 10-12
Credits: 1.0

This course is designed to take a broad look at construction, including residential, commercial, and industrial. Students will be able to see the differences, as well as the similarities, among the types of construction. Through the universal systems model, students learn about inputs, resources, processes, outputs, and impacts of construction. Hands-on, real-life construction projects are a major part of this course.

Prerequisite: 1/2 credit in Wood Technology I

641 METAL TECHNOLOGY
Grade Level: 10-12
Credits: 0.5

Manufacturing and construction processes that involve metal materials and tools are explored in this course. Students gain experience in welding, soldering, foundry, and sheet metal processes, as well as ornamental iron work, forging, and metal fabrication. As part of this course, students will be expected to complete required projects.

624 ADVANCED ROBOTICS SYSTEMS
Grade Level: 10-12
Credits: 1.0

Students will design, build and program a robot using an advanced level programming language and the engineering design process. The concepts of robotics and automation are emphasized, as well as the increasing use of these in various industries. Students will work in teams to solve problems using robotics technology, and will engage in competitive challenges.

No prerequisite required.

710 DESIGN & DRAWING FOR PRODUCTION
Grade Level: 10-12
Credits: 1.0

Design & Drawing for Production introduces students to the engineering design process and the use of technical drawing to communicate ideas and solve real-world problems. Students develop skills in manual and computer-aided drafting, measurement, geometry, materials, and manufacturing processes while applying industry standards and safe work practices.

This course connects design concepts to production and career pathways in engineering, architecture, and manufacturing.

Students who pass the Design & Drawing for Production course are eligible to take Digital Electronics or Computer Integrated Manufacturing.

640 UNMANNED AERIAL SYSTEMS I
Grade Level: 10-12
Credits: 1.0

Unmanned Aerial Systems (UMAS) I is the first course in the CTE UMAS Pathway. It is an innovative course designed for students who are critical thinkers, hands-on learners, and problem solvers with a passion for science, robotics, space and flight. This course is perfect for students who enjoy tackling complex challenges and thrive in collaborative, real-world technology applications. UMAS I introduces students to the fascinating world of drones, including aerial, ground-based, water-based, and space drones. Students will explore the history and evolution of drones, learning how this rapidly advancing technology has transformed industries over time.

With a strong focus on innovation, UMAS I provides students with hands-on experiences as they explore drone technology's many existing and emerging applications. This problem solving program covers a variety of topics, including but not limited to photography and videography, engineering, robotics, underwater drones, agriculture, and emergency services. UMAS I also introduces students to current and future careers in aviation, drone technology, and associated emerging technologies, setting the foundation for success in the rapidly growing field of unmanned aerial systems.

650 UNMANNED AERIAL SYSTEMS II
Grade Level: 10-12
Credits: 1.0

Unmanned Aerial Systems (UMAS) II is the second course of the CTE UMAS Pathway and is designed to equip students with a solid understanding of drone components, function, and safety, while preparing them for FAA Part 107 certification. As an extension of UMAS I, this course will introduce students to different functions, safety considerations and efficiency strategies for maximizing UAV power. UMAS II aligns to the district priority to create "Pathways to Possibilities."

Prerequisites: Unmanned Aerial Systems (UMAS) I

Project Lead the Way (PLTW)

This hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically would not pursue, and provides them with a foundation and proven path to college and career success in STEM-related fields. The PLTW courses are listed in the science and technology sections of this secondary program course guide.

Biomedical Sciences sequence courses are listed on p. 54.

Pre-Engineering Sequence

611 INTRODUCTION TO ENGINEERING DESIGN ❖
Grade Level: 9-12
Credits: 1.0

This hands-on course offers students an opportunity to explore the growing field of engineering. The process of problem-solving used by engineers is emphasized as students design products to satisfy a particular consumer need or plan investigations to improve upon designs. Examples of projects include designing solutions for cleaning up an oil spill or developing a tool for making a household chore easier. This course serves as a good foundation for any of the technology or Project Lead the Way courses.

RIT college credit is available. Students must maintain an 85 average in the course and pass an RIT final exam with a minimum grade of 70 to be eligible. The grade on the RIT final will serve as the final course grade on the RIT transcript. Those who qualify receive the credit at no cost.

609 DIGITAL ELECTRONICS ❖
Grade Level: 10-12
Credits: 1.0

This is a Project Lead the Way course in applied digital logic. Students learn about electronic logic circuits and devices, which are found in calculators, video games, computers, and thousands of other items. Emphasis is on laboratory experiences. Students have the opportunity to use equipment such as multimeters, oscilloscopes, audio generators, and power supplies. This course will be of special interest to those planning a career in science, engineering, biotechnology, or industry. This course is offered every other year pending student enrollment.

RIT college credit is available. Students must maintain an 85 average in the course and pass an RIT final exam with a minimum grade of 70 to be eligible. The grade on the RIT final will serve as the final course grade on the RIT transcript. Those who qualify receive the credit at no cost.

Alternatively, dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisites: Introduction to Engineering Design

642 COMPUTER INTEGRATED MANUFACTURING (CIM)

Grade Level: 10-12
Credits: 1.0

CIM is one of the five Project Lead the Way pre-engineering courses. The focus is an in-depth study of topics related to the growing field of robotics and automation. This is a hands-on course that incorporates programming for control of automated systems, CAD/CAM, and the extensive use of CNC machines used in precision manufacturing. Partnerships with local colleges and manufacturing companies provide students with a variety of experiences and opportunities. This course is offered every other year pending student enrollment.

RIT credit is available. Students must maintain an 85 average in the course and pass an RIT final exam with a minimum grade of 70 to be eligible. The grade on the RIT final will serve as the final course grade on the RIT transcript. Those who qualify receive the credit at no cost.

Prerequisites: Introduction to Engineering Design

610 PRINCIPLES OF ENGINEERING ❖

Grade Level: 10-12
Credits: 1.0

This pre-engineering course is intended for students who wish to pursue a career in the engineering profession, or for those who wish to explore this exciting area. Principles of Engineering, one of the five Project Lead the Way pre-engineering courses, is a broad-based survey course that helps students develop problem-solving skills through activities related to engineering principles. Projects include the use of tools for wood, metal, electronic, and chemical conditions, as well as computers to be used for design, problem-solving, and as control devices. This course is intended for students with solid math and problem-solving skills.

RIT college credit is available. Students must maintain an 85 average in the course and pass an RIT final exam with a minimum grade of 70 to be eligible. The grade on the RIT final will serve as the final course grade on the RIT transcript. Those who qualify receive the credit at no cost.

Prerequisite: Introduction to Engineering Design

Recommended: One credit each in Algebra I and Geometry; One credit from either One credit from either
Digital Electronics or Computer Integrated Manufacturing (CIM)

618 PLTW CAPSTONE

Grade Level: 11-12
Credits: 1.0

This is the "capstone" for the Project Lead the Way course of study. Through an in-depth engineering project, students learn the elements of formal research as well as the steps involved in defining, prototyping, and solving an engineering problem. Classroom experiences include documenting the process, consulting with experts, gathering data, field testing, and writing the research paper. A combination of class work and independent research around a topic of interest will result in a formal presentation of the student's work to a panel in the field.

Prerequisite: Introduction to Engineering Design; Either Digital Electronics and/or Computer Integrated Manufacturing (CIM); and Principles of Engineering

Recommended: One credit each in Algebra I and Geometry.

World Languages

LEVEL I: WORLD LANGUAGES ❖
Grade Level: 10-12
Credits: 1.0

Students learn to understand and express simple statements and questions in the second language. Communication skills in listening, speaking, reading, and writing are developed. Students engage in activities to build cultural understanding of world regions speaking the target language. At the conclusion of this course, students will be able to understand informational bulletins, engage in basic everyday conversation with peers and adults, read short announcements or advertisements, and write informal notes. This is designed as an introductory course for those students who have not studied the language. A local exam is given at the conclusion of the course.

LEVEL II
444 SPANISH ❖
Grade Level: 10-12
Credits: 1.0

Level II study of a World Languages increases student vocabulary and speaking skills. At the conclusion of Level II, students are expected to be able to describe themselves and their environment, including housing, services, family life, meals, and community at a greater level of proficiency and sophistication. Grammar is expanded. This includes past tense of verbs, reflexive verbs, adjective agreement, comparatives, and prepositions. Communication skills in the areas of listening, speaking, reading, and writing are emphasized. Students are able to write short letters and reports in present and some past tenses with responses that are comprehensible, appropriate, and detailed. Study also involves cultural understandings respective to the language. A local exam is given at the conclusion of the course.

Prerequisite: One credit in Level I Spanish

LEVEL III
406 FRENCH ❖
424 GERMAN ❖
446 SPANISH ❖
Grade Level: 10-12
Credits: 1.0

Level III prepares students taking French, German, and Spanish for the Comprehensive World Languages Level III Final Exam (Checkpoint B). These exams will be administered at the end of the year. Students are expected to understand and express themselves in more complex conversations and narratives than previous levels. Authentic materials such as newspaper articles, oral recordings, videos, and short narratives are incorporated into instruction. Students gain a deeper understanding of the specific language-related cultures.

Prerequisite: One credit in Level II

466 AMERICAN SIGN LANGUAGE III ❖
Grade Level: 10-12
Credits: 1.0

Level III prepares students taking ASL for the Comprehensive Level III Final Exam (Checkpoint B). This exam will be administered at the end of the year. Students continue to develop the skills for communicating in American Sign Language by learning multiple meanings for "signs" previously presented. They also participate in more interactive dialogues. The study of deaf culture and history is expanded.

A Comprehensive Level III ASL Final Exam (Checkpoint B) will be administered at the completion of this course.

Prerequisite: One credit in American Sign Language II

LEVEL IV
408 FRENCH (H) ❖
426 GERMAN (H) ❖
448 SPANISH (H) ❖
Grade Level: 10-12
Credits: 1.0

Students continue to develop their understanding of the target culture and competence in the four skills of listening, speaking, reading, and writing in this honors-level class. Oral self-expression is improved through class discussion, demonstrations, and technology-based projects. Group discussions, readings, and other activities explore such areas as literature, art, culture, and customs. Brief reports, as well as creative writing assignments, help the students acquire a more sophisticated level of written expression in the language. A final exam is given at the conclusion of the course.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: One credit in Level III

467 AMERICAN SIGN LANGUAGE IV (H) ❖
Grade Level: 10-12
Credits: 1.0

Students continue to develop their understanding of the deaf culture and competence in their receptive and expressive skills in American Sign Language. Students will further develop conversational skills, expand their ability to communicate with greater fluency, and increase confidence in the use of vocabulary, grammatical structures, and idiomatic expressions. In addition, students will develop a broader understanding of the culture and diversity within the deaf community. Students will engage in extended discussions and enhance their visual storytelling skills about current events and everyday topics. Students will build on their knowledge of different patterns of interaction and will integrate this knowledge when expressing themselves and when interpreting the language of others. A final exam is given at the conclusion of this course.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: One credit in Level III American Sign Language

468 AMERICAN SIGN LANGUAGE V (H) ❖
Grade Level: 10-12
Credits: 1.0

Students will increase their fluency in American Sign Language with emphasis on conversation skills, linguistics, expansion of knowledge of deaf culture, and interaction with the local Rochester deaf community. Students will continue to gain the knowledge and understanding to appreciate deaf culture and its contributions to the world. Through works by contemporary artists and contact with native speakers, students will enhance their range of fluency and structure in sign production. Students will engage in extended discussions with limited English references when signing, learn entry-level interpreting skills, and compose their own ASL narratives.

Through consistent use of the target language, students will deepen their command of vocabulary, idioms, classifiers, and deepen their appreciation for deaf culture.

A final exam is given at the end of this course.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: One credit in Level IV American Sign Language

LEVEL V
410 FRENCH (H) ❖
428 GERMAN (H) ❖
450 SPANISH (H) ❖
Grade Level: 10-12
Credits: 1.0

Students will increase their fluency in speaking, reading, and writing in their target language. Through consistent use of the target language, students will also deepen their command of vocabulary, idioms, and deepen their appreciation of the specific culture they are studying. Selections are read from classical and contemporary literature as well as current publications. During the year, students prepare oral and written projects based on cultural and literary themes. A final exam is given at the conclusion of the course.

Dual enrollment with Monroe Community College may be offered for this course if all requirements are met. See page 2 for details.

Prerequisite: One credit in Level IV

470 FOREIGN STUDY SEMINAR
Grade Level: 10-12
Credits: 0.5

Foreign travel and student exchanges are an extension of classroom instruction for students enrolled in World Language classes. To participate in a foreign trip or student exchange, you must:

- Be enrolled in the language for which the trip/exchange is planned during the academic year of the trip/exchange.
- Complete all requirements of the Foreign Study Seminar.

This seminar meets after school on a scheduled basis during the academic year of the study-travel experience.

Prerequisite: Recommendation by appropriate language teacher and administrator

Corequisite: Must be enrolled in an appropriate World Language course

Eastern Monroe Career Center (EMCC) Program

Through Monroe One BOCES

EMCC - EASTERN MONROE CAREER CENTER

The Eastern Monroe Career Center (EMCC) is committed to offering programs that provide high school students the opportunity to develop the skills and attitudes they will need to succeed in their chosen careers. EMCC combines real-life learning experiences, academic skills, and business and industry partnerships to prepare graduates for future education and employment endeavors.

Students attend a half-day session every school day. Schedules are designed so students can still take courses at their home school and also participate in extracurricular activities.

Session I: 8:20 - 10:40 a.m.

Session II: 11:45 a.m. - 1:50 p.m.

Three credits are earned for the basic course (year one - afternoon session) and 3.5 for the advanced course (year two - morning session). In some cases, students may also earn credit for English, math, science, and other courses while attending EMCC. This information is noted in individual course descriptions and **is dependent upon prior school district approval and criteria**.

The Rush-Henrietta Central School District pays for both tuition and transportation. Certain Career Center courses require uniforms, tools, and/or safety equipment. There may be an additional cost for college credit. See your school counselor for more information.

Work Experience Options

EMCC courses provide opportunities for on-the-job work experience. Students work side-by-side with professionals in the field, gaining valuable knowledge and using the skills learned in EMCC courses.

Job Shadowing: Shadowing allows students to have short-term exposure to the field they are studying. Students gather career information and obtain an awareness of job requirements and duties through observation and speaking with an employer.

Internship: Students are assigned by their teacher to observe and participate (without pay) in work activities related to their technical curriculum. The major objective is for students to acquire expanded learning through exposure to a functionally related work site.

Co-op: Upon successful completion of an internship, students who have mastered entry-level job skills can be placed by their teacher into paid employment that is directly related to their EMCC training. The major objective is for students to practice more advanced classroom-learned skills in "real-life" situations. Students also benefit from earning a salary while they are learning.

College Credit Options

Many courses at EMCC offer students the opportunity to earn college credit in addition to the high school credits earned.

Articulation Agreement

Many programs offer articulation agreements with specific colleges. These agreements allow students to advance to higher level courses* in their areas of study at their chosen colleges. These credits are NOT transferable, which means they only apply to the school with which the agreement was made. Some courses are offered at no extra cost to the student, while others require tuition. Each program varies depending on the sponsoring college. Please check with the EMCC counselors to learn more.

* Based on the successful completion of the EMCC program.

Dual Enrollment

EMCC, Monroe Community College (MCC), and Genesee Community College (GCC) have joined to offer college credit to students while they are attending high school.** These credits are transferable to many colleges and universities.

The EMCC instructor works closely with college faculty to ensure that course outcomes and objectives are reached.

Courses offering dual enrollment cover the same curriculum and maintain the same high standards for all students. Students are not required to register for dual enrollment if they choose not to participate.

When a student completes the course, it appears as a true college credit on an MCC or GCC transcript and is as transferable as any other college course.

Students are offered this opportunity at a reduced tuition rate.

** College credits provided in this course book are subject to change.

NYSED-Approved CTE Programs *

NYSED-approved CTE programs have gone through a rigorous initial approval process, and they must get reapproved every five years.

Students in NYSED-approved programs are eligible to receive a technical endorsement on their high school diploma provided they meet the criteria.

Technical Endorsement Criteria:

- Complete the graduation requirements for any diploma type (Local, Regents, or Regents with advanced designation)
- Complete a NYSED-Approved Career and Technical Education (CTE) program
  - o Complete an Employability Profile
  - o Complete work experience opportunity
- Pass each part of a three-part technical assessment associated with the specific CTE program

The EMCC course descriptions are updated at the beginning of the school year, and provide information about the course for the following school year. Every attempt is made to make sure this information is accurate at the time it is distributed. However, for the most up-to-date information on EMCC programs, please visit the EMCC website at www.monroe.edu/emcc.

EMCC Course Offerings

The following pages provide information on the EMCC course offerings Rush-Henrietta students have the opportunity to take. Below each offering is a brief description of the EMCC Course. Additional information regarding EMCC offerings is located on the EMCC website (www.monroe.edu/emcc). The QR Code will also take you to their website.

AUTOMOTIVE TECHNOLOGIES

AUTO SERVICES

In this two-year NYSED-Approved CTE Program, students learn to repair and maintain a variety of vehicles. They locate mechanical, electronic, and computer problems through careful diagnosis and perform the necessary repairs using industry equipment. Units of study are delivered in four 20-week modules and are aligned with the Automotive Service Excellence (ASE) requirements. Hands-on experience is attained by servicing actual vehicles in an industry-based work environment.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Basic)

COLLISION REPAIR TECHNOLOGY

In this two-year NYSED-Approved CTE Program, students learn to repair and refinish collision-damaged vehicles. They learn the fundamentals of metal straightening, MIG-welding, detailing, painting, refinishing and customizing, and working with plastic fillers. Students will gain experience with flexible bumper repair, major collision repair, hardware repair and service. Students study and demonstrate competency in writing collision estimates, managing customer paperwork, and tracking jobs. Interactive and professional communication skills are developed.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Basic)

BUILDING TRADES

CONSTRUCTION TRADES

In this two-year NYSED-Approved CTE Program, students learn the fundamentals of residential construction from footings to roof installation. First year students will focus on the principles and concepts of wall, floor, and roof framing along with windows, doors, siding, and roofing. Second year students will learn masonry including brick, block and foundation building. After a small foundation is constructed, students will frame a floor and complete the rough plumbing for a residential bathroom. Second year students will have the opportunity to participate in a paid co-op for up to eight weeks, with a reputable construction company.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Math (Advanced)

TRADE ELECTRICITY

Students interested in a future as an electrician participate in this two-year NYSED-Approved CTE Program to learn how to control electricity and to run modern technology. Basic-year students study single-phase power systems. They learn to install electrical equipment that meets industry standards for housing and small business applications, as well as develop the skills to troubleshoot electrical issues they encounter. Students also examine emerging power systems such as solar, wind, and hybrid technologies.

Second-year students study three-phase power systems, conduit installations and special systems installed in commercial and industrial applications such as fire alarm, controls, and low voltage technology. Second-year students may attend a co-op with a local electrical contractor working in the field to attain valuable on-the-job experience while getting paid and earning credit.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Math (Advanced)

COMMUNICATION AND ARTS

VISUAL COMMUNICATION AND PHOTOGRAPHY

In this two-year NYSED-Approved CTE Program, students work with a variety of photographic equipment, as well as traditional and digital imaging software from Adobe in a Mac-based environment. With an emphasis on technical skill and visual problem solving, students explore and develop their creative voice. During the basic year, students acquire a comprehensive foundation of photographic and graphic design skills. The advanced year sees students refine and apply their skills in projects within the community and for a variety of outside clients. Students who successfully complete the program will be prepared for further study at the college level or entry-level positions in the industry.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)

CULINARY ARTS

CULINARY ARTS

In this two-year NYSED-Approved CTE Program, students learn about the fast-paced careers of the food service industry. Students gain experience in both front- and back-of-the-house operations. Students begin by developing their knife skills and using appropriate cooking methods for different foods. Opportunity is provided for students to learn safe methods of food handling and storage through the ServSafe program. Initial food production is small scale. Students graduate to planning and production for a class-run restaurant, Three Seasons. Internships with other professionals in the field extend students' learning experience. Students develop both individual and team culinary skills.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Math (Advanced)

EDUCATION AND PUBLIC SAFETY

CHILDCARE PROFESSIONS

This one-year NYSED-Approved CTE Program allows high school juniors and seniors to explore careers in childcare. Students will begin the work towards earning the Child Development Associate (CDA) certificate. Students will gain real-world experience working in the Teens & Tots Preschool and in the East Rochester Elementary school. Qualified students may also gain experience in a community childcare setting.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)

LAW AND PUBLIC SAFETY

Through a blending of rigorous academic and experiential activities, students in this two-year NYSED-Approved CTE Program explore the history of law enforcement and develop an understanding of civil and criminal law. Students review court cases and outcomes as they relate to law enforcement at the local, state, and national level. Students use forensic science as a means to investigate simulated crime scenes. Guest speakers from the criminal justice field and visits to numerous agencies deepen the students' understanding of this career field. Students taking this program are encouraged to get the COVID-19 vaccine. It is not required at this time. However, not being vaccinated may impact our ability to place students on internship.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Basic)
  - 0.5 Participation in Government (Advanced)

HEALTH SCIENCES

EMERGENCY SERVICES

This two-year NYSED-Approved CTE Program provides students the opportunity to develop knowledge and skills in fire protection technology, fire safety, emergency medical care, and radio dispatch. Students explore these professions through a variety of guest lecturers and site visitations. In the first year, students earn CPR certification and take the NYS Certified First Responder certification exam. The purpose of the second-year course is to prepare students to participate in an extensive field internship and take the NYS EMT-Basic (EMT-B) certification exam.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Advanced)
  - 0.5 Health (Basic)

COVID vaccine may be required for an internship.

In order for EMCC to be able to offer the EMT-B training program, we are required to have a course sponsor. Our course sponsor is Monroe Community College (MCC). In accordance with MCC course policies, in order to be eligible to participate in an internship and sit for the NYS EMT-B certification exam, students must:

- Maintain a minimum of a 70% class average.
- Have 100% attendance.
- Register and pay for the associated dual enrollment course:
  - Certified First Responder–EMS 101 (3 credits)
  - Emergency Medical Technician–EMS 110 (6 credits)
  - Principles of Fire Emergency Services–FPT 100 (3 credits)

HEALTH CAREERS

In this two-year NYSED-Approved CTE Program, students are provided with an exploratory experience of emerging health occupations. Students study the concept of "Life Cycle" and identify factors contributing to positive personal health. The basic course integrates the NYS High School health curriculum. In the advanced year, students develop the skills to obtain entry-level employment in the health care field. This program is also designed to enhance students' leadership, communication, and management skills, with a strong emphasis on professional behavior throughout. After successful completion of the program, students will have met the clinical and classroom requirements for the NYS Nursing Assistant exam.

Students participating in this program must meet all medical requirements for working in a health care facility (hospital and nursing home).

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Basic)
  - 0.5 Health (Basic)

HUMAN PERFORMANCE AND EXERCISE SCIENCE

This comprehensive and integrative course prepares students for a variety of career fields, including physical therapy, athletic training and exercise science.

Students interested in pursuing a career in physical therapy will have the opportunity to learn how to set up and maintain treatment areas and how to assist patients to improve mobility or recover from injuries.

Students interested in pursuing a career in sports medicine will learn the requisite skills to help prepare them for a nationally accredited certification from the National Academy of Sports Medicine (NASM).

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Advanced)

HUMAN SERVICES

COSMETOLOGY

In this two-year NYSED-Approved CTE Program, students learn the latest techniques in hair cutting, styling, and chemical services, as well as nail and skin care. Students practice cuts and styles on mannequins and classmates before offering services to customers in our school-sponsored salon. The curriculum includes skill development in the areas of communication, organization, and time management, which are essential to success in the industry.

Students attend the program for two years, including a summer session between the junior and senior year. Students need to complete 1,000 hours of theory and practice before they are eligible to take the NYS Cosmetology Licensing Exam.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Basic)

NAIL AND WAXING SPECIALTY

Nail and Waxing Specialty is a perfect course for students interested in launching a career in the beauty industry, but are not interested in hair styling. In this two-year NYSED-Approved CTE Program, students will have an in-depth focus on nails, temporary hair removal methods, and makeup. Students will learn natural nail care, manicures, pedicures, as well as a variety of artificial nail enhancement techniques, proper hair removal procedures including tweezing and waxing of the face and body, and beginner to advanced makeup techniques and applications. In year one, when students are safely and competently able to perform skills, they will be able to practice on patrons in a clinical setting. In year two, students will continue to practice and enhance their knowledge and skills with a weekly clinic. Upon successful completion of the course, students will be prepared to sit for the New York State Licensing Exams in Nail Specialty and Waxing Specialty. Students must complete 250 hours of theory and practice in Nail Specialty and 75 hours of theory and practice in Waxing Specialty, as well as be 17 years of age at the time of testing to be eligible. Students will also create a portfolio of work.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Basic)

INFORMATION TECHNOLOGY

PC REPAIR & NETWORK CABLING

In this one-year NYSED-Approved CTE Program, students perform live customer work through a student-operated simulated computer repair business. This program gives students the knowledge, abilities, and customer relations skills needed for entry-level employment in the field. Students develop individual and team skills as they troubleshoot and solve networking issues. Course expectations require online participation. Networking experience prior to program admission would benefit students.

- Academic Credit Available:
  - Information not available at the time of printing this course guide

CISCO NETWORKING ACADEMY

In this one-year NYSED-Approved CTE Program, students learn basic network cabling, network security, wireless implementation, and advanced routing and design skills. Students work independently as they acquire the skills necessary to become CISCO certified. They need to develop and demonstrate strong personal time-management skills and problem-solving skills.

- Academic Credit Available:
  - 1.0 English 12 (for seniors)

INTERACTIVE MEDIA AND GAME DESIGN

Interactive Game Design courses explore the creative, technical, and conceptual aspects of designing and producing interactive game experiences and products, including reactive (sensory-based devices) and interactive technologies, 3D game mechanics, interface design, games for mobile device applications, social media and web multimedia, and/or augmented and virtual reality games.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)

MANUFACTURING TECHNOLOGY

AUTOMATED MANUFACTURING AND MACHINING

This two-year NYSED-Approved CTE Program is recommended for students interested in pursuing a career in the field of industrial or mechanical engineering or to obtain employment in advanced manufacturing, including the optical and photonics industry. Employment opportunities in both disciplines are very good throughout the country.

Students are introduced to the field of precision machining (cutting metal very precisely) through a hands-on approach with machines and cutting tools. A student completing this two-year program will be able to safely set up and operate various machines such as metal cutting lathes, mills, grinders, band saws, and Computer Numerical Controlled (CNC) mills and lathes. Students will also learn print reading, precision measuring CAD & CAM software, and shop math. Students will use precision measuring tools to measure and inspect projects. There are no prerequisites, although a good math background is helpful.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Technical Science (Advanced)

WELDING AND FABRICATION

In this two-year NYSED-Approved CTE Program, welding students learn the technology and art of joining metal by various methods, including Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), and Oxy-Acetylene Welding (OAW). Students also learn gas and electric arc cutting, blueprint reading, electrode selection, joint design, and metallurgy. Students complete test plates to increase skill and accuracy. Students apply welding and cutting skills to fabrication of metal objects and work on customer projects, fabricating, repairing parts/equipment, and performing maintenance.

- Academic Credit Available:
  - 1.0 English 12 (Advanced)
  - 1.0 Science (Advanced)

Graduation Requirements

Pending NYS Board of Regents approval for the new NY Inspires graduation requirements, students graduating in 2028 and beyond will not need to pass Regents exams for a diploma. Current graduation requirements remain in effect until then.

There are three components to meeting graduation requirements. The first is completion of specific courses, the second is the acquisition of credits, and the third is the passing of state examinations. Students must earn a minimum of 22 credits to receive a diploma. When making an educational plan for a student, the goal is to have each student reach his or her highest possible academic potential. In providing for a diversified curriculum for students, we address the varying degrees of individual interests and abilities.

It is strongly recommended that students who plan to attend a four-year college or university after graduation meet the requirements for a Regents Diploma with Advanced Designation. Students must choose one of the three options for meeting those requirements: World Language sequence; Music/Art sequence; Career/Technical Education sequence. The required units of credit and the required examinations that need to be passed to earn a Regents Diploma or Regents Diploma with Advanced Designation are listed below. In some options, (i.e. World Language sequence and Regents Diploma) students will need to select additional electives to fulfill the minimum of 22 credits to graduate. Those electives may be taken in any curricular area.

Required Content Courses	CREDIT REQUIREMENTS			
	Regents Diploma	**Regents Diploma with Advanced Designation:** Students will choose one of these three options:		
	Minimum Units of Credit Needed:	**World Language Sequence** Minimum Units of Credit Needed:	**Music/Art Sequence** Minimum Units of Credit Needed:	**Career/Technical Education Sequence** Minimum Units of Credit Needed:
English	4	4	4	4
Social Studies	4	4	4	4
Math	3	3	3	3
Science	3	3	3	3
World Languages (WL)	1	3	1	1
Art/Music	1	1	5	1
Health	.5	.5	.5	.5
Physical Education	2	2	2	2
Career/Technical Education (Business, Technology, Family & Consumer Science, EMCC)	0	0	0	5

World Languages (WL): To earn the one required credit for graduation students must complete two years of study in a world language by the end of their freshman year and pass the required exam. To earn a Regents Diploma with Advanced Designation using the WL sequence, students are required to earn 3 credits in a world language and pass the Comprehensive Level III WL Exam. Students may substitute a five-unit sequence in Career and Technical Education (CTE), the Fine Arts, Visual Arts, or Music for the World Languages requirement.

Required Exams for:	Regents Diploma:	Regents Diploma with Advanced Designation:
English	Comprehensive English Regents	Comprehensive English Regents
Social Studies	Global History and Geography Regents U.S. History and Government Regents (successful completion of an additional math or science Regents exam may substitute one social studies Regents exam)	Global History and Geography Regents U.S. History and Government Regents
Math	Algebra I Regents **OR** Geometry Regents **OR** Algebra II Regents	Algebra I Regents Geometry Regents Algebra II Regents
Science	One Science Regents	Life Science: Biology Regents and one of the Physical Settings (either Earth and Space Science, Chemistry, or Physics)
World Languages (WL)	Proficiency Exam in Grade 8 **OR** Local Level I R-H Final Exam	Local Level I R-H Final Exam Checkpoint B World Language Exam

GRADUATION PATHWAY

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	English 9 _____	English 10_____	English 11_____	English 12 Reading Component _____ Writing/Research Comp _____
	Global History 9 _____	Global History 10 _____	U.S. History/Govt. _____	Civics and Citizenship _____ Economics _____
Math _____	Math _____	Math _____	Math _____	Math _____
Science _____	Science _____	Science _____	Science _____	Science _____
World Language _____	World Language _____	World Language _____	World Language _____	World Language _____
Career/Technical Education _____	Career/Technical Education _____	Career/Technical Education _____	Career/Technical Education _____	Career/Technical Education _____
Art or Music_____	Art or Music_____	Art or Music_____	Art or Music_____	Art or Music_____
	Physical Education 9 _____ _____	Physical Education 10 _____ _____	Physical Education 11 _____ _____	Physical Education 12 _____ _____
		High School Health _____ (10th, 11th or 12th)		
Electives _____ _____ _____ Credits this yr._____ Total Credits _____	Electives _____ _____ _____ Credits this yr._____ Total Credits _____	Electives _____ _____ _____ Credits this yr._____ Total Credits _____	Electives _____ _____ _____ Credits this yr._____ Total Credits _____	Electives _____ _____ _____ Credits this yr._____ Total Credits _____
Notes:	Notes:	Notes:	Notes:	Notes

* Minimum of 6.5 credits each year for grades 9-12



RUSH-HENRIETTA
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