

2007 - 08

# Course Selection Guide

9 - 12



**SPENCERPORT**  
HIGH SCHOOL

## Dear Families,

This course offering book will help you to be a full partner in your child's high school education.

Our program and course curriculum are designed to ensure that all students possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State Learning Standards. Our classroom and school activities provide opportunities for all students to demonstrate their love of learning through the passionate pursuit of personal interests. And overall, we want our students to participate continuously, respectfully and willingly in improving community well-being.

This course selection book creates the basis for a productive partnership with parents, students, and teachers as we work together to fulfill the potential of each student in our district.



Dr. Bernadette L. Skobjak  
Assistant Superintendent for Instruction

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[www.spencerportschools.org](http://www.spencerportschools.org)



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### Principal's Message

This document serves as a guide for our students and their parents throughout the course selection process. As I have shared in the past, all voices must be heard in order to maximize the instructional opportunities for our students. The partnership between home and school is essential, as our students and your children turn to us for assistance and guidance with the choices that they encounter. We have increased expectations of our students and encourage them to select courses that will be challenging and personally fulfilling. Here at school, we will convey to our students that our standards are high because we want to prepare them for life beyond high school. We recognize the unlimited potential of our students and will attempt to direct them down a path that will bode well for their future endeavors.

Selecting courses for next year is a collaborative process and we place a lot of emphasis on our students making informed decisions. The courses that they select initiate a series of reactions as we work to satisfy our students' wishes. Remember that, once these selections are made; they will be difficult to change. The creation of the master schedule is a reflection of the courses that our students have selected. With this said, dropping a course next September will not be allowed due to the time, effort, energy and resources that have been expended to honor our students' requests.

The students here in Spencerport continue to amaze me and I am thoroughly impressed with their academic dedication and appetite for knowledge and understanding. Choosing courses that are rigorous in nature will prepare them for their post-secondary careers. The law of accelerating returns is at their disposal as "every addition to human knowledge is an addition to human power." We are in the business of empowering our students and feel extremely confident that presenting a challenging curriculum and vast array of course offerings will support their personal and academic growth. These high expectations require hard work from our students, but the rewards are certainly infinite. I look forward to joining you on this odyssey in pursuit of our motto: "Learning for Tomorrow, Today!"

Sincerely,



Ty Zinkiewich  
Principal

# *New York State Learning Standards*

## The Arts

### **Standard 1: Creating, Performing, and Participating in the Arts**

Students will create and participate in various roles in the arts

### **Standard 2: Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### **Standard 3: Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### **Standard 4: Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts shape diverse cultures.

## Career Development and Occupational Studies

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Standard 2: Integrated Learning**

Students will show how academic knowledge and skills are used in the workplace and other settings.

### **Standard 3: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

## English Language Arts

### **Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding.

### **Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature.

### **Standard 3: Language for Critical Analysis & Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation.

### **Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction.

## Health, Physical Education, and Home Economics

### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical

### **Standard 2: A safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

## Languages Other than English (LOTE)

### **Standard 1: Communication Skills**

Students will be able to use a language other than English for communication.

### **Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understandings.

## Mathematics, Science, and Technology

### **Standard 1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop solutions.

### **Standard 2: Information Systems**

Students will access, generate, process, and transfer information using appropriate technologies.

### **Standard 3: Mathematics**

Students will understand, communicate and apply mathematics in real-world settings.

### **Standard 4: Science**

Students will understand and apply concepts, principles, and theories to the physical setting and living environment.

### **Standard 5: Technology**

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

### **Standard 6: Interconnectedness**

Common Themes - Students will understand the relationships and common themes that connect mathematics, science, and technology.

### **Standard 7: Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to real-life problems.

## Social Studies

### **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the U.S; and NYS.

### **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history.

### **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources.

### **Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations.

\*abbreviated version – Full Standards may be found at [www.spencerportschools.org](http://www.spencerportschools.org)





# SPENCERPORT HIGH SCHOOL SENIOR PROJECT

## A Capstone Project for All Seniors

(Successful completion of this year-long project is required for graduation)

### SENIOR PROJECT– A Graduation Requirement (Grade 12)

This project represents the culmination of a student’s formal education here at Spencerport High School. It is designed to reflect the district’s Strategic Plan by affording students the opportunity to “passionately pursue a personal interest.”

In completing the year-long project, a student demonstrates that he/she can take all of the knowledge, skills and abilities acquired over 13 years of formal education and apply them independently to a research-worthy topic in which he/she has a “passionate and personal interest.”

The three required components of the project are (1) a 5 to 7 page research paper, (2) an original “product” related to the research, and (3) a 10-minute presentation.

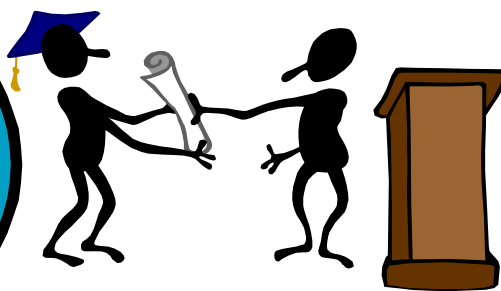
Each student is required to contract for an adult “monitor” within the building to serve as a process checker throughout the year. The use of a “mentor” – an adult with specialized knowledge/expertise in the chosen research field – is optional, but STRONGLY recommended.

Final research papers are due in February and the product/presentation is due to be delivered in May.

Documents for the Senior Project are available by visiting the high school page at [www.spencerportschools.org](http://www.spencerportschools.org).

**Note:** The SIP “Honor Cord” policy will not apply for the Senior Project. This policy was originally implemented as an incentive for students to continue to “honor” all regular classroom expectations during the 8-week SIP project. Since the Senior Project is an independent, year-long project; there is no longer a need for such an incentive.

### Research Paper



### Product



### Presentation

## COURSE SELECTION TIMELINE

1. Course Selection Handbooks/.....Distributed to students in early January  
Teacher Recommendations
2. Scheduling Information..... Early January
3. Students meet with their counselors  
to make selections for the following year..... January
4. Student selections signed by parent/guardian  
and returned to counselor..... Early February
5. Course listings are sent home for parent  
notification and program adjustment purposes..... Mid-March
6. Final copy of course requests mailed home ..... August
7. Summer school results received/student  
programs adjusted..... Late August
8. All schedule changes other than errors, voids  
or additions must follow Course Selection  
and Schedule Adjustment Policy and Process  
Guidelines..... Late August
9. No schedule changes except for grade level changes  
and extenuating circumstances..... Early September

## PROGRAM ADJUSTMENTS

Please remember the importance of making careful decisions regarding course selection all through the school year, but especially during January and February when counselors meet with you to review the four-year plan and make selections for the coming school year. There should be little need for schedule modifications if choices are made wisely. Student schedules will be changed only under extenuating circumstances. **At NO point will a student be allowed to drop a class for a study hall.**

Student course requests are tallied and potential enrollment figures are used to determine course offerings for the coming school year. Courses with insufficient enrollment will be cancelled and these students will be counseled to make alternative selections.

## SCHEDULE CHANGE DROP/ADD REQUEST POLICY

**Policy Statement:** To maintain the integrity of our academic programs, students must complete courses for which they were originally scheduled. **Changes in schedules are rare and only will be considered in extenuating circumstances (e.g. new student, SIDONG (Senior In Danger Of Not Graduating), change in IEP, balancing, incorrect placement, acceleration).** Students will receive a WP (pass) or WF (fail) for all courses dropped on a transcript. If adding a new class, students are responsible for any missed work.

Drop/Add requests will only be considered if the Drop/Add form, available from the Counseling Office, is completed within the first full week of the semester. It is the student's responsibility to facilitate this request within three days. Late requests or incomplete forms will not be considered. A completed Drop/Add form does not guarantee that the class is dropped.

## INDEPENDENT STUDY

Independent Study is self-directed learning activity associated with one of the instructional departments. All independent study courses must be approved by the principal before a student may enroll in a course. A written contract signed by the student, parent, teacher, counselor and principal must be executed before the semester begins. **Please note:** A student may only apply when a course does not fit into the schedule and may apply for independent study under extenuating circumstances.

## **COURSE CREDIT BY EXAM CHALLENGE**

Students may gain credit for high school courses by successfully passing a Regents exam and meeting other specific criteria. The maximum credit which may be earned by this procedure in high school is **6 1/2** units. To receive credit by this method each of the following procedures must be followed:

1. The student's past academic performance warrants this opportunity. This will benefit the student academically.
2. If BOTH of the above criteria are met the student will then be allowed to take a state developed or state approved exam. The student must achieve a score of 85% or better.
3. The student must also pass an oral exam or complete a project to demonstrate proficiency in the subject. This project or exam will be developed by the department involved and approved by the principal.
4. In addition, the student must attend school or have received substantially equivalent instruction elsewhere. (Ed. Law – Section 3204 (2) and 3205).

**Note:** Interested students must see their counselor prior to the third week of April of the current school year.

## **STUDENT LOAD REQUIREMENTS AND COURSE OFFERINGS**

It is required that students in grades 9-11 be scheduled for a minimum of 6 1/2 units per academic year – six courses plus physical education each semester. Seniors must maintain a minimum of 5 credits.

Guidelines for grade level are based on the following:

- 0 Units – 9<sup>th</sup> grade standing
- 5 Units – 10<sup>th</sup> grade standing
- 11 Units – 11<sup>th</sup> grade standing
- 16 Units – 12<sup>th</sup> grade standing

## **ACADEMIC INTERVENTION SERVICES (AIS )**

AIS is an educational service mandated by New York State and designed to support students as they work toward the state's learning standards. Supplemental services are provided in the core subject areas (English, Math, Social Studies and Science) for any students who meet the district established entrance criteria. This includes but is not limited to failure to meet expected levels of performance on state exams or demonstration of a skill level that places the student at risk of not passing state mandated assessments. These services will be provided by teachers certified in the core subject area and will be scheduled in lieu of electives and study halls. Contact your student's counselor for further information.

## **SPECIAL EDUCATION SERVICES**

The Special Education Department at the high school works with students who have been identified by the Committee on Special Education as having a specific disability that interferes with their learning. Each student is exposed to the New York State curriculum and assessments. Our goal is to provide an education for the students in the Least Restrictive Environment. To assist students in acquiring the necessary skills and knowledge the high school provides a variety of academic services and options: Consultant Teacher, Resource Room, Special Class-15:1, Special Class 12-1-1. In addition, related services are available, including Language Specialist, Social Worker, and Psychologist. The Committee on Special Education, which includes the child's parent(s), determines which services the student will receive.



## HIGH SCHOOL AND COLLEGE CONNECTION

The 3-1-3 program is a cooperative effort between Spencerport High School and SUNY College at Brockport that helps students take college courses while at the high school. Seniors have the opportunity to complete three years of high school and then have an additional year of combined high school and college serving simultaneously both as their senior year and their freshman year in college. It would be possible to complete high school and college in seven years.

Students are accepted into this program through a recommendation process. Students must also meet SUNY Brockport's normal admission standards. The admissions office reviews credentials of recommended candidates and makes final admissions decisions. Enrolled students take two college-level courses taught in the high school and also register for two or three courses at Brockport. Both the college and the high school participate in an ongoing academic advisement program. We have received approval of the following Advanced Placement Courses as "college level" for the purposes of this program:

A.P. American History	A.P. Calculus AB	A.P. Calculus BC
A.P. Computer Science	A.P. Chemistry	A.P. English
A.P. French	A.P. Biology	A.P. Physics B
A.P. Spanish		

No tuition or fee is charged for classes with high school instructors. Students are responsible for paying tuition and fees for all courses taken at Brockport. Interested students should plan to attend a meeting of potential candidates early in the scheduling process.

**Note:** Students participating in the 3-1-3 program need to consult with their counselor prior to signing up for the college courses. To blend this with the required high school courses, the college courses typically need to be scheduled later in the day.

## DUAL CREDIT OPPORTUNITIES

Spencerport High School currently has articulation agreements with Monroe Community College. College credit can be earned through successful completion of some of the courses and programs offered in our school. Additional course work and a small fee may be required. The following dual credit courses will be available: Accounting Principles I, Fundamentals of Accounting I, Fundamentals of Accounting II, Introduction to Economics, Principles of Marketing, Calculus I and Calculus II, Keyboarding, Child Development II (pending board approval) and Menu Planning.

# ART DEPARTMENT

## NEW YORK STATE FINE ART REQUIREMENT OPTIONS

1. Studio in Art 1 unit

**OR**

2. Art In Our Lives 1/2 unit and Music In Our Lives 1/2 unit

### MAJOR SEQUENCE OPTIONS FOR ART

Please refer to graduation requirements by class on pages 3.

#### **STUDIO IN ART** 1 unit (Grade 9-12) (Required for 5-unit/credit sequence)

Studio in Art is a beginning course for students who enjoy the visual arts, who are considering an art major or who wish to meet the Art/Music credit for graduation. This course introduces students to basic art skills and techniques through a variety of different mediums while covering the elements and principals of art, art history, art critique and art careers. Students will produce work in a studio setting. A sketchbook is required and must be purchased at the school bookstore.

#### **ART IN OUR LIVES** 1/2 unit (Grades 9-12)

This course introduces students to the elements and principals of art and basic skills and techniques through a variety of media. Students will be introduced to art history, art critique and art careers. This course plus Sculpture, Photography (pending board approval), or (Music In Our Lives) will satisfy the unit for Art/Music needed for graduation. If the student wishes to advance in the art program, it is recommended that they take Studio In Art rather than Art In Our Lives.

#### **SCULPTURE** 1/2 unit (Grades 10-12)

Sculpture is an introductory, semester long course where student's work "hands on" with a variety of three-dimensional materials, such as clay, wire, plaster and found objects. Students will complete sculptures in a studio setting. Emphasis will be on the creation of pieces that are visually interesting from all sides, balanced, stable and are well-constructed. Twentieth century sculptors and art critique will also be introduced.

#### **DRAWING AND PAINTING** 1 unit (Grades 10-12)

##### **Prerequisite: Studio in Art**

This course offers students the opportunity to develop and enhance their basic drawing and painting skills. Using a variety of techniques, students will increase their skills to draw accurately and realistically through the study of composition, proportion, line, texture and shape. Watercolor and acrylic paintings are explored with emphasis on composition, perspective, technique, color mixing, blending and shading. Subject matter varies to include still life, landscape, figure drawing and portraits.

### **ADVANCED DRAWING AND PAINTING** 1 unit (Grades 11-12)

#### **Prerequisites: Studio in Art, Drawing and Painting**

In this course students will draw and paint from both direct observation and imagination. Specific assignments are chosen according to individual needs and strengths. Emphasis includes problem solving, composition and working in different styles with a variety of mediums. Some of the mediums which students will use include but are not limited to charcoal, pastel, watercolor, pen and ink, and acrylic. Individual development and exploration is encouraged. Students also study current trends and themes in art.

### **GRAPHIC DESIGN** 1 unit (Grades 10-12)

#### **Prerequisite: Studio in Art**

This full-year course is for the student who wants a background in the design and advertising field using computer technology and traditional art materials. Students learn layout skills by designing a variety of projects including logos, magazine ads, package designs, animation and bookbinding. Creative thinking and professional craftsmanship are stressed. A three-ring binder and plastic sleeves are required for students to assemble a portfolio of projects. This class may also be taken for college credits if pursued by the student.

### **PORTFOLIO DEVELOPMENT\*** 1 unit (Grades 11-12)

#### **Prerequisites: Studio in Art, Drawing and Painting**

This course offers instruction and guidance for the serious art student. Each student will develop a professional portfolio that can be used for college entrance interviews. The focus of the course is building and fine tuning artistic skills. Students create works of art and complete sketchbook assignments using a variety of media to develop a well-rounded, high quality portfolio. All students are required to participate in the annual portfolio show at the end of the school year.

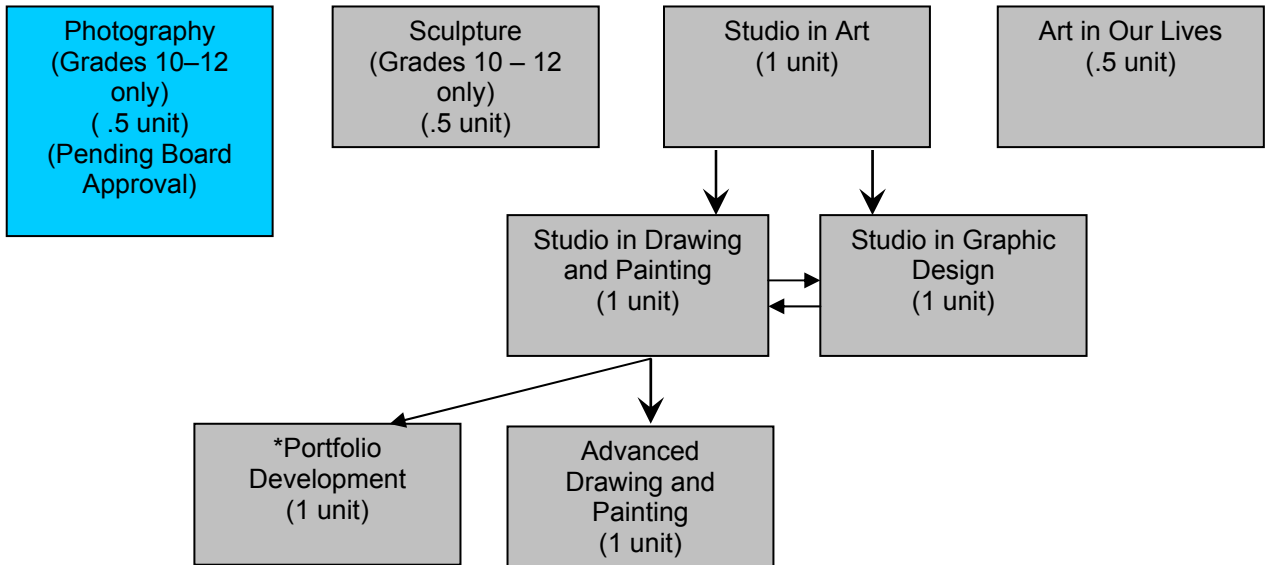
- Recommended for junior year

### **PHOTOGRAPHY** ½ Unit (Grades 10-12) (Pending Board Approval)

#### **Prerequisites: Studio in Art is encouraged, but not required**

This semester course will cover the basic principles of black and white photography. Basic understanding of camera body, camera lens, the shutter, dark room techniques, and film exposure will be taught. Students will be required to shoot and process their own film. Students will also learn to compose a composition, critique their work and works of others, develop their own film and prints and create a photo in it's final presentation.

# ART



- Studio In Art meets the New York State requirement for the Art/Music credit.
- Art In Our Lives is a one semester course that meets the New York State Art/Music credit, combined with Music In Our Lives, Sculpture or Photography (pending board approval)..
- Portfolio Development is recommended for 11<sup>th</sup> grade students who are interested in Art College and required for the 5 unit Art sequence.

# **BUSINESS DEPARTMENT**

## **OCCUPATIONAL EDUCATION**

Business Department courses facilitate a student's transition from school to the workplace--whether that transition takes place after secondary, vocational, post-secondary or post-graduate study. Business students acquire a wide variety of transferable work skills, gain access to a broad range of valuable work experience, and engage in professional networking and resume building across the curriculum. In addition, personal life skills, financial literacy, character education and access to industry-standard technology are an integral part of all business courses.

### **MAJOR SEQUENCE OPTIONS FOR BUSINESS:**

Please refer to graduation requirements by class on page 3.

#### **CAREER CONNECTIONS I 1/2 unit (Grades 9-12)**

This is an elective course designed to accentuate the New York State CDOS (Career Development & Occupational Studies) standards and to prepare students for the proposed NYS CDOS assessment. The content for Career Connections I includes time management, the job search & acquisition process—including applications, resumes, employment-related correspondence and interviewing skills—and workplace relations plus units related to forms of business organizations, human relations, and labor law. Character Education is integrated across the curriculum. In addition, this course provides a forum for implementing the K-12 Career Plan in cooperation with the counseling department. A minimum of one job shadowing experience is recommended for each student. **Career Connections I is required as part of a 5-unit Regents sequence in Business or Family & Consumer Science or Technology as well as for WEMOCO. In addition, it is a required component for students seeking the C&TE (Career & Technical Education) endorsement on the Spencerport diploma.**

#### **CAREER CONNECTIONS II 1/2 unit (Grades 9-12)**

An elective, this course is designed to complement Career Connections I by completing the content from the NYSED approved “Career & Financial Management” curriculum. Compensation, budgeting, banking, investing, taxes, credit, insurance, and financial planning are some of the topics covered. Completion of a comprehensive financial management simulation is required. **Career Connections II is required as part of a 5-unit Regents sequence in Business or Family & Consumer Science or Technology as well as for WEMOCO. In addition, it is a required component for students seeking the C&TE (Career & Technical Education) endorsement on the Spencerport diploma.**

#### **BUSINESS LAW 1 unit (Grades 10-12)**

This is a full-year elective course covering the various laws that affect us as consumers, employees, and business people. It may also include a variety of field trips, guest speakers, and a mock trial. Students will learn the “rules of the game” in business and consumer relations and to identify situations that require professional assistance. There is an emphasis on cooperative learning and small group activities. Covered topics include ethics, personal injury (tort) law, agency, commercial paper, bailments, contracts, employment law, and union law. **This course also counts as a 5<sup>th</sup> unit of Social Studies for student’s wishing to complete a 5-unit Regents sequence in Social Studies.**

### **CRIMINAL, CONSTITUTION AND FAMILY LAW (CCF LAW) 1/2 unit (Grades 10-12)**

This is a one-semester elective course based on the purpose of law in our society and how it applies to the student's individual rights and responsibilities now as a teenager and to his/her future adult life. Students have the opportunity to go on a field trip to the Monroe County Hall of Justice and to perform a role in a mock trial. Students will hear guest speakers, see films, do library research, and complete individual research, class projects and current events. The student will gain an understanding of criminal law, Bill of Rights, family law and juvenile justice.

### **BUSINESS ANALYSIS/BUSINESS COMPUTER APPLICATIONS (BA/BCA) 1 unit (Grades 10-12)**

#### **Prerequisite: Computer Keyboarding OR Personal College Keyboarding**

This is a required course for all Business majors or an elective for all students. It is also an option for any student wishing to achieve the state's Career & Technical Education endorsement on the diploma. It offers students an overview of modern business organizations and operations using computer applications. All students will use word processing, spreadsheets, graphs, databases, graphics and PowerPoint in Microsoft Office as well as the Internet for various projects. They will develop a portfolio for their proprietorship business that will include but not be limited to creating company logo/slogan and letterhead, organizational chart, payroll spreadsheet, customer database and company business plan plus advertising and customer surveys. A comprehensive presentation of their partnership company will be the culminating experience. *Students will have the option (fee required) of sitting for Microsoft's MOS certification exam in MS Excel. There is an option to receive dual credit with Monroe Community College (CIS121-4credit hours) for this course at a reduced tuition rate.*

### **COMPUTER KEYBOARDING/COMMUNICATIONS 1 unit (Grades 9-12)**

This is a required course for all Business majors or an elective for all students. It is also required for any student wishing to achieve the state's Career and Technical Education endorsement on the diploma. Emphasis is placed on basic keyboarding skills and techniques. Topics addressed include MOS (Microsoft Office Specialist) skills, business letters, memos, columns, reports (MLA style), agendas, itineraries, meeting minutes, newsletters and proofreading techniques. Students complete a portfolio including a resume, reference sheet, cover letter, thank you letter, and various other business documents. This course supports the successful completion of Spencerport's Senior Project. *Students will have the option (fee required) of sitting for Microsoft's MOS certification exam in MS Word. There is an option to receive dual credit with Monroe Community College (OFT110-3 credit hours) for this course at a reduced tuition rate.*

### **PRINCIPLES OF MARKETING 1 Unit (Grades 10-12)**

Principles of Marketing is a full-year elective exploring the exciting fields of advertising, sales, product management, and finance, and the vital role they play in our economy. Students study marketing trends including the nine marketing functions of distribution, financing, marketing-information management, product planning, promotion, purchasing, selling and risk management. Students also study e-commerce, international marketing, and sports/entertainment marketing. There will be opportunities for guest speakers. **There is an option to receive dual credit with Monroe Community College (MAR101-3 credit hours) for this course at a reduced tuition rate.** {NOTE: Available as 20-week elective modules pending approval}

### **PERSONAL COLLEGE KEYBOARDING 1/2 unit (Grades 11-12)**

**NOTE:** For non-Business majors only!

A one-semester course designed to develop "touch keyboarding" skills. The students will learn proper formatting for reports (MLA style), letters, outlines and tables for personal use and college survival. They will complete a portfolio with a resume, reference sheet, cover letter, thank you letter, and various other business and personal documents. This course supports the successful completion of Spencerport's Senior Project. **Students who successfully complete Computer Keyboarding are NOT eligible to take this course.**



### **MULTI-MEDIA PRESENTATIONS** 1/2 unit (Grades 10-12)

This is a one-semester elective course designed to provide students with the skills and ability to research, organize, create and deliver high-quality presentations. Students learn basic public speaking skills and use PowerPoint to supplement their presentations with interesting and appropriate graphic illustrations. In addition, they use a variety of alternative media including digital photography, digital video, CDs, Internet, scanners, and others to enhance their PowerPoint presentations. Presentations are developed from the simple to the complex and from the individual to the group format. Students who successfully complete this course earn 1/2 unit of elective credit, and are equipped with the fundamental public speaking and presentation skills necessary to successfully complete the Senior Project presentation.

### **ELECTRONIC INFORMATION PROCESSING (EIP)** 1 unit (Grades 10-12)

#### **Prerequisite: Computer Keyboarding/Communications**

This full-year course is open to all students for elective credit or to Business majors as part of a 5-unit sequence. Students learn how to design web sites using FrontPage software. They also develop skills in word processing, spreadsheet, graphing, database and presentation applications using the Microsoft Office productivity suite. Presentations are further enhanced through the use of digital photography, scanners, and the Internet. All students apply their newly acquired skills in the completion of a year-long, integrated database management project in a simulated workplace environment.

### **ACCOUNTING** 1 unit (Grades 10-12)

Accounting is a full-year course where students develop financial record keeping and reporting skills. The course is open to all students for elective credit or to Business majors as part of a 5-unit sequence. Students learn the basic skills and concepts of double-entry accounting. They also learn useful personal record keeping skills as well as banking procedures, maintaining checking records, income taxes and budget preparation. All students will apply their accounting knowledge in the completion of a cumulative simulation project which will serve as their final assessment. **There is an option to receive dual credit with Monroe Community College (ACC110-2 credit hours) for this course at a reduced tuition rate.**

### **ADVANCED ACCOUNTING** 1 unit (Grades 11-12)

#### **Prerequisite: Accounting**

This course is taught in a computer lab setting where students apply the concepts learned in accounting using industry-standard technology. The course is open to all students for elective credit and can be used for all Business sequences. Students completing a 5-unit sequence including Advanced Accounting will receive priority consideration for placement in related CO-OP positions. Topics covered in this course include inventory control, payroll systems, notes receivable and payable, stocks, bonds, dividends, voucher systems, depreciation, and corporate reporting. Students who complete Advanced Accounting are prepared for specialized, post-secondary accounting study or for entry level accounting/clerical employment. **There is an option to receive dual credit with Monroe Community College (ACC111-2 credit hours) for this course at a reduced tuition rate.**

**PRINCIPLES OF MARKETING** 1/2 Unit (Grades 10-12)

Principles of Marketing is a half-year elective designed to introduce students to the basic functions of marketing including product planning, pricing, promotion and distribution. Students will study current marketing trends and explore possible careers in the marketing field. There will be opportunities for guest speakers. Students who elect to take Principles of Marketing **MUST** pair it with a “specialized” ½ unit marketing course (Sports & Entertainment Marketing, or E-Commerce), based on personal interest. **There is an option to receive dual credit with Monroe Community College (MAR101-3 credit hours) for this course at a reduced tuition rate.**

**SPORTS & ENTERTAINMENT MARKETING** ½ Unit (Grades 10-12)

Sports and Entertainment Marketing is a specialized marketing course designed for students to develop skills in the areas of facility design, merchandising, advertising, publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. This course may be paired with Principles of Marketing to complete a unit of study in marketing OR it may be taken separately for ½ unit of elective credit.

**E-COMMERCE** ½ Unit (Grades 10-12)

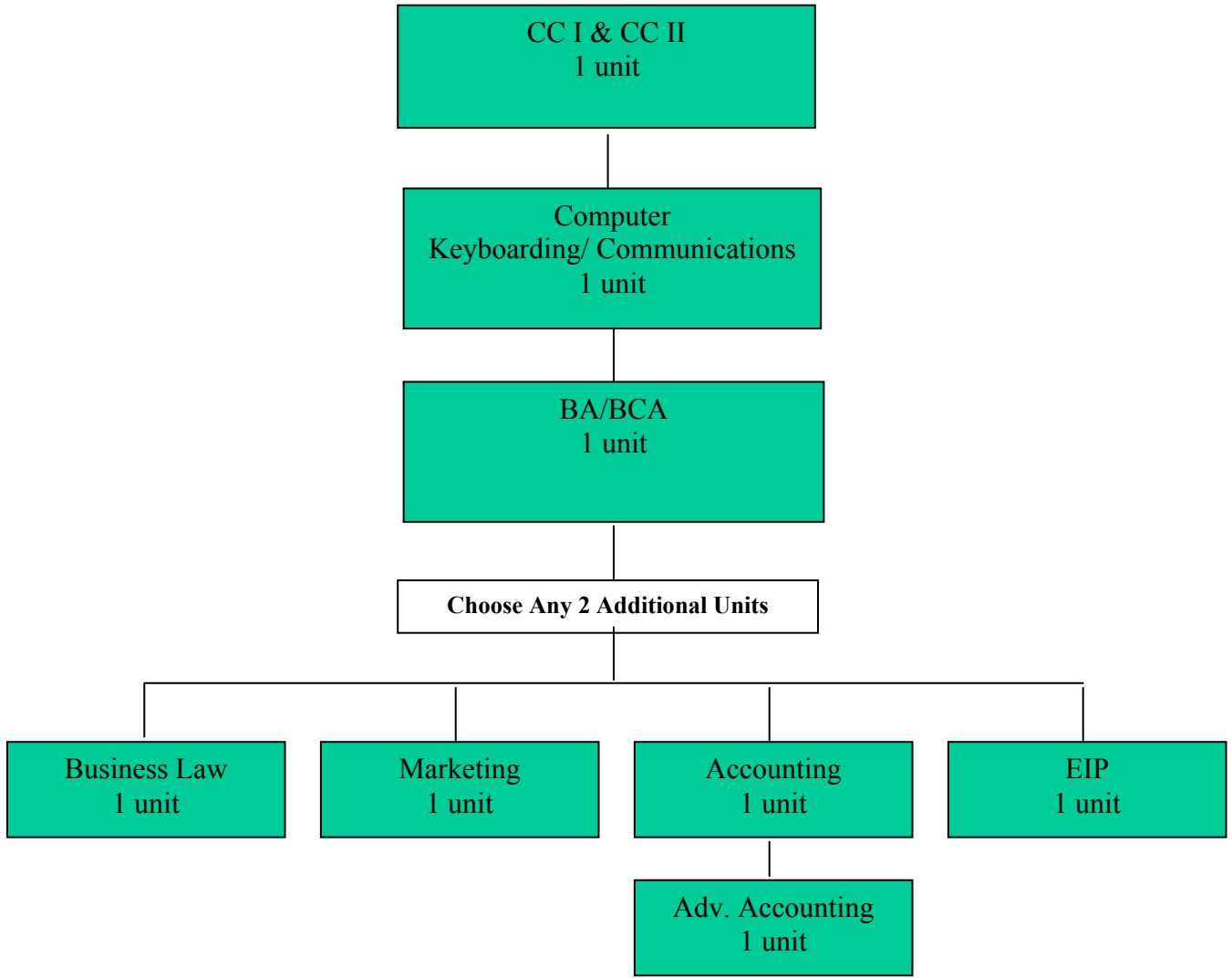
E-Commerce is a specialized marketing course designed to introduce students to the basics of buying and selling on the web. The purpose of the course is to describe what e-commerce is, how it can be conducted and managed, and its major opportunities, limitations, and risks. This course will examine how to effectively conduct business activities and market products over the Internet. Included in the class will be units on legal and ethical issues as well as emerging technologies. This class will utilize a hands-on approach in a computer lab. This course may be paired with Principles of Marketing to complete a unit of study in marketing OR it may be taken separately for ½ unit of elective credit.

# BUSINESS DEPARTMENT

## OCCUPATIONAL EDUCATION

### 5 Unit Sequence for Regents with Advanced Designation

(May be taken as an alternative to a 3-unit sequence in LOTE)



NOTE: CO-OP may be used as a 5<sup>th</sup> unit in any Business, FACS or Technology sequence.

### Electives (#)

May only be taken for elective credit—DO NOT COUNT for sequence credit!

CCF Law  
.5 unit  
(11th & 12th grade only)

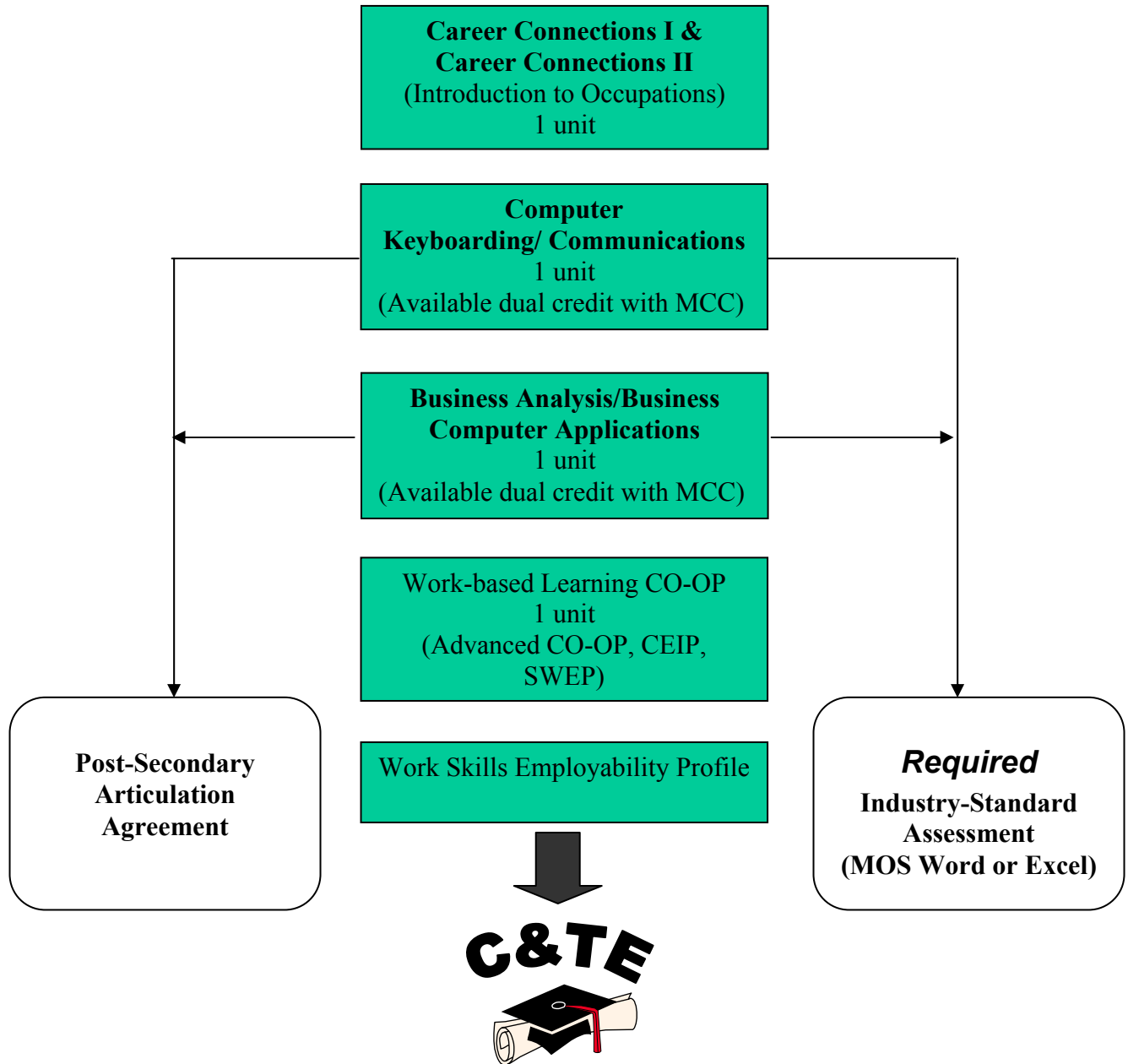
Personal / College  
Keyboarding  
.5 unit

Multimedia  
Presentations  
.5 unit

# OCCUPATIONAL EDUCATION BUSINESS DEPARTMENT

The New York State Career & Technical Education Endorsement

“Office Technology”



## **SCHOOL-TO-CAREER PROGRAMS**

### **CEIP (CAREER EXPLORATION INTERNSHIP PROGRAM) (Grades 10 – 12)**

Unsure of what you want to do for the rest of your life? This course will help you explore different career areas. Students earn one credit by volunteering outside of the classroom (minimum of 120 hours, up to 37.5 hours with any one mentor). This allows the student to explore opportunities in health care, education, computer services and other fields. Students attend a seminar in the Career Center and work experience opportunity is available even to those with limited means of transportation or limited availability due to their schedule(s). Included in CEIP is the **Spencerport Work Experience Program (SWEP)**. The program has been designed to allow students to intern within the district by rotating through a number of career areas including finance, building and grounds, food service, instruction, public information and computer services. Step 1 of the program involves juniors interning within the district. Step 2 is holding guaranteed interviews with SWEP students for paid summer positions within the district. Step 3 is providing students with a guaranteed interview for paid, cooperative work experience their senior year. This work experience would now occur with one mentor (see Co-Op below). Step 4 is providing SWEP students with guaranteed interviews for summer hire after graduation. CEIP may also be used to fulfill the work-based learning component for the C&TE Endorsement on the HS diploma.

### **CO-OP (COOPERATIVE WORK EXPERIENCE) (Grades 11 – 12)**

Co-op is a planned, supervised work experience program that allows students to use their skills as they enter into a formal, paid-position in a chosen field while earning school credit. Students work a minimum of 300 hours for the employer and attend periodic seminars with the School-to-Career Coordinator. The seminars focus on job acquisition and retention as well as transferable, career-related skills. Students wanting to earn a 5<sup>th</sup>-unit of credit in any of the C&TE areas (Business, FACS, Technology) areas may use this course. The job placement process begins at the end of January. This course may also be used to fulfill the work-based learning component for the C&TE Endorsement on the HS diploma.

### **ADVANCED CO-OP (Grade 12)**

#### **Prerequisite: CEIP or CO-OP**

This course offers students an opportunity to earn a second full unit of academic credit for their work-based learning experience. Students are required to complete a training plan, accumulate a minimum 300 hours of paid and supervised work experience with an approved employer/partner, and to attend periodic classroom seminars with the School-to-Career Coordinator.

Advanced CO-OP will help students build upon the base of knowledge/skills acquired through CO-OP/CEIP by emphasizing a more “global” awareness of the workplace and their place in it. The focus will move beyond job acquisition and retention to one of career development and advancement. Topics to be covered include: problem-solving skills, teamwork, collaboration, political correctness, cultural diversity, e-business, international business, conflict resolution and a variety of others.

## ENGLISH DEPARTMENT

### **ENGLISH I – 1 unit (Grade 9)**

The English I program is designed to build the students' skills in reading, writing, speaking, listening, and thinking through the analysis of short stories, novels, poetry, and plays. Students will also study vocabulary and grammar. The mid-term and final exams test students' mastery of Task I and Task III of the Regents Comprehensive Examination in English.

### **ENGLISH I HONORS – 1 unit (Grade 9)**

**Prerequisite: Participation in middle school Advanced Academic Program or teacher recommendation.** The English I level curriculum is followed; however, the ability level of an honors student requires differentiation. Enrichment, more creativity and sometimes acceleration are also elements that distinguish the honors course from the English I course. Mid-term and final exams test students' mastery of Task I and Task III of the Regents Comprehensive Examination in English.

### **ENGLISH II – 1 unit (Grade 10)**

English II is designed to reinforce and build upon the skills taught in English I, with continued emphasis on the New York State Standards. Comprehensive reading skills such as interpretation and analysis of literature are stressed through a study of the short story, novel, drama, poetry and non-fiction. Students will also study analogies, syntax, spelling and vocabulary. A research project is also required. The mid-term and final exam test students' mastery of Task I, Task II, and Task IV of the Regents Comprehensive Examination in English

### **ENGLISH II HONORS – 1 unit (Grade 10)**

**Prerequisite: Participation in the ninth grade Honors Program or recommendation by teacher.**

While English II Honors overlaps the English II course in some areas (skill areas such as analogies, syntax and content areas like spelling and vocabulary), some of the literature and organization of presentation differ. An emphasis is placed upon reading for analysis. A research project also is required. The mid-term and final exams test students' mastery of Task I, Task II and Task IV of the Regents Comprehensive Examination in English.

### **ENGLISH III – 1 unit (Grade 11) English Comprehensive Regents Exam**

English III is a full-length course emphasizing advanced composition skills and American literature. Writing throughout the year will emphasize those skills required to meet the New York State standards and to prepare for the Regents Comprehensive Examination in English. A research project is also required. The mid-term and final exams test students' mastery of Task II and Task IV of the Regents Comprehensive Examination in English.

### **ENGLISH III HONORS – 1 unit (Grade 11)**

**Prerequisite: Participants in the English II Honors program or by teacher recommendation.**

Higher-level cognitive skills are emphasized during a chronological study of American literature. Advanced composition skills are strengthened through vocabulary study, journals, expository essay, persuasive essay, documented essay and research projects. Writings throughout the year emphasize those skills required to meet the New York State standards and to prepare for the Regents Comprehensive Examination in English. The mid-term and final exams test students' mastery of Task II and Task IV of the Regents Comprehensive Examination in English.



### **ADVANCED PLACEMENT ENGLISH – 1 unit (Grade 12)**

**Prerequisite: Three years of high school English or its equivalent including English III or English III Honors with teacher recommendation.**

It is strongly recommended that students entering AP English have completed English I Honors and English II Honors as well. AP English students are encouraged to achieve a level of proficiency approximately equivalent to that of students successfully completing introductory college course in composition and literature. Students are required to write an extended critical essay outside of class.

**Students will be required to take the AP exam for successful completion of this course. As for all seniors, the Senior Project is a graduation requirement.**

### **ENGLISH IV – 1 unit (Grade 12)**

English IV is a survey of British and European literature. The course focuses primarily on developing reading and writing skills at a level aligned with the New York State Standards. It particularly emphasizes public speaking, written literacy response, and formal expository writing

## **ENGLISH ELECTIVES**

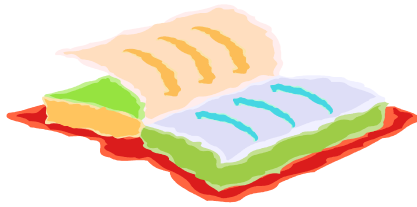
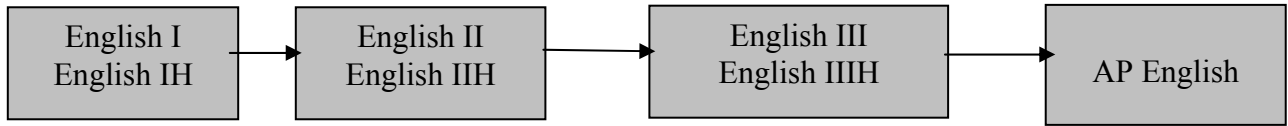
The English electives are full-year courses offered to those junior and senior students expressing an interest in an intensified concentration of study in the Language Arts.

### **JOURNALISM – 1/2 unit (Grade 12)**

This course focuses on understanding the entire communication process and how writers use words to convey ideas and impressions as well as facts. The writing units will teach and evaluate skills needed to gather news and write news stories. Students are expected to prepare their written work for publication in the yearbook, school newspaper and other district publications.



# ENGLISH



## ENGLISH ELECTIVES

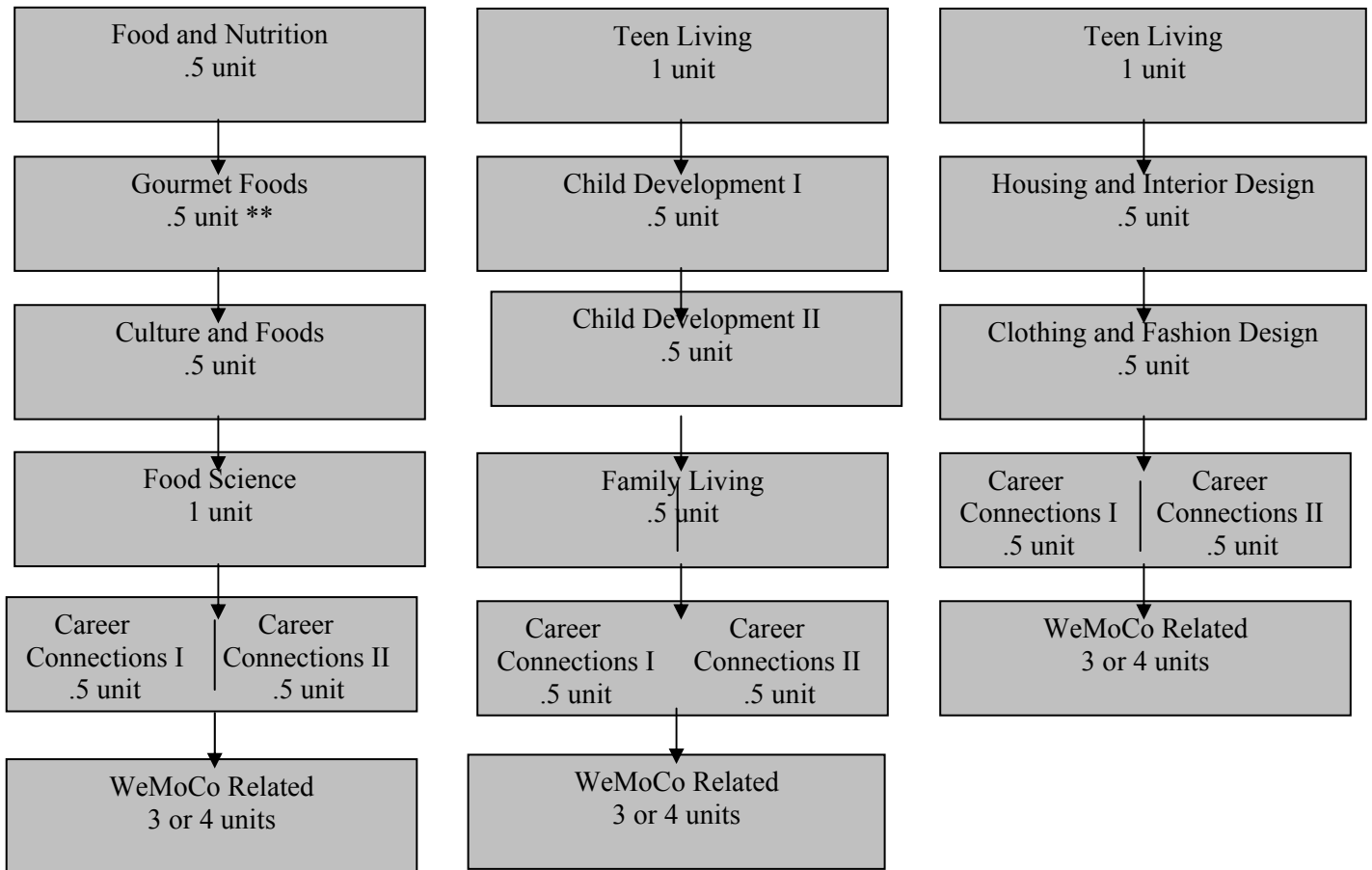
Journalism

# F.A.C.S. (FAMILY AND CONSUMER SERVICE)

## MAJOR SEQUENCES

The Family and Consumer Science program in Grades 9-12 includes 5-unit sequences. Sequences have been developed around three cores of content: Home and Personal Management, Food and Nutrition and Human Development. Each “core” focuses on one or more job concentration areas. Career Connections I & II is required plus the “core” courses identified for each sequence.

### 5-unit Sequence for Regents Diploma with Advanced Designation



\*\*Prerequisite

#### **TEEN LIVING** 1 unit (Grade 9)

This course is comprised of two major components, Human Development and Introductory Food and Nutrition. Human Development is a course that will give teenagers an opportunity to explore life problems. They investigate issues such as teen pregnancy, teen parenting, sexuality, teen suicide, drug abuse, family violence and more. The course helps teens effectively interact with children of all ages, their peers, family members and other adults in the community. Opportunities for employment in human development fields will be studied. Introductory Food & Nutrition is a course that gives students the opportunity to apply nutrition knowledge to everyday living. They develop skills in menu planning, food purchasing, preparation and service through food labs and demonstrations. Students also explore career opportunities in the food and nutrition field.

**HOUSE AND INTERIOR DESIGN** 1/2 unit (Grades 9-12)

Learn how to design and draw floor plans and design and decorate all the major rooms in a house of your choice. For Occupational Education sequences this will satisfy 1/2 unit of the Art requirement.

**CLOTHING AND FASHION DESIGN** 1/2 unit (Grades 9-12)

This course includes clothing design, redesign, selection and evaluation of ready made garments. The cultural and historical aspects of clothing and textiles are explored. Information is given through hands-on experience in choosing colors, lines and designs suited to you when choosing clothing. One sewing project is required. For Occupational Education sequences this will satisfy 1/2 unit of the Art requirement.

**CHILD DEVELOPMENT I** 1/2 unit (Grades 10-12)

This course focuses on the economic, social, educational and physical conditions that influence parenting. The physical, emotional, intellectual and social development of the infant, toddler and pre schooler will be the focus. Will meet Parenting Ed. Standards. **This course is being offered for 3 college credits through Monroe Community College.**

**CHILD DEVELOPMENT II** 1/2 Unit (Grades 10-12)

This course will provide an in-depth study of early childhood education, including managerial, curricular, and developmental theory. Students will work on developing effective educational programs for children. These programs will include activities for physical, interpersonal, and learning development. Incorporation of skills from Child Development I are an integral part of this program. Students will learn skills in providing positive guidance to children. **This course is being offered for 3 college credits through Monroe Community College.**

**FAMILY LIVING** 1/2 unit (Grades 10-12)

In this course practical knowledge, experience and real life are the key words. Students learn skills dealing with married life and the family unit. The goals are to facilitate better decision-making and give students a realistic picture of the complexities of living on their own. Key units involve relationships, dating, human sexuality, participating in a “pretend” wedding and reception, house/apartment hunting techniques, pregnancy, parenthood, insurance tips and coping with unexpected problems. Will meet Parenting Ed. standards.

**FOOD AND NUTRITION** 1/2 unit (Grades 10-12)

The Foods course helps students apply nutrition knowledge to everyday living and develop skills in menu planning, food purchasing, preparation and service. Student participation and teacher demonstrations provide practical experience. Students also explore career and employment opportunities in the food and nutrition field. If student has taken Teen Living this credit was received. **This course is being offered at grades 10, 11 and 12 for 3 college credits through Monroe Community College.**

**GOURMET FOODS** 1/2 unit (Grades 10-12)**Prerequisite: Food and Nutrition/Introductory Food and Nutrition**

This is an exploratory food-preparations course focusing on advanced preparation techniques, appearance and presentation of foods and use of specialized equipment.

**CULTURE & FOODS** 1/2 unit (Grades 10-12)

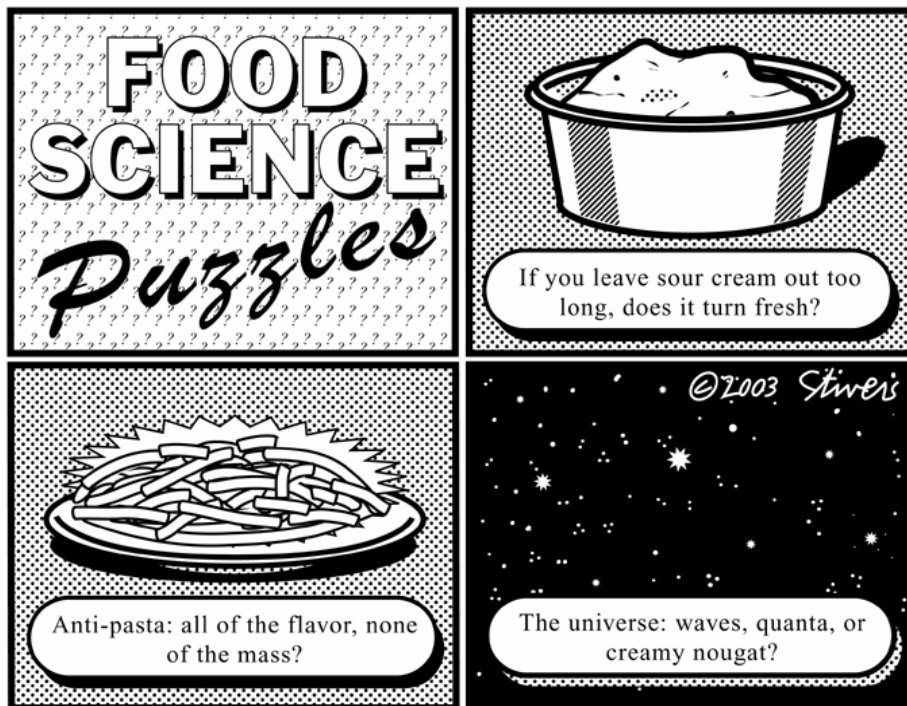
**Prerequisite:** Food and Nutrition Core plus Gourmet Foods

This advanced foods course explores the melting pot nature of American cuisine by relating the culture and foods of South America, Latin America, the Caribbean, Europe, Africa and Asia. Six course meals will be prepared and served from the regions studied.

**FOOD SCIENCE** 1 unit (Grades 11-12)

**Prerequisites:** Successful completion of one Regents Science assessment and two Science courses

A Science elective, this course helps students meet the state required third Science credit. It is all about 'Food' preparation, production, processing, evaluation and use. It includes a lab every cycle. Students will have co-op opportunities in the area of Food Industries. They will also be introduced to many career opportunities in Food Science through guest speakers and field trips.



## F.A.C.S. WORK EXPERIENCE

### **INTERNSHIP (CEIP) 1 unit**

Students who enjoy working with children and may want to pursue careers in the field of Child Development may enroll in the Career Exploration Internship Program (see CEIP – page 14 under the Business Department). In order to enhance the value of this learning experience, students are recommended to complete Child Development as a prerequisite.

### **COOPERATIVE WORK EXPERIENCE (Co-Op) 1 unit**

This is a course, in which students enroll in Co-Op or Advanced Co-Op (see Business Department, page 14). Students put their child development skill to work in various locations including day care centers, hospitals or instructional settings.





# HEALTH DEPARTMENT

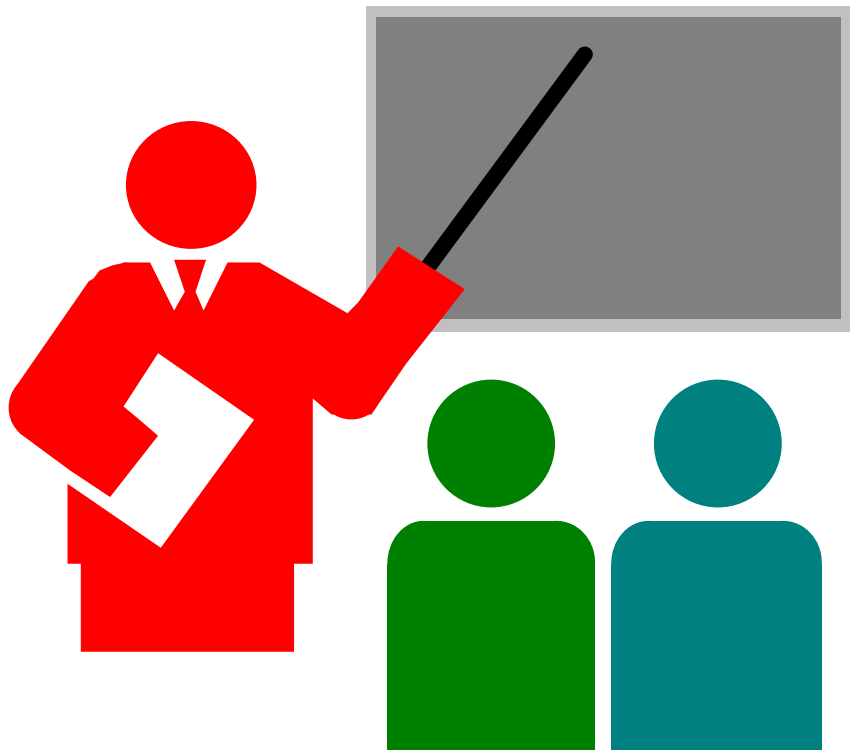
## **HEALTH** 1/2 unit (Grades 9-12)

This required 20-week health course contains knowledge and skills that are essential for young people to know and be able to do in order to be safe, healthy and achieve academically. Teachers focus on the NYS Health curriculum to guide them in their teaching of functional knowledge and skills, which enable students to enhance personal, family and community health and safety.

## **Health, Family and Society** 1/2 unit (Grades 10-12)

### **Prerequisite: Health**

This 20 week course provides students with the opportunity to identify and analyze current critical health issues in the U.S. It focuses on ethical, legal, economic and social implications of controversial health issues. Some of these issues include violence and sex in the media, depression in teens, fad diets & the obesity epidemic, cloning, legalization of some drugs, athletes and performance enhancing drugs and health care in America. This course can be taken if you are a sophomore, junior or senior and have successfully completed the required ½ unit Health course. **This course has a dual credit option through MCC.**



## L.O.T.E.

### (LANGUAGE OTHER THAN ENGLISH)

The Second Language program includes the basic communicative and linguistic skills in languages other than English as they relate to daily activities. Emphasis is placed on communication and culture as outlined in the New York State standards. **Note:** Passing the New York State Comprehensive Regents Exam satisfies the LOTE requirement for a Regents Diploma with Advanced Designation. A student may complete the requirement by substituting a 5 unit sequence.

#### **SPANISH I** 1 unit

This course is intended for students who have had no language experience as of 9<sup>th</sup> grade or for those students who need to pass their Second Language Proficiency Exam. The course will meet Checkpoint A requirements and prepare students for Level II.

#### **FRENCH/SPANISH II** 1 unit (Grades 9-12)

##### **Prerequisite: Passing grade in French/Spanish IB, French/Spanish I**

Continuing language development within the state standards is the goal of these courses. Students are presented with materials and situations they may encounter in the foreign country. An emphasis is placed on communication and culture.

#### **FRENCH/SPANISH III** 1 unit (Grades 10-12)

##### **Prerequisite: Passing grade in French/Spanish II and teacher recommendation**

Students continue their study in preparation for the Regents exam at year's end. Communication and culture are stressed as well as the vocabulary and structure needed for exam. Successful completing of this course gives the student a Regents sequence and/or Regents diploma with Advance Designation.

#### **FRENCH/SPANISH IV** 1 unit (Grades 11-12)

##### **Prerequisite: Grade of 75% or better and/or strong teacher recommendation**

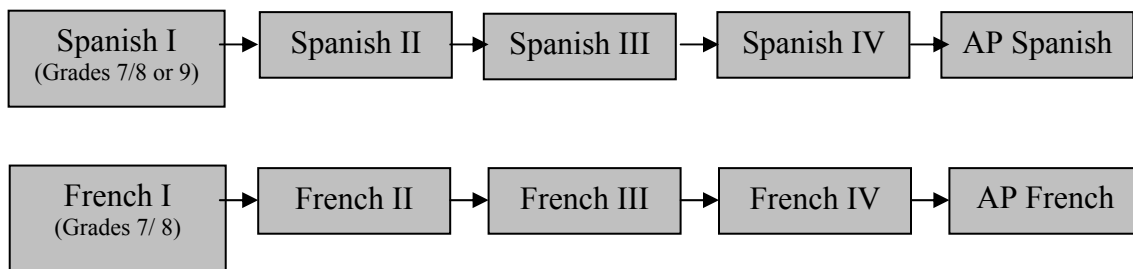
This course emphasizes language and culture, stressing the continued mastery of the language. Students will expand their language skills and become better communicators in a global community. Successful completion of this course provides students with a major.

#### **ADVANCED PLACEMENT FRENCH/ SPANISH** 1 unit (Grade 12) (Offered only if sufficient enrollment)

##### **Prerequisite: 80% or better in French/Spanish courses level IV and teacher recommendation**

This course is intended for students who have chosen to develop their proficiency and mastery of the language. Conversation, composition and selected literature will be the basis of this course with emphasis on developing the skills necessary to be successful on the AP Language Exam and the CLEP exam. A final project or examination will be required to successfully complete the course.

### L.O.T.E. SEQUENCE



## L.O.T.E. ELECTIVES

**AMERICAN SIGN LANGUAGE, ARABIC, CHINESE, GERMAN, ITALIAN and JAPANESE**  
(Grades 10-12) (pending approval and sufficient enrollment)

**Prerequisite: Passing grade in Spanish I/French I and teacher recommendation**

These courses are offered at the introductory level and not part of a L.O.T.E. sequence. Courses are intended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders; but may be offered to 9<sup>th</sup> graders under special circumstances. This level course is designed for students with no prior experience in the language they choose. Students will develop basic competency in reading, writing and speaking the language. Emphasis will be placed on conversational dialogue and the ability to read and write simple but useful sentences. Students will also develop an awareness of the unique aspects of that particular language.

## MATH DEPARTMENT

Teacher recommendation is required for all math courses. All math courses require completion of daily homework assignments. Summer school is highly recommended for students who do not meet course standards. It is highly recommended that students purchase a TI-83 Plus graphing calculator or its approved equivalent.

### **Algebra I** 1 unit

This first course in the mathematics sequence is an algebra-based mathematics course, and includes additional topics such as probability and statistics. Students will be preparing for the New York State Regents assessment in June of their freshman year.

**OR**

### **Algebra IX or Algebra Nested** 1 unit

The content addressed in this course is the same as in Algebra I, but is presented in an extended time format. The additional time that students invest in Algebra IX or Algebra Nested qualifies as AIS. Multiple measures are used to enter the Algebra IX or Algebra Nested program along with teacher recommendation.

### **MATH II** 1 unit

This course is for students who have successfully completed Math I. This geometry-based course includes additional topics such as logic and functions. Students will be preparing to take the Math A exam in January and begin learning the Math B curriculum during the second semester.

**OR**

### **MATH IIX or Math II Nested** 1 unit

The content addressed in this course is comparable to that contained in Math II but is presented in an extended time format. The additional time that students invest in Math IIX or Math II Nested qualifies as AIS. This course is intended for those students who have completed Math IX and who give indications of needed continued academic support in Mathematics. Students will be preparing to take the Math A exam in January.

### **MATH II ACCELERATED** 1 unit

**Prerequisite: Successful completion of Math I Accelerated with a final average of 80% or higher, level 4 on the eighth grade state assessment and teacher recommendation**

This course is a more challenging approach to the Math II curriculum. Some optional topics may be included. Students will be preparing to take the Math A exam in January.

### **INTERMEDIATE ALGEBRA AND TRIGONOMETRY** 1 unit

**Prerequisite: Successful completion of Math II or Math IIX**

This course reviews and extends the algebraic techniques learned in previous courses. Topics include probability and statistics, the number systems, matrices and radicals, quadratic equations, graphs of functions and trigonometry. Included in this course are projects that enable us to focus on differentiation of instruction and literacy skills. This can be used as the third course for the three-year math graduation requirement. Students will need to take Math III or Math IIIX in order to sit for the Math B Regents exam. The Math B exam is required for the Regents diploma with Advanced Designation.

### **MATH III 1 unit**

#### **Prerequisite: Successful completion of Math II and passing the Math A exam**

This third course in the Regents series is designed to further develop topics studied in Math I and Math II. Intermediate algebra is included as well as extensive work in trigonometry, exponential and logarithmic functions, probability and statistics. Students' skills are developed in this course by using enrichment activities, differentiation of instruction and traditional methods. Students will use the graphing calculator throughout the course. This is a rigorous, upper-level course preparing students for the Math B exam in June.

**OR**

### **MATH IIIX 1 unit**

#### **Prerequisite: Successful completion of Math II and passing the Math A exam**

Meeting for a total of 3 blocks in a four-day cycle, this course provides additional instruction time. The curriculum is the same as for Math III and students will use the graphing calculator throughout the course. Students' skills are developed in this course by using enrichment activities, differentiation of instruction and traditional methods. To be eligible for this course, a student must be recommended by his/her teacher and/or receive administrative approval. This is a rigorous, upper-level course preparing students for the Math B exam in June.

### **MATH III HONORS 1 unit**

#### **Prerequisite: Successful completion of Algebra I Accelerated and Math II Accelerated with a final average of 90% or higher, and 90% or higher on the Math A exam, level 4 on the 8<sup>th</sup> grade state assessment and teacher recommendation\***

Fast-paced and rigorous, this course features all topics from Math III. Approximately 20% of the topics from Math IV are included to enhance the students' understanding of advanced mathematical concepts. Students' skills are developed in this course by using enrichment activities, differentiation of instruction and traditional methods. Students will prepare to take the Math B exam in June.

### **MATH IV 1 unit**

#### **Prerequisite: Successful completion of Math III**

This course is designed to prepare the students for advanced studies in Mathematics, such as Calculus. Students will use the graphing calculator throughout the course for real-world applications. The major units that are covered are functions; systems of equations; polynomials (including optimizations; exponential, logs and logistic growth); conics and trigonometric/polar graphing.

### **MATH IV Honors 1 unit**

#### **Prerequisite: Successful completion of Math III Honors with a grade of 90% or higher, and teacher recommendation**

This course is an intensive introduction to topics in functions, theory of equations, exponential and logarithmic functions, matrices, advanced trigonometry and polar coordinates. The graphing calculator will be used extensively to do investigative labs as well as problem solving. Calculus topics such as analytic geometry, derivatives and their applications are taught. It is expected that students will participate in two Math League meets during the school year.

### **ADVANCED PLACEMENT CALCULUS (AB) 1 unit**

#### **Prerequisite: Successful completion of Math IV and teacher recommendation**

AP Calculus (AB) is a college-level calculus course. Topics covered include differential and integral calculus. The course emphasizes a multi-representational approach to calculus with results being expressed graphically, numerically, analytically, and verbally. Students may qualify for college credit in two different ways: AP Calculus exam or MCC Dual Credit. Students who successfully complete the course may receive 4 college credits from Monroe Community College under the dual credit agreement between Spencerport High School and the college. Students may also elect to take the AP Calculus exam in early May. This exam may be required by some colleges. Information will be distributed in early September so that students and parents can make an informed decision about which path is most suitable.

### **ADVANCED PLACEMENT CALCULUS (BC) 1 unit**

#### **Prerequisite: Successful completion of Math IV H and teacher recommendation**

This college-level course covers many types of functions, differential calculus and integral calculus with applications. Topics in sequence and series, polar and parametric equations are covered the second semester. The content of the course is governed by the AP syllabus. Students may qualify for college credit if they receive a satisfactory score on the AP exam given in May. It is expected that all students enrolled in this course will take the AP exam. **Students may also receive up to 8 college credits from Monroe Community College under the dual credit agreement between Spencerport High School and the college.** Students must satisfactorily complete the AP course to receive dual credit. It is expected that students will participate in two Math League meets during the school year.

### **ADVANCED PLACEMENT STATISTICS**

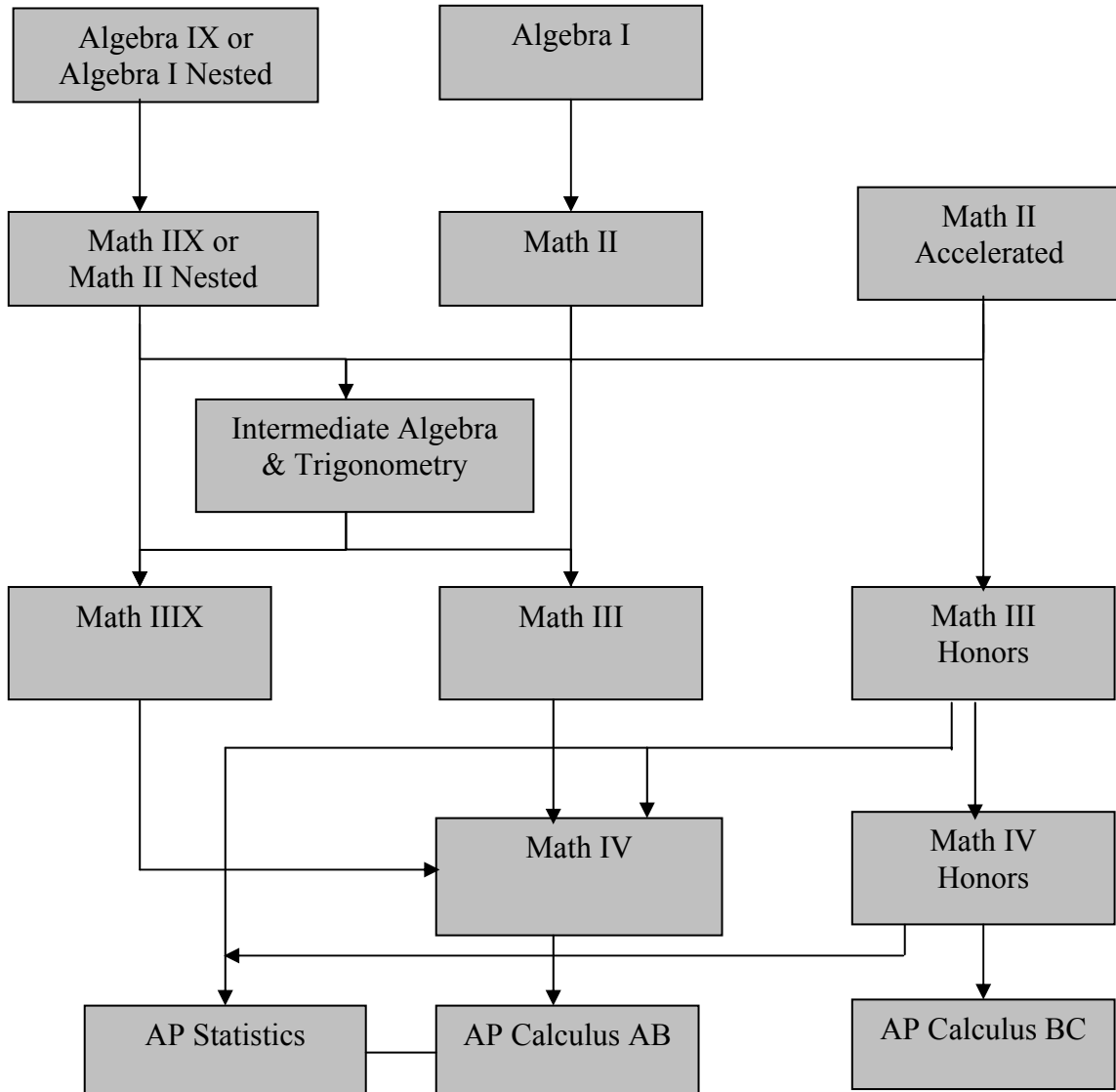
#### **Prerequisite: Successful completion of Math III and teacher recommendation**

This AP course in statistics is designed to introduce students to the major concepts and tools used for collecting and analyzing data. This course will focus on problem-solving, teamwork, communication and math skills. The statistical topics to be explored throughout the year are: Exploring Data, Planning a Study, Anticipating Patterns and Statistical Inference.

**\*Exceptions may be considered on a case-by-case basis requiring teacher leader and administrative approval.**



# MATH



# MUSIC DEPARTMENT

## OPTIONS FOR ART OR MUSIC CREDITS

A student may obtain the required unit of credit in art or music by: taking an art and/or music course to total 1 unit.

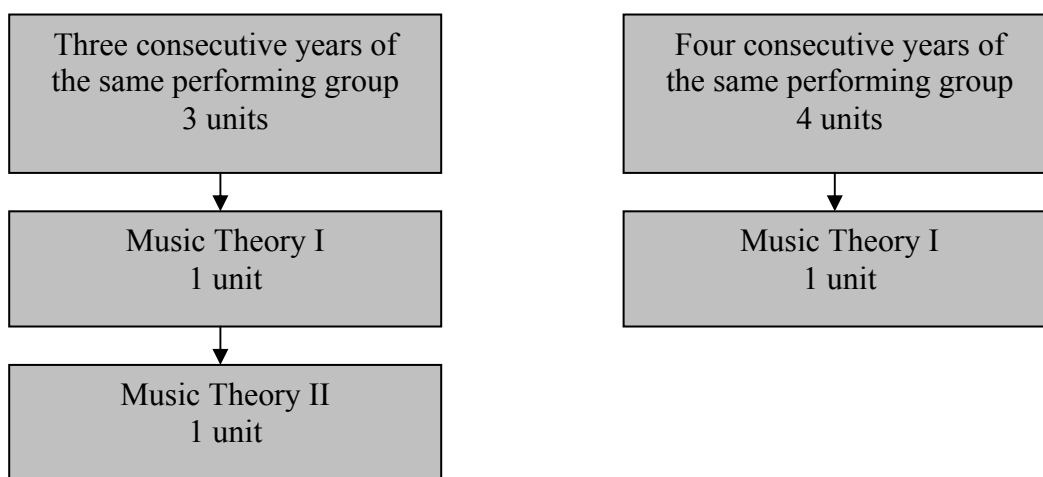
### COURSES OFFERED

Concert Band  
Symphonic Band  
Jazz Ensemble

Freshman Chorus  
Concert Choir  
Vocal Jazz  
Music In Our Lives (1/2 unit)

Music Theory I  
Music Theory II  
Voice Class

### 5 Unit Sequences for a Regents Diploma with Advanced Designation



A five-year sequence is offered to those completing one additional year in their performing group. Those seeking a Regents major in music are also required to participate each year in the New York State School Music Association (NYSSMA) or County Solo and Ensemble Festival.

**\*Note:** Sectional lessons are required for all students in band and chorus. These lessons meet once per week and rotate through the blocks on approximately a four week rotational cycle. Students will be excused from their classes to attend these lessons, however, it is the student's responsibility to make-up all related work.

Example:	week 1	block	1 lesson
	week 2		2 lesson
	week 3		3 lesson
	week 4		4 lesson
	week 5		1 lesson
	week 6		2 lesson





**SYMPHONIC BAND\*** 1 unit (Grades 9-12)

The goal of the Symphonic Band is to advance musical skills of developing students. This will be achieved by engaging the students in various musical experiences and challenges which will give them the basics necessary to perform music. All band members are required to attend sectional lessons that occur weekly on a rotating basis and all performances and rehearsals. Students are encouraged to participate in at least one of two solo festivals offered each year to promote student performances of solo literature.

**CONCERT BAND\*** 1 unit (Grades 9-12)

The Concert Band performs advanced band literature from classical to contemporary. The size is limited and an emphasis is placed upon the performer's ability to play independently. The goal is to enable students to refine their musical skills. This will be achieved by engaging students in diverse performance experiences including concerts and festival adjudications. All members are required to attend sectional lessons that occur weekly on a rotating basis plus participate in all performances and rehearsals. An audition is required.

**JAZZ ENSEMBLE** 1 unit (Grades 9-12)

**Prerequisite: Enrollment in the Symphonic Band or Concert Band for all wind and percussion players.**

The Jazz Ensemble is a select performing group that emphasizes the performer's ability to play independently. This ensemble exposes students to advanced techniques through technical training and extensive jazz repertoire, including emphasis on basic concepts of jazz music and improvisation in a big band setting. Specific enrollment will be based upon a balanced instrumentation and student audition.

**CONCERT CHOIR\*** 1 unit (Grades 10-12)

The Concert Choir performs a wide variety of advanced choral literature intended for a large ensemble. Many pieces of music are selected from the NYSSMA manual as well as more contemporary works. They perform three major concerts each year as well as assembly and community programs. Students with pianistic abilities are encouraged. Students may wish to pursue participation in All-State, Area All-State and All-County Festival Chorus. All Concert Choir members will attend Major Organization Festival and are required to prepare a New York State School Music Association (NYSSMA) solo for performance in class or at the NYSSMA Solo Festival. Members are expected to attend sectional lessons and to attend all concerts, rehearsals and required functions.

**FRESHMAN CHORUS\*** 1 unit (Grade 9)

The Freshman Chorus serves as an introductory course into the art of choral music. It is a three to four part ensemble with a focus on vocal production, sight-singing, and choral techniques. Members are expected to attend sectional lessons and all concerts, rehearsals and required functions. Students may wish to participate in the Area All-State and All-County Music Festivals as well as the New York State School Music Association (NYSSMA) Solo Festival. Through the recommendation of their choral director, 9<sup>th</sup> graders may join the Concert Choir.

**BAND/CHORUS** 1 unit (Grades 9-12)

Students may participate in band and chorus on alternating days. These students will be expected to meet the requirements of both ensembles but will also gain the benefits of both. Teacher recommendation is suggested for this alternative.

**SHOW CHOIR** 1/2 unit (Grade 9)**Prerequisite: Audition**

Show Choir meets Mondays, Wednesdays and Thursdays during the Activity Period. Although the expectations and requirements are the same as for the other choral groups, students are also expected to perform in community service projects and the New York State School Music Association (NYSMMA) Solo Festival. The music performed by this group includes songs from Broadway shows plus blocking and choreography.

**VOCAL JAZZ** 1/2 unit (Grades 9-12)

The Vocal Jazz is a select group of 12 to 16 singers auditioned from the Concert Choir to meet the following criteria: good vocal ability and control; good sight-singing ability; improvisational skills; and a hard working, professional attitude. Performances include major choral concerts, district-wide assemblies and functions and various community appearances, as well as many out-of-state festivals and competitions. The music is mostly vocal jazz with focus on a cappella jazz vocal styles similar to Manhattan Transfer, The Real Group and New York Voices.

**MUSIC THEORY I** 1 unit (Grades 9-12)

(Offered only when there is sufficient enrollment). Music theory is the study of fundamental and intermediate techniques for reading and writing music, rhythmic reading, keyboard, ear training, the study of harmony and conducting. Students compose their own music for piano, guitar and voice in many styles and often hear their music performed.

**MUSIC THEORY II** 1 unit (Grades 10-12)

(Offered only when there is sufficient enrollment). **Prerequisite: Theory I**

This is an advanced study of techniques covered in Theory I plus aspects of improvisation and concentration on the writing of original musical compositions. This course receives AP credit and culminates in the taking of the AP exam.

**MUSIC IN OUR LIVES** 1/2 unit

A semester course combining many traditional elements of music, the goal of this class is to promote lifetime interest. A hands-on approach is used, including individual and cooperative learning projects, composition and listening. Units of study include:

*Music and Culture* – a study of music from around the world

*American Music Theatre* – an overview of the history and development of musical theatre including Broadway

*Careers in Music*

*History of Western Music* – an overview of art music history from ancient to 20<sup>th</sup> century

Music In Our Lives plus Art in Our Lives will satisfy the unit for Art/Music needed for graduation.

**VOICE CLASS** 1 unit (Grades 9-12)

(Offered only when there is sufficient enrollment) Voice class is a group instruction in the mastery of vocal techniques, the study of common vocal problems, the development of basic musicianship and the cultivation of expressive singing ability. Pupils will perform songs covering a wide variety of styles and textual subjects. Solo performance is stressed as well as sight singing through solfege, microphone technique and stage presence. Career opportunities for singers are explored throughout the year.

## PHYSICAL EDUCATION DEPARTMENT

Spencerport High School offers a very diverse curriculum designed to fit the needs and interests of all students. Units range from individual and team sports to lifetime activities. Students go through a selection process to choose from the following activities:

Tennis	Soccer	Football
Badminton	Volleyball	Golf
Floor Hockey	Self Defense	Basketball
Pickle ball	Volleyball	Badminton
Basketball	Basketball	Adventure Games
Badminton	Yoga/Pilates/Cardio	Weight Room
Presidents Physical Fitness Challenge	Presidents Physical Fitness Challenge	Presidents Physical Fitness Challenge
Golf	Lacrosse	Archery
Softball	Ultimate Frisbee	Lawn Games

Students may only choose each activity once per school year.

Note: Activities are subject to change due to student enrollment and staffing.

## SCIENCE DEPARTMENT

To achieve a high school diploma, ALL students are required to earn three units in science. Students must pass two classes and pass one Regents assessment.

**EARTH SCIENCE** 1 unit (Grades 9-12)

**Prerequisite: Enrolled in or have completed Math I**

The processes of change on the earth, the earth model, the earth's energy budget, weather, the rock cycle and the history of the earth are explored. This course requires some knowledge of mathematics and laboratory investigation procedures (New York State lab requirement).

**LIVING ENVIRONMENT** 1 unit (Grades 9-12)

This biology course provides students with an understanding of the basic themes in biology. Students develop reasoning skills by using scientific inquiry and use them to evaluate biological choices presented in everyday life (state lab requirement). Passing the Living Environment Regents exam is a requirement for the Regents Diploma with Advance Designation.

**THEORETICAL CHEMISTRY (Regents)** 1 unit (Grades 10-12)

**Prerequisites: Successful completion of Math II and at least one other Science. Recommended that student's complete chemistry prior to or concurrently with physics and are enrolled in or have completed Course III**

Chemistry deals with matter and the chemical changes it undergoes. Math skills, problem solving and critical reading skills are essential to the successful completion of Theoretical Chemistry (New York State lab requirement).

**CHEMISTRY TODAY (Regents)** 1 unit (Grades 10-12)

**Prerequisites: Successful completion of Math II and at least one other Science**

Students not planning to major in Science in college or not planning on taking an AP Science course should take this course. The basic concepts of chemistry will be related to real world experiences. Math skills, problem solving and critical reading skills are essential to successful completion of this course (New York State lab requirement).

**ENVIRONMENTAL SCIENCE** 1 unit (Grades 11-12)

**Prerequisites: Successful completion of one Regents Science assessment and two Science courses**

This Science elective will help students meet the New York State required third science credit. The students will study how true environment is impacted by the human population and examine all areas of Science. There will be a required lab section.

**PHYSICS** 1 unit (Grades 11-12)

**Prerequisites: Successful completion of Earth Science, Living Environment, Chemistry, and Math II. (Students should be enrolled in a minimum of Math III while taking Physics).** Physics deals with motion, forces, energy, momentum, sound, light, electricity, magnetism, and nuclear energy. Application of math skills and problem-solving skills are essential for successful completion of Regents Physics (New York State lab requirement).

**FOOD SCIENCE** 1 unit (Grades 11-12)

**Prerequisites: Successful completion of one Regents Science assessment and two Science courses**

This course is a Science elective to help students meet the New York State required third Science credit. It is all about 'Food' preparation, production, processing, evaluation and use. It includes a lab every cycle. Students will have co-op opportunities in the area of Food Industries and will be introduced to many career opportunities in Food Science through guest speakers and field trips.

## ADVANCED PLACEMENT BIOLOGY 1 unit (Grades 11-12)

**Prerequisites: Successful completion of Living Environment and Theoretical Chemistry with a minimum final grade of 80%\*, and students must have Physics included in their 4-year course plan**

Designed as a college-level introductory Biology course, this course will focus on topics in cell biochemistry and reproduction, genetics, plant and animal physiology, evolution, population biology and environmental-ecology issues. This course can be used as part of a 3-1-3 program at S.U.N.Y. at Brockport. At least six hours a week must be spent outside of class working on course material.

## ADVANCED PLACEMENT CHEMISTRY 1 unit (Grades 11-12)

**Prerequisites: Successful completion of Theoretical Chemistry with a minimum of 80%, and students must have Physics in their 4 year course plan. Math III is recommended with a final grade of 85% or higher**

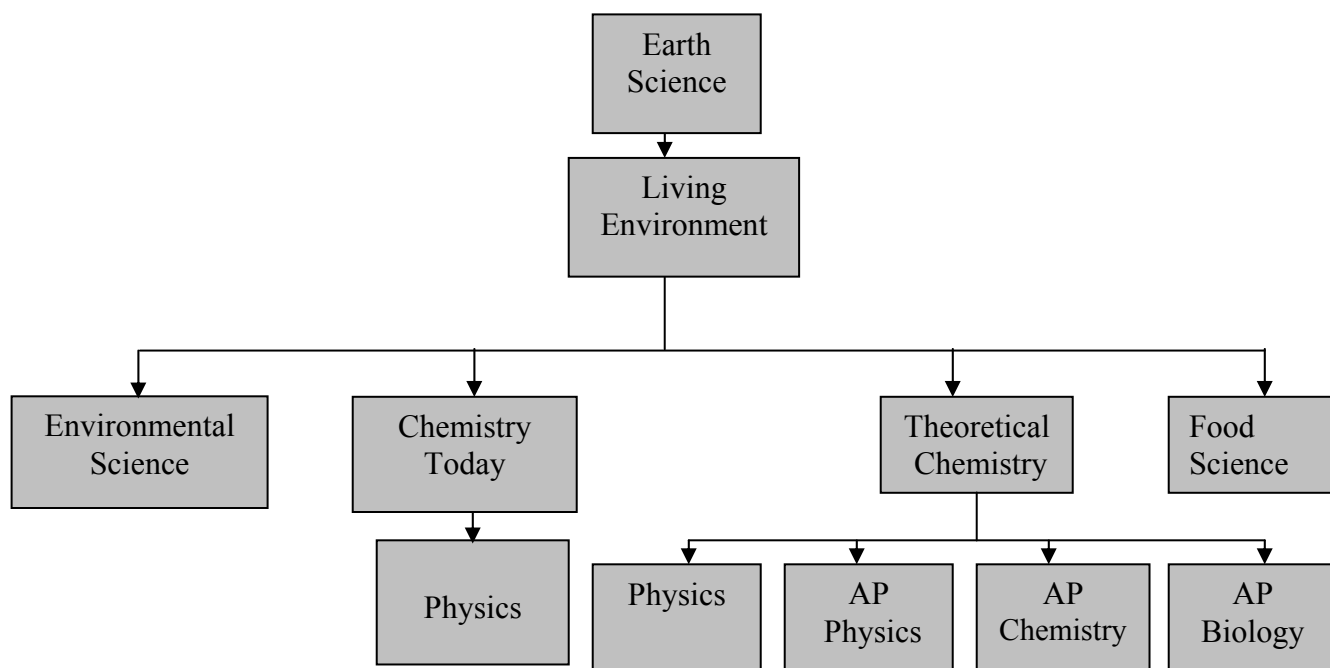
This course is the entry-level college Chemistry course for Science majors. It offers an in-depth approach to chemical equations, stoichiometry, orbital theory, phase transitions equilibria, acid-base and redox reactions. The nature of chemical experiments requires that the student be prepared to stay until the experiment is completed. This course can be used as part of a 3-1-3 program as it cross-registers as Chem 205/206 at S.U.N.Y. at Brockport. At least six hours a week must be spent outside of class working on course material.

## ADVANCED PLACEMENT - B PHYSICS 1 unit (Grades 11-12)

**Prerequisite: Successful completion of Earth Science, Living Environment, Chemistry, and Math III. It is recommended that a student taking this as a first year Physics course should have received a minimum of 85% in Math III. (Students should be enrolled in a minimum of Math IV while taking AP Physics).** A college level introductory Physics course, this course covers topics including linear motion, circular motion, forces, energy, fluid dynamics, thermal energy, momentum, sound, light, electricity, magnetism, and nuclear energy. Advanced math and problem solving skills are emphasized (New York State lab requirement if taken as a first year Physics course).

\*Exceptions may be considered on a case-by-case basis requiring teacher leader and administrative approval and department recommendation.

# SCIENCE



## **SOCIAL STUDIES DEPARTMENT**

The Social Studies curriculum is based on the five New York State standards: U.S. History, World History, Geography, Economics, and Civics & Citizenship. Honors and Advanced Placement courses require a teacher recommendation. We recommend that students purchase review books for Regents exam preparation.

### **GLOBAL HISTORY AND GEOGRAPHY I** Regents 1 unit (Grade 9)

Students will focus on World History from prehistoric times to 1750 using the New York State Social Studies standards. They will investigate issues and themes from multiple perspectives and make global connections.

**OR**

### **GLOBAL HISTORY AND GEOGRAPHY I HONORS** Regents 1 unit (Grade 9)

The content is a more in-depth study of the Regents course above and will include enrichment activities and additional reading.

### **GLOBAL HISTORY AND GEOGRAPHY II** Regents 1 unit (Grade 10)

This course is a continuation of Global History and Geography I, taking the student from 1750 to the present. Students will be encouraged to make connections across time and place. The class culminates in the Global History and Geography Regents exam.

**OR**

### **GLOBAL HISTORY AND GEOGRAPHY II HONORS** Regents 1 unit (Grade 10)

This course is a more in-depth version of the Regents course above but with additional enrichment activities and reading.

### **UNITED STATES HISTORY AND GOVERNMENT** Regents 1 unit (Grade 11)

Students will focus on the New York State Social Studies standards from the foundation of the United States to the current era. Students will be encouraged to think about their roles as citizens. A Regents exam will be given at the end of the course.

### **ADVANCED PLACEMENT AMERICAN HISTORY** 1 unit (Grades 11 or 12)

#### **Prerequisite: Teacher Recommendation**

This course is the equivalent of an introductory college course. It is a chronological survey of America's past with emphasis on developing the analytical and interpretive skills necessary to critically evaluate accounts and explanations of the past. The course will explore American History in depth from the Colonial Period to domestic and international change in the post WWII period. Students use a college-level text that will be heavily supplemented by primary materials and books on special themes. AP American History is designed for juniors and seniors wishing to obtain college credit and/or for those participating in the 3-1-3 program. All students enrolled in the course are required to take the AP examination for successful completion of the course. Students may take this in place of United States History and Government in 11<sup>th</sup> grade.

**ECONOMICS** 1/2 unit (Grade 12)

How the tools of economic analysis are applied to personal, community and national issues is the focus of this class. Economics is a core course required for graduation. Students may sign up for three college credits through Monroe Community College.

**PARTICIPATION IN GOVERNMENT (P.I.G.)** 1/2 unit (Grade 12)

The primary goal of this one-semester course is to provide students with the opportunity to better understand their participatory roles as citizens in a democracy. Current issues will be analyzed with an emphasis on the skills necessary to identify problems, seek causes and weigh alternative solutions. Students will understand the many positive ways they can influence the political process. P.I.G. is a core course required for graduation.

## **SOCIAL STUDIES ELECTIVES**

**INTRODUCTION TO PSYCHOLOGY** 1/2 unit (Grade 12)

Psychology, its major fields, and methods of inquiry are defined. The topic of concentration, however, is the study of personality from both biological and societal perspectives. The dynamics of personality development, the important modern theories of personality and techniques of personality measurement will be explored in some depth. The course will conclude with a comparison of the healthy and unhealthy personality.

**INTRODUCTION TO SOCIOLOGY** 1/2 unit (Grade 12)

This introductory course is tailored to meet the needs of the adolescent. We will explore socialization, institutions, social stratification and changes in the social order, with an emphasis on the social adjustment of the young person. The goal is to present as accurately as possible the adolescent “micro-society” and to observe and analyze the adolescent transition into the “macro-society.”

**THE SERVICE LEARNING INTERNSHIP PROGRAM (S.L.I.P.)** 1 unit (Grade 12)

S.L.I.P. integrates an academic program with a hands-on learning experience. Students accepted into the program commit themselves to being a productive member of the organization they choose and to perform a meaningful service to society. Through this program, the student can contribute to society through community service, explore career opportunities, extend classroom learning into the real world, develop confidence and interpersonal skills, and gain valuable life experiences. Students may sign up for three college credits through Monroe Community College. Numerous sites on and off campus are used for this program. This program runs from September through April 15<sup>th</sup>.

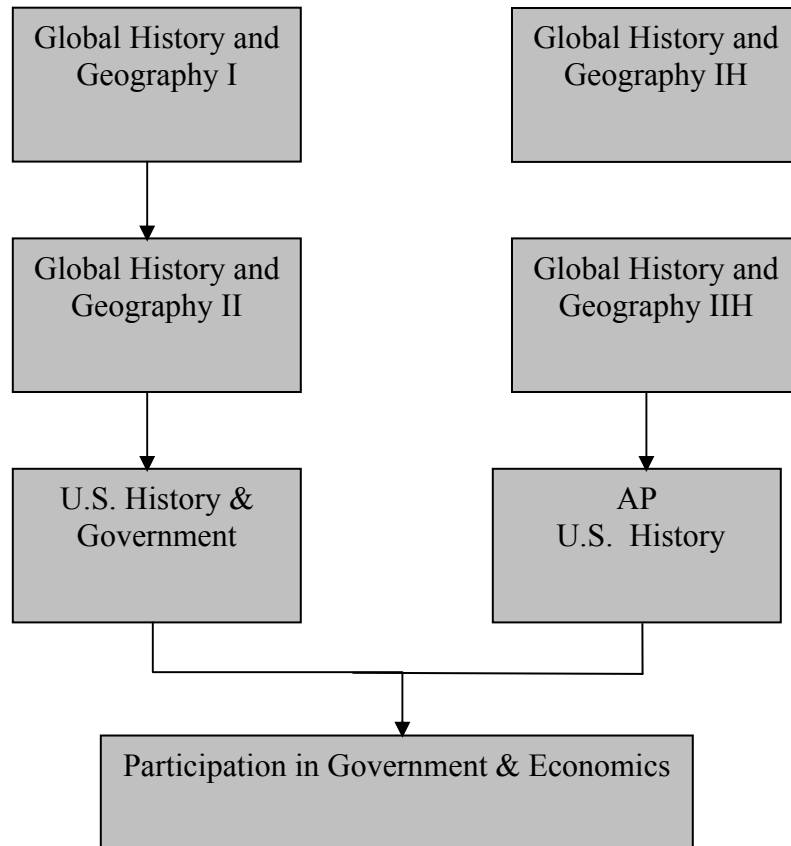
**CURRENT EVENTS** 1/2 unit (Grade 11 – 12)

The course will focus on how current events affect our daily lives. Students will investigate various political ideologies, media bias, and the political process. Students will also apply the skills of formal debating to both sides of current events.

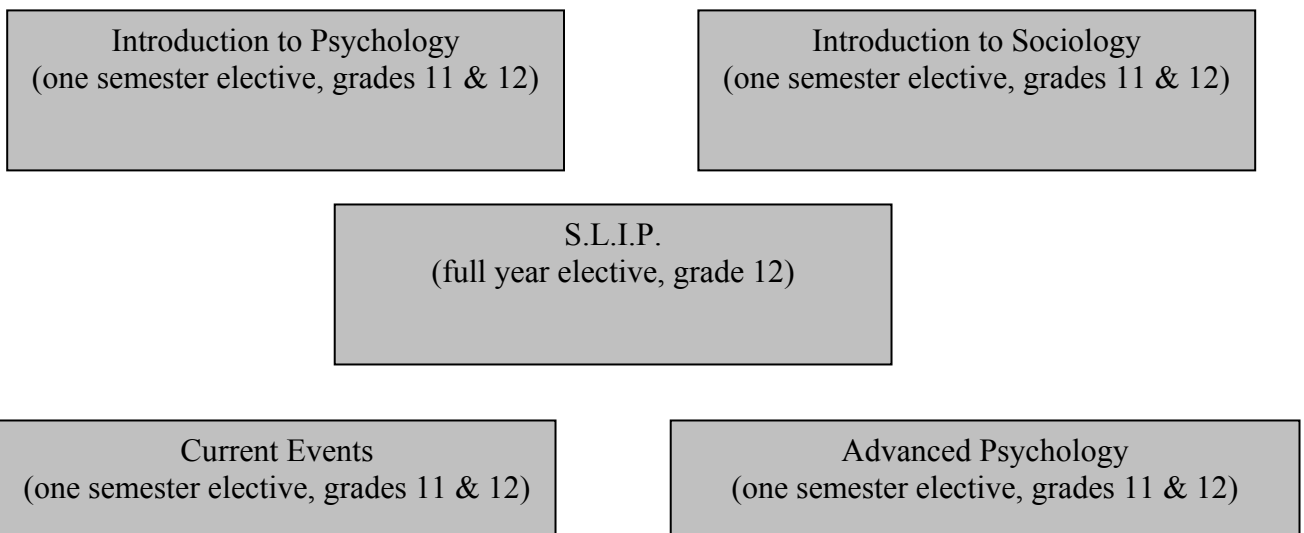
**ADVANCED PSYCHOLOGY** 1/2 unit (Grade 11 – 12)

An introductory course offered at Spencerport High School through the Psychology Department at Syracuse University (Project Advance). This is a one-semester course, which will offer three college credit hours from Syracuse University, and ½ high school credit hours at Spencerport. Students enrolling in this course should be college bound.

# SOCIAL STUDIES



## Social Studies Electives





# TECHNOLOGY

## **DESIGN AND DRAWING FOR PRODUCTION (DDP)** 1 unit (Grades 9 – 12)

**Prerequisite:** Successful completion of the Technology courses at 7<sup>th</sup> and 8<sup>th</sup> grade level

This course emphasizes problem-solving skills through the sketching and design of new products to solve problems in everyday life. Current strategies of design and drawing are emphasized. Problem analysis and solution design is the basis of the course rather than conventional learning methods. Most of the course involves working with the computer to do three-dimensional modeling. Curriculum is based on Project Lead the Way.

## **COMPUTER AIDED DRAWING (CAD) / PRODUCTION** 1/2 unit (Grades 10 - 12)

**Recommendation:** Successful completion of Design and Drawing for Production

In this course, students role-play the position of a draftsman in industry with the teacher as the engineer. The instructor provides the pertinent information and the student develops a complete set of detail, assembly and exploded pictorial drawings. Students are responsible for the generation of drawings utilizing the most current CAD systems.

## **ARCHITECTURE** 1/2 unit (Grades 10 - 12)

**Recommendation:** Successful completion of CAD/Production

Architectural design and drawing are the focus of this course. Students are introduced to a variety of architectural drawings and will create floor plans, elevations, electrical plans, door and window schedules, plumbing, detail wall section, site plans and other related work. The history of architecture and sound design techniques are addressed. Students will utilize design software for the generation of their work. This is an excellent course for students interested in engineering, art and design.

## **PRINCIPLES OF ENGINEERING** 1 unit (Grades 10 - 12)

**Recommendation:** Successful completion of Design and Drawing for Production

This hands-on course conveys basic concepts, principles, skills, techniques and attitudes related to engineering. The concepts stressed in the course include modeling, systems, optimization, technology/society interaction, design, and ethics. Students will develop engineering problem-solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and analysis techniques and will learn how engineers address concerns about quality and safety of technological systems. Trigonometry and statistics will be used extensively. This course is designed for the student who is seriously considering engineering as a possible career. Curriculum is based on Project Lead the Way.

## **DIGITAL ELECTRONICS (DE)** 1 unit (Grades 10 - 12)

**Prerequisite:** Successful completion of Math II or Java 2

Digital Electronics is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. This course is similar to a first-semester college course and is valuable for a student exploring a career in engineering or engineering technology. Students should plan to work on assignments outside of regularly scheduled class time on several occasions during the year. Curriculum is based on Project Lead the Way.

## **CIVIL ENGINEERING & ARCHITECTURE (CEA) 1 Unit (Grades 10 - 12)**

### **Recommendation: Successful completion of Design and Drawing for Production**

Architectural design, along with the required civil engineering principles associated with construction is the main concentration for this course. Students will be exposed to a variety of projects and activities that will provide a broad introduction into the fields associated with Civil Engineering and Architectural Design fields. Through the year the students will be working with current computer aided drawing software to produce drawings of architectural structures, as well as working with the physical tasks of a number of different types of Civil Engineers. Curriculum is based on Project Lead the Way.

### **DESIGN AND DRAWING SEQUENCE**

This series of courses is designed to give students an introductory look into the world of drawing and design. Everything around us in our modern world was at one time just a thought, until someone put those thoughts on paper, through designs and drawings of the product. These courses give student the knowledge beneficial to begin a 2 or 4 year college program in a design and/or drawing field.

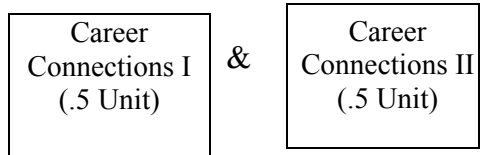
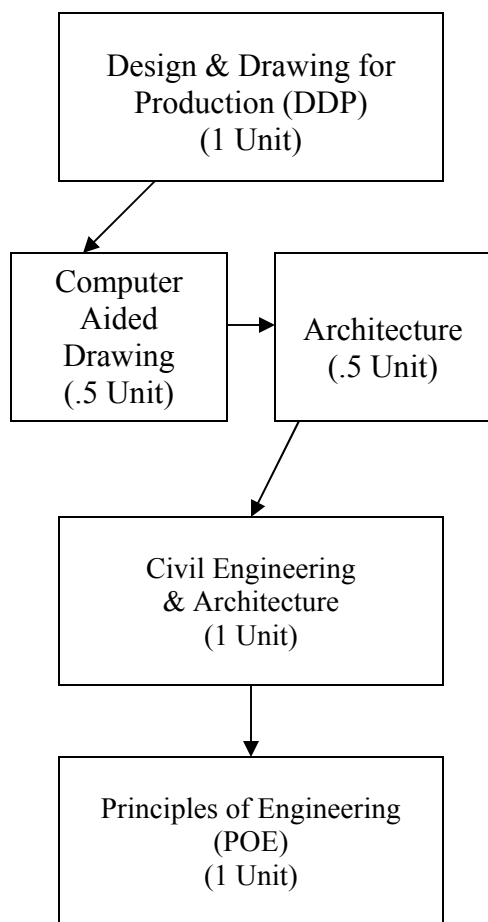
### **PROJECT LEAD THE WAY – PRE-ENGINEERING CURRICULUM**

Project Lead The Way (PLTW) is a national program forming partnerships among Public Schools, Higher Education Institutions and the Private Sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has a support staff of experienced technology educators

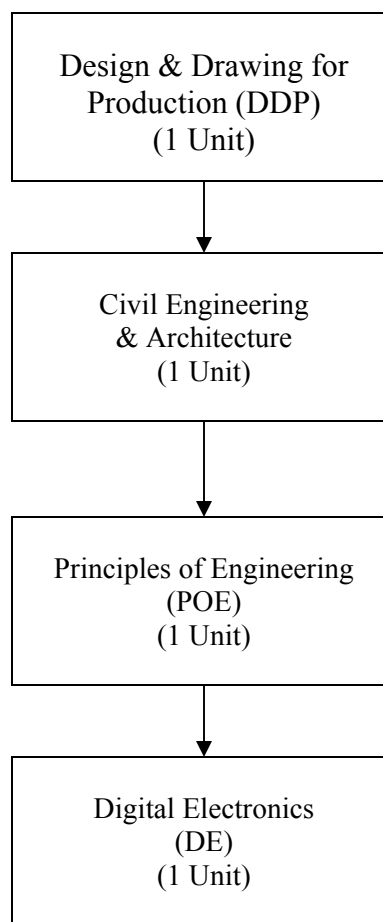
# TECHNOLOGY

## 5-unit sequence for Regents with Advanced Designation

### Design and Drawing Technology Sequence



### Pre-Engineering Project Lead the Way Sequence



- To satisfy the Art/Music requirement, **any** student may take Design and Drawing for Production (DDP)
- Students may take the 5-Unit Technology Sequence and reduce the L.O.T.E. requirement for the Advanced Designation on a Regents Diploma
- Students must successfully complete Career Connections I and II to receive 5 Unit Sequence in Tech Ed
- Any student may use Co-Op as a 1 Unit Course to complete the 5 Unit Sequence

## Information Technology/Computer Science Courses

**INTRODUCTION TO COMPUTERS** 1/2 unit (Grades 9 – 12, 1<sup>st</sup> semester)

**Prerequisite: Successful completion 8<sup>th</sup> grade Math and enrollment in 9<sup>th</sup> grade Math**

The goal is to introduce students to the logic of problem solving used by the computer. This course will stress programming style and problem-solving techniques as well as the specific syntax and semantics of scripting languages and markup languages. A current markup language and scripting language will be used. JavaScript is being used to introduce a significant portion of the problem-solving process and to master control structures. Instruction will also include the discussion of computer terminology, hardware, software and the history of computing.

**ADVANCED COMPUTERS** 1/2 unit (Grades 9 – 12, 2<sup>nd</sup> semester)

**Prerequisite: Successful completion of Introduction to Computers and a passing grade on the final exam in Introduction to Computers**

Students' knowledge of programming and problem solving techniques will be extended in this course. This course continues to stress programming style, problem solving strategies and the proper syntax and semantics of current languages. Control structures will be emphasized while object-oriented concepts and basic data structures are used to solve more sophisticated problems.

**JAVA 1 -- PROGRAMMING** 1/2 unit (Grades 10 – 12, 1<sup>st</sup> semester)

**Prerequisite: Successful completion of Advanced Computers and a passing grade on the final exam in Advanced Computers**

The object of this course is to introduce the students to programming using the language selected by the College Board. The College Board administers Advanced Placement (AP) exams that students will be eligible to take after completing three years of computer courses. The language currently being taught is Java. Students will be immersed in the study of object-oriented design and the object paradigm. This course is one of the prerequisites for the Advanced Placement Computer Science course.

**JAVA 2 -- PROGRAMMING** 1/2 unit (Grades 10 – 12, 2<sup>nd</sup> semester)

**Prerequisite: Successful completion of Java 1 and a passing grade on the final exam in Java 1**

Students will further explore the object-oriented paradigm and how to design solutions that involve the interaction of objects defined by programmers. Students will be required to undertake larger and more complex programming projects and should expect to spend a significant amount of time in the computer lab to complete this course successfully. This course is a prerequisite for the Advanced Placement Computer Science Course.

**ADVANCED PLACEMENT COMPUTER SCIENCE A** 1 unit (Grades 11 and 12, Full Year)

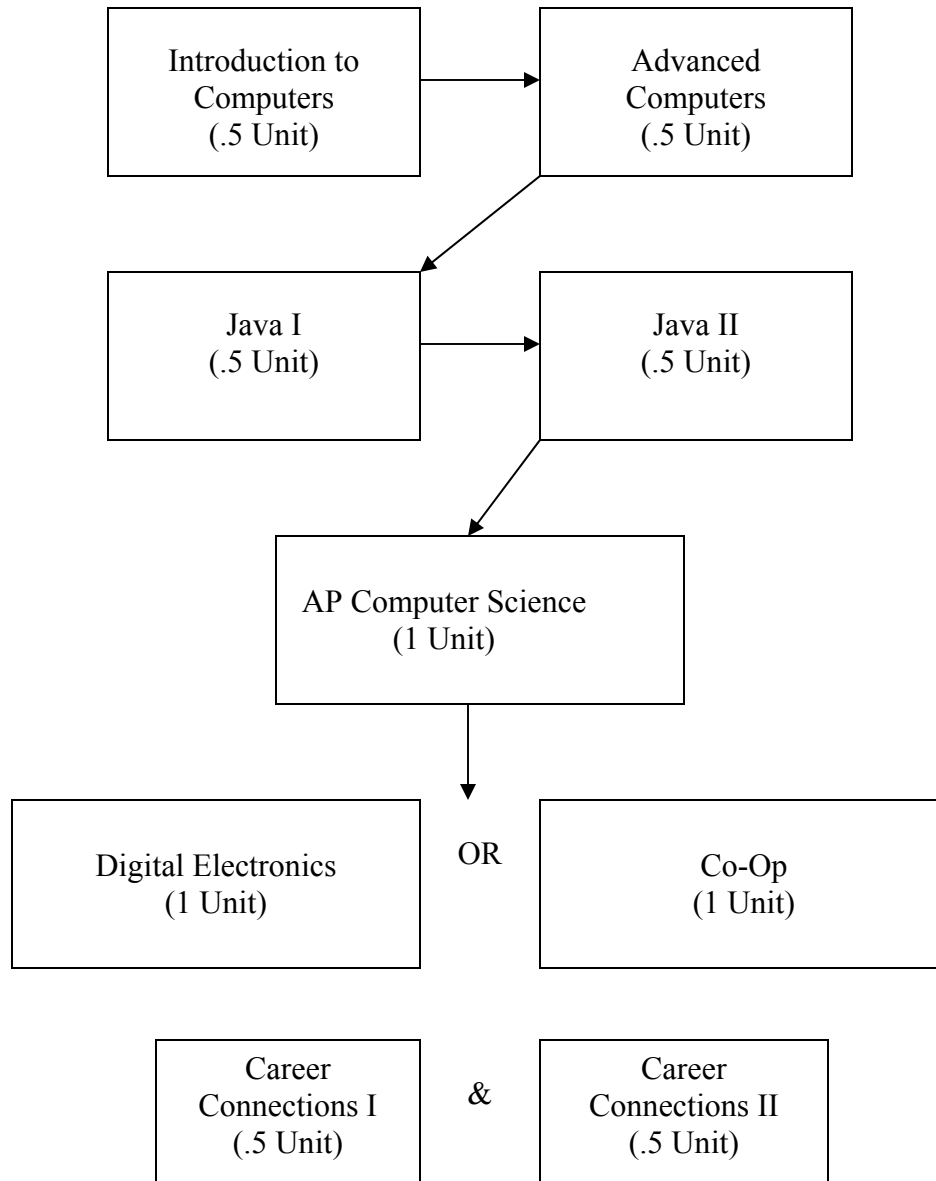
**Prerequisite: Successful completion of Java 2, a passing grade on the final exam in the Java 2**

This course is a study of the science of computing with an emphasis on programming methodology, procedural abstraction, data abstraction, encapsulation, inheritance, algorithms and object-oriented design. The AP Computer Science course and examination will require knowledge of the Java programming language. Projects will emphasize the systematic study of a variety of algorithms and a case study designed by the College Board. All students are expected to take the Computer Science AP examination in May.

# TECHNOLOGY EDUCATION

## 5-unit sequence options for Regents Diploma with Advanced Designation

### Information Technology & Computer Science Sequence



- Students may take a 5-Unit Technology Education Sequence and reduce the L.O.T.E. requirement for the Advance Designation on a Regents Diploma.
- Students must successfully complete Career Connections I and II to receive a 5 Unit Sequence in Tech Ed
- Any student may use Digital Electronics or Co-Op as a 1 Unit Course to complete the 5 Unit Sequence.

## WeMoCo

### Occupational and Technical Center Programs

#### Two-Year Courses

Automotive Collision Repair Technology Automotive Technology Carpentry Commercial Art and Advertising Design Computer Information Systems Cosmetology Electronics and Computer Repair Technology Culinary Arts	Heavy Equipment Operation & Maintenance Industrial/Residential Electricity Precision Machining Printing Technology Outdoor Power & Marine Technology Television & Radio Broadcasting Welding Technology
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#### One Year Courses

Baking Plumbing & Heating Heating & Air Conditioning Systems	Certified Nurse Assistant Dental Assisting	Office Technology Early Childhood Education Floral Design
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#### Other Programs

*Multi-Occupations 1 and 2 years*

Introduction to Automotive Service	Primoe to Personal Services	Primoe to Building Services
Introduction to Building Trades	Introduction to Food Services	Introduction to Business
Introduction to Power Technology		

Enrollment forms and complete course descriptions are available in the Counseling Office.

WeMoCo will be using the vocational assessment and the student's IEP to determine placement.

Students who plan to attend WeMoCo must work with their counselor to ensure all graduation requirements are met.

### NEW VISIONS

#### Unique Senior Year Opportunity

*Action Learning, Community Service, Professional Internships and College Preparation for Motivated Students*

<b>Health</b>	<b>Education</b>	<b>Emerging</b>	<b>Justice</b>
Monroe Community Hospital	SUNY Brockport	SUNY Brockport	County Hall of Justice
Explore Opportunities and Career Networks at:  <i>~hospitals</i>  <i>~outpatient clinics</i>  <i>~health related agencies</i>	Explore Opportunities and Career Networks at:  <i>~area schools</i>  <i>~counseling centers</i>  <i>~community agencies</i>	Explore Opportunities and Career Networks at:  <i>~news agencies</i>  <i>~animal hospitals</i>  <i>~local corporations</i>	Explore Opportunities and Career Networks at:  <i>~family court</i>  <i>~police agencies</i>  <i>~district attorney's office</i>
Areas of Professional Inquiry: Physical Therapist Occupational Therapist Physician's Assistant Nurse Practitioner Physician	Areas of Professional Inquiry: Counselor Elementary Teacher Secondary Teacher Child Psychologist Special Ed. Teacher	Areas of Professional Inquiry: Veterinarian Journalist Communications Business Management Computer Specialist	Areas of Professional Inquiry: Lawyer Drug/Alcohol Counselor Social Worker Police Officer Community Correction

College credit is available through SUNY Brockport, Genesee Community College or Monroe Community College depending on the program chosen. See your Counselor for more information.

# Spencerport High School - Student Course Requests 2007-2008

Student Name: \_\_\_\_\_ Grade Next Year: \_\_\_\_\_

English	Teacher	Science	Teacher	Second Lang	Teacher	Art	Teacher
1091	English I	3091	Earth Science	5201	Spanish I	8091	Studio Art
1091H	English IH	3091C	Earth Science	5202	Spanish II	8092	Art Lives (F/S)
1091C	English I	3091S	Earth Science	5203	Spanish III	8093	Exp. 3rd Dim. (F/S)
1091S	English I	3101	Living Environ.	5204	Spanish IV	8131	St Draw/Paint
1101	English II	3101C	Living Environ.	5205AP	Spanish V AP	8132	Adv Draw/Paint
1101H	English IHH	3101S	Living Environ.	5301	French I	8133	St Graphic Desn
1101C	English II	3111	Theor Chem	5302	French II	8134	Portfolio Dvlp
1101S	English II	3113	Chem Today	5303	French III	8137	B&W Photography
1111	English III	3114	Environ. Science	5304	French IV		
1111H	English IIIH	3114C	Environ. Science	5305AP	French V AP	8135	Concert Band
1111C	English III	3114S	Environ. Science	5401	Amer Sign Lang	8136	Jazz Ensemble
1111S	English III	3141	Food Science	5402	Italian	8137	Concert Choir
1122	English IV	3141C	Food Science	5407	Italian II	8138	Swing Choir
1122AP	English IV AP	3141S	Food Science	5403	German	8139	Voice Class
1122C	English IV	3131	Physics	5408	German II	8141	Music Theory I
1122S	English IV	3121AP	Biology AP	5404	Japanese	8141AP	Music Theory II
1124	English V Journ	3122AP	Chemistry AP	5405	Chinese	8146	Sym Band
1131	ESL-English	31323AP	Physics AP	5406	Arabic	8147	Freshman Chorus
1132	ESL					8148	Music in Lives (F/S)
Social Studies	Teacher	Math	Teacher	Business	Teacher	Physical Educ.	Teacher
2091	Global His/Geo I	4091	Algebra	6101	Career Conn. I	8150	Band I (Sym)
2091H	Global His/Geo I H	4091C	Algebra	6102	Career Conn. II	8151	Chorus I (Fresh)
2091C	Global His/Geo I	4091N	Algebra	6121	Marketing	8154	Band 2 (Concert)
2091S	Global His/Geo I	4091S	Algebra	6122	Prin Mktg (F/S)	8155	Chorus 2 (Concert)
2101	Global His/Geo II	4091X	Algebra X	6123	Sports/Ent Mktg (F/S)		
2101H	Global His/Geo II H	4091XC	Algebra X	6124	E Commerce (F/S)	9144	P.E. 9 - 10
2101C	Global His/Geo II	4091XS	Algebra X	6125	Intnl Bus & Mktg (F/S)	9145	P.E. 11 - 12
2101S	Global His/Geo II	4101	Math II	6131	Accounting	9135	ADP PE
2111	US His/Gov III	4101C	Math II	6132	Adv Accounting		
2111AP	AP Amer/History	4101N	Math II	6133	BF/SCA	3301	Design Drw Prod
2111C	US His/Gov III	4101S	Math II	6136	Business Law	3302	Prin Engineer
2111S	US His/Gov III	4101X	Math II X	6139	EIP	3303	CAD/Prod Draw (F)
2121	PIG (F/S)	4101XS	Math II X	6141	Adv EIP	3304	Architecture (S)
2121C	PIG (F/S)	4101AC	Math II Acc	6149	Comp Key/Comm	3306	Civil Eng & Arch
2121S	PIG (F/S)	4111	Int Alg/Trig	6151	CCF Law (F/S)	3431	Intro Comp (F)
2122	ECO (F/S)	4111C	Int Alg/Trig	6152	Peri/Coll Kybd (F/S)	3432	Adv Comp (S)
2122C	ECO (F/S)	4111S	Int Alg/Trig	6154	CEIP	3433AP	AP Comp Science
2122S	ECO (F/S)	4113	Math III	6155	Multi-media (F/S)	3434	JAVA 1 (F)
2123	Intro Psych(F/S)	4113H	Math III H	6221	Co-op Work Exp	3435	JAVA 2 (S)
2124	Intro Soc(F/S)	4113X	Math III X	6321	Adv. Co-op	3436	Digital Electronics
2126	Adv Psych (F/S)	4121	Math IV				
2127	Current Events(F/S)	4121H	Math IV H	7094	Teen Living	9141	Health (F/S)
2125	S.L.I.P.	4122AP	AP Calc AB	7123	Family Liv (F/S)	9142	Health/Fam/Soc (F/S)
2131	ESL - Global Studies	4123AP	AP Calc BC	7133	CltH&Fash Des(F/S)		
2132	ESL - US History	4124AP	AP Stats	7142	Fd/Ntrn Cre (F/S)	9113	Resource Room
				7143	Grmet Fds (F/S)	9115	Learning Lab
				7144	Child Develop. (F/S)	9929	ELA - AIS
				7147	Child Dev II (F/S)	9931	Math - AIS
				7145	Hse/Env Cre (F/S)	9933	Science - AIS
				7146	Cult & Fd (F/S)	9935	Soc. Studies - AIS
WE-MO-CO				Fam. & Con.Sci.	Teacher	Health	Teacher
W#:							
Course:							

*This form must be signed and returned to your child's first period teacher by Thurs. Feb. 8, 2007*

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

*An unsigned form will imply consent; requests to change will not be considered without extenuating circumstances.*

**Spencerport's Mission:** Our mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.

## ***From the Superintendent***

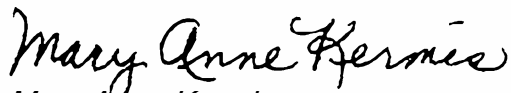
*One of our major tasks as educators and parents today is to guide our children through an education far more rigorous and complex than the education many parents remember.*

*Our mission at Spencerport is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.*

*We value our partnership with parents and the community. Working together, we can provide a world-class education that benefits all students.*

*As I am sure you will agree, parents are our children's first teachers and remain their most important role throughout their lives. So you can see why it is important that we maintain a strong partnership throughout your children's school career.*

*I look forward to working with you as we strive together to ensure the educational excellence for which this district is known.*



*Mary Anne Kermis*

*Superintendent of Schools*

## ***Online Information***

**Spencerport Central School District**

[www.spencerportschools.org](http://www.spencerportschools.org)

**NYS Department of Education**

[www.nysed.gov](http://www.nysed.gov)

**State Assessment Information**

[www.emsc.nysed.gov/ciai/assess.html](http://www.emsc.nysed.gov/ciai/assess.html)

**Workforce Preparation & Continuing Education**

[www.emsc.nysed.gov/workforce/home.html](http://www.emsc.nysed.gov/workforce/home.html)

**Regents Exams Preparation**

[www.RegentsPrep.org](http://www.RegentsPrep.org)

**US Department of Education**

[www.ed.gov](http://www.ed.gov)

**Character Development**

[www.search-institute.org](http://www.search-institute.org)

**Odyssey of the Mind**

[www.odysseyofthemind.com](http://www.odysseyofthemind.com)

**Junior Achievement**

[www.ja.org](http://www.ja.org)

**Lexicon of Learning: Defining Educational Terms**

[www.ascd.org/educationnews/lexicon/lexiconoflearning.html](http://www.ascd.org/educationnews/lexicon/lexiconoflearning.html)

## ***School-Wide Enrichment***

*Enrichment opportunities are provided to inspire and challenge all students. Students' interest, knowledge and creative ideas are expanded through participation in a broad range of curriculum-based learning experiences.*

*Enrichment for all students is provided through differentiated classroom activities and enrichment programs.*





# Core Values

We believe that:

- ❖ everyone has inherent worth;
- ❖ everyone can learn;
- ❖ lifelong learning sustains and enriches the individual, community, and society;
- ❖ each individual is responsible for his/her choices;
- ❖ every individual wants to succeed;
- ❖ respecting diversity affirms individual worth and benefits the community;
- ❖ a sense of belonging is essential to personal well being;
- ❖ when people work together toward a common goal, all things are possible.



# Strategic Objectives

By 2008, each student will:

- ❖ participate continuously, respectfully, and willingly in improving community well-being.
- ❖ demonstrate their love of learning through the passionate pursuit of his/her personal interests.
- ❖ possess the knowledge, skills, and attitudes to meet or exceed expectations as outlined in Spencerport's and New York State's standards.

# SPENCERPORT CENTRAL SCHOOL DISTRICT



**Spencerport High School**

**E.J. Wilson Building**

**2707 Spencerport Road**

**Spencerport, NY 14559**

**585.349.5200**

**[www.spencerportschools.org](http://www.spencerportschools.org)**

The Spencerport School District advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, color, creed or religion, disability, marital status, veteran status, national origin, race or sex. Inquiries regarding this nondiscrimination policy and copies of the grievance procedure for the prompt resolution of complaints may be directed to the Title IX/Section 504 Coordinator, Mr. Michael Crumb, 71 Lyell Avenue, Spencerport, NY 14559.