

LEWISTON-PORTER HIGH SCHOOL

# *CURRICULUM HANDBOOK 2021-2022*

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

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## **A MESSAGE FROM THE PRINCIPAL**

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

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

Academic rigor and innovation remain at the forefront of all curricular and instructional decision making. As a result, the 2021-2022 Curriculum Handbook reflects changes in support of our mission. We have multiple Advanced Placement course offerings that include Art, English, Math, Music, Science, Social Studies and Technology courses. Our partnerships with NCCC and Niagara University continue to support and offer several college-accelerated course offerings. We have the beginning offerings of STEM classes, as well as AIBF. Chinese Language and Culture instruction for the entire 2021-2022 school year will continue.

The goals established for our school are notably rooted in the teaching and learning process and are focused on the areas of literacy, numeracy, and school climate. Coupled with our focus on Middle States objectives, we will be continuing implementation of the Common Core State Standards for Math, ELA, and content area literacy. Success for all students and the belief that we will do whatever it takes to ensure student success continues to be our focus. We ask parents and students to challenge themselves to do their very best and to choose courses that expand the mind and develop future opportunities. Good luck as you choose your path for 2021-2022 and beyond.

Sincerely,

*Bradley W. Rowles*

Bradley W. Rowles  
Principal

**"We are Aiming Higher"**

## INTRODUCTION

This handbook has been prepared to provide you with general information about courses, programs, graduation requirements and resources at Lewiston-Porter High School. Please read it carefully and save it as a reference for the coming year.

Course offerings for the 2021-2022 school year have been reviewed carefully by teachers, counselors and administrators. Our curriculum is aligned to match the requirements mandated by New York State, and designed to meet the needs of all students.

Consider with care the many courses listed in this guide. Read the course descriptions and prerequisites while keeping in mind your abilities, interests and aspirations. Your school counselor will help you select the most appropriate program of studies for next year. Your counselor will also help you develop goals and a career plan to assist you in reaching the new educational standards outlined in this handbook. "Aiming Higher" is the motto of Lewiston-Porter High School. The counselors, teachers, and administrators are committed to helping all students achieve success and become productive citizens of the 21<sup>st</sup> century.

## GUIDELINES FOR PLANNING A PROGRAM OF STUDY

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

After receiving an orientation to the program planning procedure, each student will meet with his/her counselor individually to discuss his/her progress, goals, and post-high school plans. The counselor will help the student plan next year's program of studies to assure that (a) graduation requirements are met, (b) vocational and career training requirements are met, (c) college entrance requirements are met, and (d) students acquire appropriate life skills for the future. Each high school student is required to take a minimum of 6½ units of credit.

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

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

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

## Lewiston-Porter High School Graduation Requirements

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

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

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

### REQUIRED REGENTS EXAMS

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

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

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

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

## CAREER PLANNING AND DEVELOPMENT

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

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

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

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

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

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

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

**SAT Reasoning Test** – The SAT Reasoning Test is a three-hour and 45 minute test that measures critical reading, math, and writing abilities. It is usually taken in the spring of the junior year and/or fall of the senior year.

**SAT Subject Tests** – The SAT Subject Tests are one-hour tests given in specific subject areas and measure accumulated knowledge in those areas. Some colleges require SAT Subject Tests for admissions and/or placement purposes.

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

**ASVAB** – The ASVAB student testing program is an opportunity available to students free of charge. While originally developed for the military, the Armed Services Vocational Aptitude Battery is used in over 15,000 American high schools to test more than one million students per year. We use it as a tool for exploring career interests.

## LEWISTON-PORTER HONORS PROGRAM

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

### LEWISTON-PORTER DIPLOMAS WITH DISTINCTION

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

- Altissimus Distinctus (Highest Distinction) – 100+ grade point average
- Distinctus (Distinction) – 98 to 99.99 grade point average
- Veneration (Honors) – 95 to 97.99 grade point average

### HONORS CERTIFICATE REQUIREMENTS

As part of the Lewiston-Porter Honors Program, any student may earn one or more Honors Certificates. The following indicates the instructional departments, course requirements and required final grade point average for each Certificate area.

<p style="text-align: center;"><b>ART</b></p> <p>Studio in Art Two units of study (Art Electives) Advanced Art (AP)</p> <p style="text-align: center;">92% Average (Unweighted)</p>	<p style="text-align: center;"><b>BUSINESS</b></p> <p>5 Units Required Legal Environment of Business Accounting I Marketing Word Processing (1/2) Microsoft Office XP (1/2) Personal Finance/Investment (1/2) Career Exploration Internship Program (1/2)</p> <p style="text-align: center;">92% Average (Unweighted)</p>	<p style="text-align: center;"><b>ENGLISH</b></p> <p>English 9 (Honors) English 10 English 11 (AP) English 12 (AP)</p> <p style="text-align: center;">98% Average (Weighted)</p>
<p style="text-align: center;"><b>MATHEMATICS</b></p> <p>CC Algebra I Geometry (Honors) Algebra 2/Trig. (Honors) College Level Pre-Calculus (Honors) Calculus (AP) and/or Statistics (AP)</p> <p style="text-align: center;">98% Average (Weighted)</p>	<p style="text-align: center;"><b>MUSIC</b></p> <p>5 Units Required Music Theory I Music Theory II (AP) Music History Band Orchestra Chorus Sr. Choir</p> <p style="text-align: center;">92% Average (Unweighted)</p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>The following four courses: Earth Science (Regents or Honors) Living Environment (Regents) or (Honors) Chemistry (Honors) Physics (Honors)</p> <p>Plus one of the following: AP Biology AP Chemistry AP Physics AP Environmental Science</p> <p style="text-align: center;">92% Average (Unweighted)</p>
<p style="text-align: center;"><b>SECOND LANGUAGE</b></p> <p>French or Spanish I French or Spanish II French or Spanish III College French or Spanish 203 College French or Spanish 204</p> <p style="text-align: center;">92% Average (Unweighted)</p>	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p>Social 9 (Honors) World History (AP) U.S. Hist. &amp; Govt. (AP) U.S. Govt., Politics, &amp; Economics (AP)</p> <p style="text-align: center;">98% Average (Weighted)</p>	<p style="text-align: center;"><b>TECHNOLOGY</b></p> <p>5 credits required The following College Level courses: Design &amp; Drawing for Production* CAM/Robotics* Architectural Drawing* Adv. CAD – Animation*</p> <p>Plus 2 additional credits of Technology Electives</p> <p style="text-align: center;">*NCCC Articulations for College Credit 92% Average (Unweighted)</p>

## GENERAL INFORMATION

### **Grading**

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

### **Weighting System**

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

### **Academic Honors and Awards** (based on weighted grades)

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

### **Class Rank**

Both an unweighted and weighted average will appear on the high school transcript. An unweighted and weighted rank will also be printed. They are both computed at the end of the junior year for college reporting purposes.

### **Procedure for Determining Valedictorian and Salutatorian**

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

### **Guidelines for Dropping a Course**

To add or drop a course, the student should meet with the Counselor to discuss the proposed change. A form citing the reason for the request signed by the parent/guardian is required for all schedule changes. It is imperative that the parent/guardian speak with the teacher as well. To avoid having a course listed on the transcript with a numeric grade, the course **must** be officially dropped as follows:

- One semester course: on or before the third week of school.
- Full-year course: on or before the last day of the sixth week of school.

### **College Level Courses**

Lewiston-Porter offers courses for college credit within the regular high school curriculum. Currently College Spanish and French 203 and 204, as well as Music Theory and Music History, are offered through Niagara County Community College. American Government, Politics, and Economics, Psychology, Public Speaking and Digital Media are offered through Niagara University. Students will take the class at Lewiston-Porter High School and pay a fraction of the college's regular tuition. This will enable students to earn Lewiston-Porter credit as well as 3 credit hours at the respective college for satisfactory completion of the course.

### **Advanced Placement Courses**

Lewiston-Porter offers 17 Advanced Placement courses through the College Board within the regular high school curriculum. These courses include AP Art History, AP 2-D Art & Design or Portfolio/Photography, AP 3-D Art & Design, AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science Principles, AP Drawing, AP English Language and Composition, AP English Literature and Composition, AP Music Theory, AP European History, AP Physics C: Mechanics, AP Psychology, AP Statistics, AP United States Government and Politics, AP United States History and AP World History: Modern. Students will be expected to take the AP exam associated with the course in May, in addition to any Regents exam requirements. The AP exam fee is set by the College Board and is currently \$94 per exam. The exams are scored by the College Board on a 1-5 scale.

## **ATTENDANCE POLICY**

### **Statement of Overall Objectives**

School attendance is both a right and a responsibility. The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for State aid purposes.

### **Responsibilities of Stakeholders**

#### **Responsibilities of School Personnel**

All school personnel will encourage students to be in school every day and staff will maintain accurate attendance records. Attendance office personnel, working with school administration, are responsible for the maintenance of attendance records, notification to parents / persons in parental relation of student absences, and the promotion of good student attendance.

#### **Responsibilities of Parents / Persons in Parental Relation**

Parents/persons in parental relation of student are to call the Attendance Office when their child is absent or tardy. A message can be left on the answering machine by calling the child's school.

#### **Responsibilities of Students**

Students must attend school each day. A student who is absent is to provide a valid written explanation for the absence from his/her parent/ person of parental relation. This is to be given to the appropriate school personnel upon returning. It is the responsibility of the student, working with their teacher, to make up all class work missed. The responsibility lies with the student to contact the teachers to determine what assignments have been missed and when they are due. Failure to make up missed work may negatively impact a student's overall progress or achievement.

### **Description of Strategies to Meet Objectives**

The District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- e) Develop early intervention strategies to improve school attendance for all students.

### **Determination of Excused and Unexcused Absences, Tardiness and Early Departures**

Based upon our District's education and community needs, values and priorities, the District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

### **Student Attendance Recordkeeping/Data Collection**

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

*Attendance shall be taken and recorded in accordance with the following:*

a) For students in non-departmentalized kindergarten through grade eight (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K-12 must be recorded on a subject by subject basis for Teacher of Record Determinations.

b) For students in grades 9 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.

c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

d) In the event that a student at any instructional level from grades K through 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures. A petition to Family Court, or other prescribed intervention strategies may result if a student under 16 years of age continues a poor attendance pattern.

### **Student Attendance/Course Credit**

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are required to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

The Board requires that students attend all scheduled classes every day. For students in grades K – 5, promotion to the next grade may be in jeopardy due to excessive absenteeism. As these students approach 28 days of absence for full year classes, written notification and interventions will be implemented. For students in grades 6 – 12, course credit may be denied if they accumulate 28 absences in a full year course or 14 absences in a half-year course and 10 absences in a 13 week course. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period. However, where a student earns a passing grade, credit will not be denied for the course(s). If a student identified as having a disabling condition by the Committee on Special Education does not meet the attendance requirements, he/she will be referred to the Committee on Special Education (CSE) before any other action is taken.

A student who is absent from school must provide a valid written explanation including date and a specific reason for the absence, signed by a parent / person in parental relation to the Attendance Office when he/she returns. A student who is absent for an appointment is encouraged to be in attendance for as much of the day as possible. ***A student who misses twenty minutes or more of a class period (50% of class time) is considered absent from that class.***

For students in grades 6 – 12, any student with excessive absences in a course may be denied credit for the course. For any absence, it is the responsibility of the student and parent / person in parental relation, working with the classroom teacher, to make up all missed assignments, assessments and class work within a reasonable time. Once a student has reached the maximum days of absence for a class, the teacher will cease to grade any papers from the student. If the teacher continues to collect and grade papers, the student may receive a grade for the course. The teacher should maintain a folder of collected work pending a possible review process. A student who violates the attendance policy must remain in class in order to receive instruction. Once a student in grades 6 – 12 has reached the maximum number of absences, that student must remain in class in order to qualify for admittance to summer school. A student in violation of the attendance policy may be removed for discipline reasons, such as interrupting the learning environment, pursuant to building discipline policy.

For summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

#### **Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit**

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed **prior to the denial of course credit to the student for insufficient attendance**, the following guidelines shall be followed:

- a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.
- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

#### **Notification Process**

**Procedures:** Parents / persons in parental relation will be notified directly by school administration when a student's attendance has exceeded the following schedule:

**Grades K – 5:** Written notification will be given at 7, 14 & 21 absences. Written notification of possible retention will occur at 28 absences. With the progression of written notification, meetings will be established between parents / persons in parental relation and school personnel to discuss and implement strategies up to and including denial of grade level promotion.

**Grades 6 -12: For Full-Year courses**, written notification will be given at 7, 14 & 21 absences. Written notification of loss of credit will occur at 28 absences by certified mail. **For Half-Year (Semester) courses**, written notification will be given at 5 & 10 absences. Written notification of loss of credit will occur at 14 absences by certified mail. **For Thirteen Week courses**, written notification will be given at 4 & 7 absences. Written notification of loss of credit will occur at 10 absences by certified mail.

### **Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse**

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

### **Attendance Incentives**

In order to encourage student attendance, the District will develop and implement grade-appropriate/building-level strategies and programs including, but not limited to:

- a) Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;
- b) Monthly drawings for prizes at each grade level to reward perfect attendance;
- c) Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- d) Grade-level rewards at each building for best attendance;
- e) Classroom acknowledgment of the importance of good attendance (e.g., individual certificates,
- f) Annual poster/essay contest on importance of good attendance;
- g) Assemblies collaboratively developed and promoted by student council, administration, PTA/PTO and other community groups to promote good attendance.

### **Disciplinary Consequences**

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

### **Intervention Strategy Process**

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention

### **Appeal Process**

A parent/person in parental relation may request a building level review of their child's attendance record.

A parent / person in parental relation of a student who is in jeopardy of grade level promotion or has been denied course credit, may file for a case review with an administrator within 5 days of notification of possible retention or loss of credit. Students in grades 9 – 12, in certain instances, may file an appeal on their own behalf. Parents / persons in parental relation and/or students presenting appeals should be prepared with proper documentation. ***Parents / persons in parental relation and/or students in grades 6 –12 will be allowed to file one appeal per school year.***

### **Building Review of Attendance Records**

The Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

### **Annual Review by the Board of Education**

The Board shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

### **Community Awareness**

The Board shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211 and 3213  
8 NYCRR Sections 104.1, 109.2 and 175.6

Adoption Date: 06/06/2017

## STUDENT ATHLETES

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

If you wish to participate in NCAA Division I or II athletics, notify your School Counselor as soon as possible as you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you will also need to be cleared as an amateur student-athlete. Therefore, you will need to register at the NCAA Eligibility Center website: [www.NCAA.org](http://www.NCAA.org).

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

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

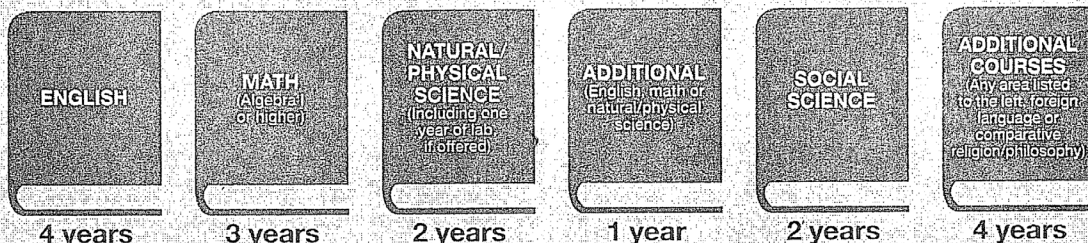


## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:



### FULL QUALIFIER

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

#### Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

#### Academic Redshirt

College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

#### Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

#### International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

[Click here for Division II academic requirements.](#)

### ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.



# Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58

DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	900	68
2.475	910	69
2.450	920	70
2.425	930	70
2.400	940	71
2.375	950	72
2.350	960	73
2.325	970	74
2.300	980	75
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86

ACADEMIC REDSHIRT

\*Final concordance research between the new SAT and ACT is ongoing.

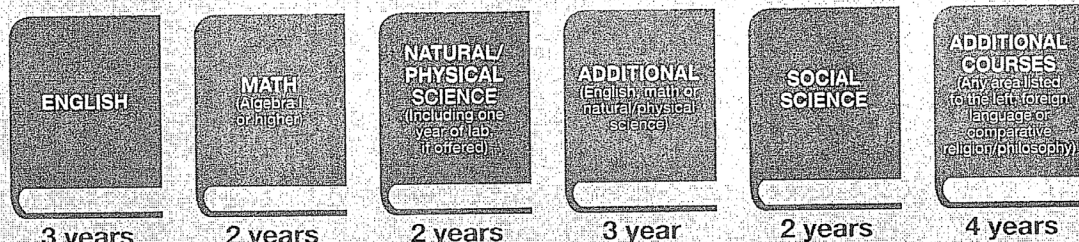
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September 2019

## DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:



### FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

#### Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

#### Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

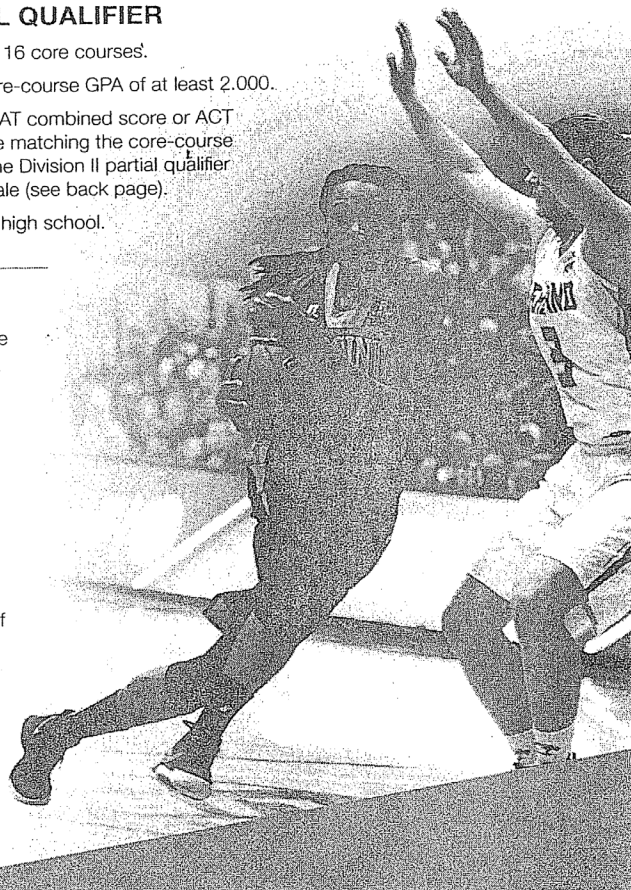
#### Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

#### International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

[Click here for Division I academic requirements.](#)



DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

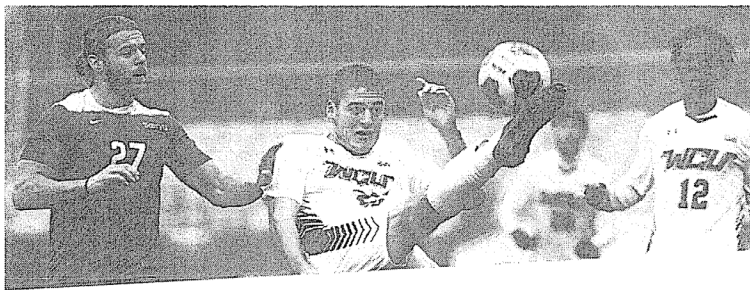
## Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

\*Final concordance research between the new SAT and ACT is ongoing.

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September 2019



## HIGH SCHOOL TIMELINE

### 9<sup>TH</sup> GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/counselist](http://eligibilitycenter.org/counselist).
- Sign up for a free Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA requirements.

### 10<sup>TH</sup> GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

### 11<sup>TH</sup> GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

### 12<sup>TH</sup> GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit

- your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### 10<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### 11<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### 12<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

For more information: [ncaa.org/playcollegesports](http://ncaa.org/playcollegesports) | [eligibilitycenter.org](http://eligibilitycenter.org)

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)

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August 2019

# ART

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

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

## **STUDIO IN ART (6100)**

This course provides an introduction to the elements and principles of design that are used to create a successful composition. A variety of media will be utilized in assignments dealing with two and three dimensions. The assignments will introduce techniques in drawing, painting, ceramics, lettering, sculpture, and printmaking with an emphasis on composition and design. A sketchbook must be maintained with weekly drawing assignments. History, aesthetics, criticism, and production will be included. Students will begin to develop a portfolio.

**Credit: 1 unit (full year course)**

## **CERAMICS (6112)**

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

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

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

## **PRINTMAKING (6126)**

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

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

## **DIGITAL PHOTOGRAPHY (6149)**

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

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

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

### **DRAWING AND PAINTING (6166)**

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

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

### **SCULPTURE (6176)**

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

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

### **PUBLICATION DESIGN (6186)**

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

**Credit:** 1 unit (full year course)

### **ADVANCED PLACEMENT ART DRAWING STUDIO (6252)**

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

Specific requirements include:

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

**Prerequisite:** Studio in Art  
**Credit:** 1 unit (full year course) AP Exam required.  
**Cost:** Fee approximately \$94 – financial aid available to those that qualify.

## **ADVANCED PLACEMENT ART 2-D DESIGN PORTFOLIO (6257)**

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

Specific requirements include:

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

**Prerequisite:** Studio in Art & Drawing and Painting  
**Credit:** 1 unit (full year course) AP Exam required.  
**Cost:** Fee approximately \$94 – financial aid available to those that qualify.

## **ADVANCED PLACEMENT ART 3-D DESIGN PORTFOLIO (6258)**

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

Specific requirements include:

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

**Prerequisite:** Studio In Art  
**Credit:** 1 unit (full year course) AP Exam required.  
**Cost:** Fee approximately \$94 – financial aid available to those that qualify.

## **ADVANCED PLACEMENT ART HISTORY (6259)**

This course is designed to provide the same benefits to secondary students as those provided by an introductory college course in art history; an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works critically, with intelligence and sensitivity, and to analyze what they see. Many colleges and universities offer advanced placement or credit to students who have performed successfully on the AP Art History Examination.

No prior experience in art history is assumed for those students who take the course. Students who have done well in other humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. It is hoped that the experiences of students in the practice of art and in other humanities courses will prove useful in enriching the context of the art history course. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purpose of a program designed to meet college standards.

**Prerequisite:** None  
**Credit:** 1 unit (full year course) AP Exam required.  
**Cost:** Fee approximately \$94 – financial aid available to those that qualify.

## **ADVANCED PLACEMENT ART 2-D PORTFOLIO/PHOTOGRAPHY (6260)**

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

Specific requirements include:

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

**Prerequisite:** Studio in Art and Digital Photography

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

**Cost:** Fee approximately \$94 – financial aid available to those that qualify.

## **COLLEGE LEVEL DIGITAL MEDIA (NUSTEP) (6261)**

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

For a three (3) credit hour Niagara University course, the standard workload is 5x 42 minute periods per week, as well as outside the classroom independent work and study as needed.

**Prerequisite:** Studio in Art (only offered to 11<sup>th</sup> and 12<sup>th</sup> grades)

**Credit:** 1 unit (full year course)

**Tuition:** Niagara University (cost approximately \$250)

## **INDEPENDENT STUDY**

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

## **ART SEQUENCE:**

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

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

# BUSINESS EDUCATION

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

## COLLEGE LEVEL ACCOUNTING (NCCC) (9040)

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

**Credit:** 1 unit  
**Level:** Grades 10-12  
**Prerequisite:** None  
**Fee:** \$237 (\$79/credit=3 credits) Subject to change

## CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP) (9046)

CEIP is an internship program approved by both the NYS Education Department and the NYS Department of Labor. This course requires students to complete a **54 hour** on-site internship experience (**non-paid**) under the supervision of a mentor. *Also required is 27 hours of related classroom instruction however, this requirement can be fulfilled through completion of the Career and Financial Management course.* Internships are available to a student age 16 and above with a strong interest in exploring a particular career field. Once scheduled, the internship coordinator identifies potential internship sites in the student's occupational area and makes a selection. The program is offered throughout the school year and is very flexible to fit the needs of busy student schedules. This course operates like an independent study as it does not take up a period in the student's schedule. *Students can be granted early release from school to accommodate their placement and completion of hours.* Students are placed throughout the WNY area and are **responsible for their own transportation**. This course is taught by a certified internship coordinator. Students will earn half a credit and receive a pass/fail grade upon completion.

**Credit:** ½ unit  
**Level:** Grades 11-12

## GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP) (9048)

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

**Credit:** ½ unit  
**Level:** Grades 12

## MARKETING (9049)

All companies and organizations use marketing to help sell their products and services. In this course, students will have the opportunity to learn about marketing strategies, product development, promotion, pricing, and distribution in a variety of industries including Sports & Entertainment and Hospitality & Tourism. Students will use the **Internet**, **MS Publisher** and **PowerPoint** for the creation of marketing tools. Guest speakers and field trips will enhance the learning process.

**Credit:** 1 unit  
**Level:** Grades 11-12  
**Prerequisite:** None

## WEB DESIGN and MOBILE APP DEVELOPMENT (9060)

Are you looking to develop mobile apps or develop a web page? Web Design and Mobile APP Development is a class that is offered to students who wish to develop, design and publish web pages and learn the basics of Mobile App Development. The course will introduce the methods and techniques of Web page design using HTML and Adobe Dreamweaver software. In addition, students will learn the skills required to design, develop and deploy apps. The course is structured in a hands-on, project-based experience for students.

**Credit:** ½ unit  
**Level:** Grades 9-12  
**Prerequisite:** None

## MS OFFICE (NCCC) (9070)

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

**Credit:** ½ unit/ 3 college credits  
**Level:** Grades 9-12  
**Prerequisite:** None  
**Fee:** \$237 (\$79/credit=3 credits) Subject to change

## LEGAL ENVIRONMENT OF BUSINESS (NUSTEP) (9094)

This exciting course is organized to create an understanding of our legal system and to show respect both for the law and those responsible for enforcing the law. It is designed to develop awareness of one's legal rights and obligations in personal, consumer, and business situations. Some topics include: Criminal, Civil, and Juvenile Justice Systems, contracts, consumer protection, employer-employee relationship, insurance, and real & personal property. Field trips and guest speakers will enhance the learning process in this course. ***This course is offered for college credit through Niagara University.***

**\*This course may be used to earn credit for the 5<sup>th</sup> unit in 5-unit social studies sequence.**

**Credit:** 1 unit/3 college credits  
**Level:** Grades 10-12  
**Prerequisite:** None  
**Fee:** Niagara University (cost approximately \$250)

## **PERSONAL FINANCE AND INVESTMENT (9095)**

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

**Credit:**                 $\frac{1}{2}$  unit  
**Level:**                Grades 11-12  
**Prerequisite:**        None

## **CAREER AND FINANCIAL MANAGEMENT (9140)**

The Career and Financial Management course stresses the effective management of personal, time, and financial resources in our students' futures. Career planning and job searches are integrated with developing the skills employers want. Topics will include interview techniques for college and career, writing a strong resume and college/employment application preparation.

Students will learn how to develop financial responsibility and preparation for their future. Personal budgets, checking and savings accounts, other banking and credit are enhanced by the use of personal computers.

This course is required for any student taking a sequence in Career and Technical Education (CTE). This course is taught by both the Business Department as well as the Technology Department. All students are required to take this course for graduation.

**Credit:**                 $\frac{1}{2}$  unit  
**Level:**                Grades 10-12  
**Prerequisite:**        None

## **INTERNATIONAL BUSINESS (9051)**

International Business is the foundational course for all AIBF members but is open to all students as an elective. Students will learn about the world's marketplaces, cultural influences, legal and political forces, and ethics and social responsibilities of American businesses operating in a global environment. Some of the topics covered include: importing & exporting, national trade policies, international marketing, and human resources management. Guest speakers and field trips to local businesses involved in international business and trade will also be a part of this course.

Students successfully completing this course may be eligible for college credit.

**Credit:**                1 unit  
**Level:**                Grades 10-12  
**Prerequisite:**        None  
**Fee:**                    \$237 (\$79/credit=3 credits) Subject to change

# Academy of International Business & Finance

The Academy of International Business & Finance (AIBF) is a 3-year program designed to provide a challenging and rigorous academic program to students with an interest in international studies. Students must apply and be accepted into the program in their freshmen year and begin Academy coursework in their sophomore year. The Academy is a member of NAF (National Academy Foundation) a national network of education, business and community leaders who work together to ensure that high school students are college, career and future ready. Lewiston-Porter's AIBF is one of fourteen academies in thirteen school districts in Western New York. The following courses are a part of the Academy program at Lewiston-Porter:

## **INTERNATIONAL BUSINESS (9051)**

International Business is the foundational course for all AIBF members. Students will learn about the world's marketplaces, cultural influences, legal and political forces, and ethics and social responsibilities of American businesses operating in a global environment. Some of the topics covered include: importing & exporting, national trade policies, international marketing, and human resources management. Guest speakers and field trips to local businesses involved in international business and trade will also be a part of this course.

Credit:	1 unit
Level:	Grade 10

Students successfully completing this course may be eligible for college credit.

## **CULTURE STUDIES (9052)**

This course is a requirement of the AIBF program. The primary goal of the course is to foster global thinkers. Students will study diverse cultures and cultural protocol from around the world, build visual literacy, and learn greetings and courtesies in multiple target languages. Students will explore cultures through documentaries, research projects, team scavenger hunts, role plays, and guest speakers. Understanding current events is an important part of this course and students will read international newspapers and watch news reports. Some activities include preparing ethnic foods, practicing cultural behaviors, and speaking multiple languages. This intense exploration will enlighten our awareness of our own culture and enrich our understanding of the global community.

Credit:	½ unit
Level:	Grade 12

## **GEOGRAPHY & TRADE (9056)**

This course is a requirement of the AIBF program. Students will learn about the evolving economics of all regions of the world throughout recorded history. The course is divided chronologically into seven sections from 8000 BC to present day. Each section focuses on the most economically powerful regions during that particular time period. Students will learn about what was traded, why it was considered valuable, and the trade routes that were used to trade.

Credit:	½ unit
Level:	Grade 12

## **ACADEMY PORTFOLIO (9044)**

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

Credit:	½ unit
Level:	Grade 12
Fee:	\$15.00 for Portfolio Supplies

## **INTERNSHIP**

Each Academy student must complete a 120-hour, compensated internship in the summer following their junior year. Students will use a resume and interview skills to participate in an interview and will then be offered a position by a sponsor. During the internship, students will use skills learned in the Academy such as computer skills, accounting, presentation skills, researching, etc. to complete work for the sponsor company.

## **ADDITIONAL REQUIRED COURSEWORK**

Additional coursework for the Academy of International Business & Finance includes:

- College Level Accounting\* (Recommended to be taken Grade 11)
- Career & Financial Management (required for all LP students)
- Microsoft Office\* (required for all LP students)
- Public Speaking\* (Recommended to be taken Grade 12)
- LOTE (Language other than English) 2 years (required for all LP students)
- Choice of 1 Elective from the following:
  - LOTE continuation or another language from choice of Spanish, French or Chinese
  - Business Law\*
  - Marketing

(See Business Education, English and Second Language sections for course descriptions)

\*Students successfully completing this course may be eligible for college credit.

## **OTHER REQUIREMENTS**

To further increase cultural awareness, each member of the Academy must participate in an international experience to be approved by the Academy Director. Examples of past experiences are listed below:

- Students can travel internationally through the Lewiston-Porter International Studies program
- Students can host international students visiting Lewiston-Porter from any of our sister schools
- Students can peer mentor international students who are studying and graduating from Lewiston-Porter
- Other experiences to be approved by the Academy Director

# ENGLISH

## **FRESHMAN SEMINAR (ENGLISH 9) (1000)**

Freshman Seminar is a required class designed to provide the foundational skills for subsequent high school English classes, the Regents Exam (administered to students in 11th grade), and college and career readiness. Students read, interpret, and respond in writing to a variety of texts, both fiction and nonfiction, including but not limited to William Shakespeare's *The Tragedy of Romeo and Juliet*, Homer's *The Odyssey*, various short stories, essays, and poems. Research skills and evidence-based writing will also be addressed.

**Credit: 1 unit (40 weeks)**

**Prerequisite: English 8**

## **MULTI-AGE ELECTIVES**

Students in grades 10 through 12 not enrolled in a year-long Advanced Placement English course will have their choice of a 20-week elective for the Fall semester. All electives will be skills-based and prepare students for the English Regents Exam. Students will be able to select a class based on interest. Students enrolled in an Advanced Placement English course may also enroll in an elective if their schedule permits.

### **FRIGHT FICTION (1101)**

Do you enjoy a good scary movie or story? If you do, this is the course for you! This course is intended to be a literary overview of "things that go bump in the night". Expect to read and study short works from Edgar Allan Poe and Stephen King along with Shirley Jackson's novel *The Haunting of Hill House*. Sign up if you dare.....

**Credit: 1/2 unit (20 weeks/First Semester)**

**Prerequisite: English 9**

### **IT'S THE END OF THE WORLD AS WE KNOW IT: DYSTOPIAN AND UTOPIAN LITERATURE (1102)**

Would you want to live in a world where everything was perfect? Most utopian societies are actually dystopian and darker in nature upon second glance. Ray Bradbury's thrilling and thought provoking Science Fiction and Dystopian stories will take center stage in this course through short stories, a novel and film clips. We will study why this genre of literature is so popular with teenagers today and will draw sometimes frightening comparisons to today's society. May the odds be ever in your favor.....

**Credit: 1/2 unit (20 weeks/First Semester)**

**Prerequisite: English 9**

### **WHODUNNIT?: DETECTIVE FICTION AND THE MYSTERY (1103)**

Do you love a good puzzle? Do you enjoy watching a mystery unfold and trying to guess *whodunnit*? Through literature and film, this course will explore the beginnings of detective fiction and delve into the mystery "greats", including Agatha Christie, Sir Arthur Conan Doyle, his famous sleuth Sherlock Holmes and others. Did the butler do it? Sign up to find out.....

**Credit: 1/2 unit (20 weeks/First Semester)**

**Prerequisite: English 9**

### **THE ART OF CONSTRUCTIVE CRITICISM: SATIRE AND MIXED MEDIA (1104)**

Have you ever wondered what lies at the heart of satire? What is the purpose of the well-crafted political cartoon, stand-up comedy routine or situation comedy? This class will examine the history of satire, parody and how it functions as constructive criticism. As we explore the role of satire in mixed media, we will dig deeper to explore how it provides us with insight into our morals and values and presents us with the opportunity to both examine and to change our society as a whole.

**Credit: 1/2 unit (20 weeks/First Semester)**

**Prerequisite: English 9**

## **MAN VS. SUPERMAN: THE GRAPHIC NOVEL (1106)**

Are “Graphic Novels” literature? What exactly is a “Graphic Novel”? Why should I care? In **Man vs. Superman: The Graphic Novel** we look into the long history of sequential art (think “ancient Egypt”), and discuss how comics (single, multi-panel, and graphic novels) have evolved as a legitimate storytelling medium in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Some of the questions we will seek answers to are how comics help tell the story of the immigrant experience, how comics reflect societal fears and hopes, and how comics address cultural and societal change. Along the way we will read excerpts from Scott McCloud’s *Understanding Comics*, as well as the work of seminal creators such as Stan Lee, Siegel and Shuster, Kane and Finger, Frank Miller and Alan Moore. So, whether you love comics or just a great story, come join us as we travel “Up, up and away” in our search for “Truth, Justice and the American Way”.

**Credit: 1/2 unit (20 weeks/First Semester)**

**Prerequisite: English 9**

## **WRITER’S NOTEBOOK/SHAKESPEARE EXPERIENCE (1303)**

This is a required second semester course for all students in grades 10 through 12 who are not enrolled in an Advanced Placement English course and will consist of two parts: Writer’s Notebook and the Shakespeare Experience. Writer’s Notebook is a 10-week exploration of the writing process, to include writing in various tasks outside of the traditional academic writing format. The Shakespeare Experience is a 10-week unit in which all students will study the same Shakespearean play.

**Credit: 1/2 unit (20 weeks/Second Semester)**

**Prerequisite: English 9**

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION/NCCC (PENDING APPROVAL) (1220)**

The focus of our AP English Language and Composition curriculum is to help students become “skilled readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes” (College Board, AP Language Course Description). With that in mind, students can expect to read and respond to a variety of texts, examining each for the author’s purpose, meaning, tone, and rhetorical strategy.

Our readings will be culled from various sources: non-fiction (both biography and essay); fiction (both long and short); and drama (from Shakespeare to Arthur Miller). Students can also expect to write often for a variety of purposes, such as exposition, analysis and argument.

The AP English Language and Composition course stands in place of a first-year college composition course. Successful completion of this course, and a favorable score on the AP Language and Composition exam at the end of the year, may exempt participating students from freshman college English. Because of this, students can expect a high level of rigor in both reading and writing in the course.

**Credit: 1 unit (40 weeks)**

**Prerequisites: Admission to the program is by application and includes a recommendation from the student’s previous English teacher and counselor.**

**Exam: AP Exam is required.**

**Fee: Approximately \$94 – financial aid available to those that qualify.**

## **ADVANCED PLACEMENT LITERATURE AND COMPOSITION/NCCC (PENDING APPROVAL) (1320)**

This course is comparable to freshman college English literature and prepares students to take the Advanced Placement English Literature and Composition examination given in May of each year. If the AP exam score warrants such a decision, participating students may be exempt from freshman college English or may be placed in an advanced group depending on the policy of the specific college. This course develops a student’s writing ability and a sense of what constitutes good style and expression. A thorough study of denotation, connotation, imagery, figurative language, tone, etc. made, through interpretation and evaluation of prose and poetry. Also, individual research projects involving the study of novelists and their works are included.

**Credit: 1 unit (40 weeks)**

**Prerequisites: Admission to the program is by application and includes a recommendation from the student’s previous English teacher and counselor.**

**Exam: AP Exam is required. Fee approximately \$94 – financial aid available to those that qualify.**

## **PUBLIC SPEAKING (NUSTEP) (1480)**

\*This course is one of the semester-long electives offered but is only available to 12th graders as it is a class offered through Niagara University for college credit. It does not prepare students for the English Regents Exam.

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

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

Public speaking is one of the top-rated fears among most people. Ultimately this course will provide students with the knowledge that will be useful in postsecondary education and/or their future livelihood. Students will be trained on how to deliver an effective message to a particular audience with confidence and enthusiasm. This course is one of the electives to choose from for 12<sup>th</sup> English credit. Students are able to earn three college credits through Niagara University (NUSTEP).

<b>Prerequisite:</b>	<b>Two credits of high school English and a passing score on the English Regents exam.</b>
<b>Credit:</b>	<b>1/2 unit (20 weeks) from Lewiston-Porter/3 college credits from Niagara University</b>
<b>Tuition Cost:</b>	<b>Approximately \$250</b>

## **READING LAB/ACADEMIC INTERVENTION SERVICES (1502)**

*\*Students do not earn a credit for this class as it is a course for remediation.*

This class is an opportunity for remediation intended to improve reading and writing skills. The course may be mandated for students who fall below the state standard on the eighth grade English Language Arts exam and/or the AIMSWeb test administered in ninth grade. Eleventh grade students who have failed the Regents Exam in January, June, or August may also be assigned to this class. Additionally, a student may be placed in AIS on the recommendation of a classroom teacher, by personal request, or by parent request. The goal of the class is preparation for the English Regents exam and strengthening of reading and writing skills in English classes and across the curriculum.

# HEALTH

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

## **Health 10 (4510)**

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

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

1.	Wellness	<u>Skills:</u>
2.	Mental Health	Self- Management
3.	Nutrition and Physical Fitness	Relationship Management
4.	Alcohol, Tobacco and Other Drugs	Stress Management
5.	Family Life/Sexual Health	Communication
6.	HIV/AIDS	Decision Making
7.	Unintentional Injury	Planning and Goal Setting
8.	Other Required Health Areas (Cancer, First Aid, Environment)	Advocacy
9.	Violence Prevention	

**Credit:** 1/2 unit  
**Grade Level:** Grade 10 only

## **Lifeguarding, CPR for the Professional Rescuer, and First Aid: Responding to Emergencies (4511)**

The purpose of the American Red Cross Lifeguarding, CPR/AED for the Professional Rescuer, and Responding to Emergencies course is to provide participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries such as burns and bleeding as well as sudden illnesses until emergency medical services personnel take over. This program also emphasizes prevention of injuries and illness, with a focus on personal safety and health.

To enroll in this course students must be at least 15 years old by the last day of the course as the American Red Cross will not issue Lifeguarding Certificates to students under age 15. Three certificates (Lifeguarding, CPR/AED for the Professional Rescuer, and Responding to Emergencies) will be issued to students upon successful completion of this course. To pass the course and earn the American Red Cross Certifications, students must participate in all skill sessions/drills, activities and scenarios, demonstrate competency in all required skills and scenarios, and pass the final written exams with a minimum grade of 80 percent.

**Credit:** ½ unit – Health/Physical Education Elective (Does not replace Health or 4 years of Physical Education)  
**Grade Level:** 10, 11 or 12

# MATHEMATICS

## CC ALGEBRA 1 (with lab) (3002)

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

<b>Final Exam:</b>	<b>CC Algebra 1 Regents Exam</b>
<b>Credit:</b>	<b>1 unit of math credit</b> <b>½ unit of general graduation credit</b>
<b>Prerequisite:</b>	<b>Maintain a 70% or higher average in 8<sup>th</sup> grade math and 65% or higher on 8<sup>th</sup> grade final exam.</b> <b>*Students that do not meet these requirements are encouraged to enroll in Introduction to Algebraic Concepts (3019)</b>

## INTRODUCTION TO ALGEBRAIC CONCEPTS (3019)

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

<b>Final Exam:</b>	<b>Local final exam in June</b>
<b>Credit:</b>	<b>1 unit</b>

## CC GEOMETRY (with lab) (3210)

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

<b>Final Exam:</b>	<b>CC Geometry Regents in June</b>
<b>Credit:</b>	<b>1 unit of math credit</b> <b>½ unit of general graduation credit</b>
<b>Prerequisite:</b>	<b>Passing of CC Algebra 1</b>

## CC GEOMETRY (H) (3215)

The concepts taught in Geometry are further explored to develop a greater depth of understanding and a higher level of mastery. Students will use a graphing calculator.

**Final Exam:** CC Geometry Regents Exam

**Credit:** 1 unit of math credit

**Prerequisite:** Teacher recommendation and Passing of CC Algebra 1 and CC Algebra 1 Regents Exam with an 80% or higher

## CC ALGEBRA 2 (H) (with lab) (3230)

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

- 1) Polynomial, Rational, and radical Relationships: Students focus on properties of operations, particularly the distributive property, identifying zeroes of polynomials, including complex zeroes of quadratic polynomials, and make connections between zeroes of polynomials and solutions of polynomial equations.
- 2) Trigonometric Functions: Students build on their previous work with functions and on their work with trigonometric ratios and circles in Geometry. Students now use the coordinate plane to extend trigonometry to model periodic phenomena.
- 3) Modeling with Functions: Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions. They identify appropriate types of functions to model a situation and compare models by analyzing appropriateness of fit.
- 4) Inferences and conclusions from Data: Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data – including sample surveys, experiments, and simulations – and the role that randomness and careful design play in the conclusions that can be drawn.

The Mathematical Practice Standards apply throughout each unit.

This course meets for double periods on alternate days, offering time for additional practice, review, and exploration.

**Final Exam:** CC Algebra 2 Regents in June

**Credit:** 1 unit of math credit

$\frac{1}{2}$  unit of general graduation credit

**Prerequisite:** Passing of CC Geometry and CC Geometry Regents Exam

## CC ALGEBRA 2 (H) (3235)

The concepts taught in CC Algebra 2 are further explored to develop a greater depth of understanding and a higher level of mastery. Students will use a graphing calculator. This class is an Honors level class for students who have shown mastery in Algebra and Geometry. The CC Algebra 2 curriculum will be covered at the highest level of rigor to prepare students not only for the Regents exam but also for preparing students for AP level math courses. Students passing the course and the Regents Exam will have completed the Math requirements for an Advanced Regents diploma.

**Final Exam:** CC Algebra 2 Regents in June

**Credit:** 1 unit of math credit

**Prerequisite:** Teacher recommendation and Passing of CC Geometry and CC Geometry Regents Exam with an 80% or higher.

### **PRE-CALCULUS (3400)**

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

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

<b>Final Exam:</b>	<b>Local exam in June</b>
<b>Credit:</b>	<b>1 unit of math credit</b>
<b>Prerequisite:</b>	<b>Passing of CC Algebra 2 and CC Algebra 2 Regents Exam</b>

### **COLLEGE PRE-CALCULUS (H) (3410)**

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

<b>Final Exam:</b>	<b>Local exam in June</b>
<b>Credit:</b>	<b>1 unit of math credit (Lewiston-Porter)</b> <b>3 units (NCCC) – optional – Fee approximately \$237</b>
<b>Prerequisite:</b>	<b>Teacher recommendation and passing of CC Algebra 2 and CC Algebra 2 Regents Exam</b>

### **ADVANCED PLACEMENT CALCULUS (3450)**

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

<b>Final Exam:</b>	<b>AP Exam in May is required (Fee required by Educational Testing Services.) Local Exam in June.</b>
<b>Credit:</b>	<b>1 unit of math credit</b>
<b>Prerequisite:</b>	<b>Admission to the program is by application and includes recommendation from the Math Department and counselor. Student must have passed College Pre- Calculus (H) with at least a 75%.</b>
<b>Fee:</b>	<b>A fee of approximately \$94 is required in order to take the AP exam. Financial aid for the AP exam is available to those that qualify.</b>

### **INTEGRATED ANALYTICAL MATH (3500)**

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

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

## **ADVANCED PLACEMENT/COLLEGE LEVEL STATISTICS (NUSTEP) (3600)**

Advanced Placement Statistics is a full-year course designed to prepare students to take the AP Statistics examination. Students can earn college credit through the AP College Board by passing the AP Exam or through Niagara University by the taking the course through their dual enrollment program called NUSTEP. Students must choose at least one of these options. The use of statistics is important and relevant in our society. Nearly as many college students are required to take a statistics course as are required to take a course in calculus. Students interested in fields such as psychology, business, or health/medicine should consider enrolling in this course. For success in this college-level course, a high level of motivation and self-discipline are demanded. Projects are an integral part of the course. Major parts of the curriculum are concerned with exploring data, planning studies, anticipating patterns, and drawing statistical inferences. Students will use a graphing calculator. Students may have the option of taking this course for college credit.

<b>Final Exam:</b>	<b>AP Exam, NUSTEP Exam, or both exams in May are required. AP fee is approximately \$94 – financial aid available to those that qualify.</b>
<b>Credit:</b>	<b>1 unit of math credit 3 college credits from Niagara University – tuition cost is approximately \$250.00</b>
<b>Fee:</b>	<b>AP fee is approximately \$94*. NUSTEP courses are \$75 per credit hour with a \$25 non-refundable Registration fee per course (this course is three credit hours or \$250*) - *financial aid available to those that qualify.</b>
<b>Prerequisite:</b>	<b>Teacher recommendation and passing of CC Algebra 2 with at least 75% and passing of CC Algebra 2 Regents exam.</b>
<b>Note:</b>	<b>Students may enroll in both AP Statistics and another math course (AP Calculus, Pre-Calculus or College Pre-Calculus (H))</b>

# Music

## MUSIC THEORY I (7500)

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

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

<b>Credit:</b>	<b>1 unit (40 weeks) (Lewiston-Porter)</b>
	<b>3 units (40 weeks) (NCCC) - optional</b>
<b>Fee:</b>	<b>Approximately \$200 NCCC</b>

## ADVANCED PLACEMENT MUSIC THEORY (7502)

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

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

This course is offered every other year.

<b>Credit:</b>	<b>1 unit (40 weeks)</b>
<b>Exam:</b>	<b>AP Exam is required. Cost is approximately \$94 – financial aid available to those that qualify.</b>
<b>Prerequisite:</b>	<b>Music Theory I</b>

## MUSIC HISTORY (7501)

Our Music History course takes a look at the wide variety of music available today and asks the question, "How did we get here?" The goal of the course is to look at the history and development of music over time. Who influenced who? What was considered "good" music at different points in history and why? How did historical events, politics, and the economy play into what music sounded like? Besides the present day, we will examine music from various historical periods: the Middle Ages, Renaissance, Baroque, Classical, and Romantic. No musical experience is necessary and it is open to students in all grades. If you are a history buff, this course would be especially interesting to you as we look at European, American, and World history through a very different lens. This course is taught in conjunction with Niagara County Community College's College Acceleration Program and students have the option of taking the course for college credit. Students who successfully complete this course will receive three college credits that will transfer to most higher education institutions.

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

<b>Credit:</b>	<b>1 unit (40 weeks) (Lewiston-Porter)</b>
	<b>3 units (40 weeks) (NCCC) - optional</b>
<b>Fee:</b>	<b>Approximately \$200 NCCC</b>

## **CONCERT BAND (7505)**

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

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

## **STRING ORCHESTRA (7510)**

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

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

## **MEN'S CHOIR (7517)**

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

**Credit:** 1 unit (40 weeks)

## **WOMEN'S CHOIR (7525)**

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

**Credit:** 1 unit (40 weeks)

## **MUSIC HONORS – CONCERT BAND (H) – 7506      CHOIR (H) – 7516      ORCHESTRA (H) – 7511**

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

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

# PHYSICAL EDUCATION

## PHYSICAL EDUCATION REQUIREMENT

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

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

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

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

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

Aerobics	Fencing	Pickleball	Tae Bo
Archery	Fitness	Recreational Water Games	Team Handball
Badminton	Flag Football	Snorkeling/Survival Swim	Tennis
Basketball	Floor Hockey	Soccer	Volleyball
Bowling	Frisbee Games	Softball	Water Aerobics
Canoeing	Lacrosse	Speedball	Water Fitness
Cooperative Games	Orienteering	Table Tennis	Water Games
Disc Golf	Outdoor Recreational Games	Track & Field	Water Polo
			Weight Training

**Credit: 1/2 unit (40 weeks)**

**P.E. 9/10 (8715)**

**P.E. 11/12 (8775)**

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

Students in 9<sup>th</sup> and 10<sup>th</sup> grades will be team taught the first 10 weeks; then will rotate weeks, 20, 30 and 40 to take classes from each physical education instructor.

Students in 11<sup>th</sup> and 12<sup>th</sup> grades will be team taught the first 10 weeks; then may choose ten-week units that are available on a rotating basis.

All grade levels must complete one swim unit each year.

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

Visit the High School PE web page @ [www.lew-port.com](http://www.lew-port.com) for further details about the Physical Education curriculum, policies, and procedures.

# SCIENCE

## THE PHYSICAL SETTING/EARTH SCIENCE (Regents) (Grade 10, 11 or 12) (4010)

The Regents Earth Science program presents a course of study designed to encourage students to learn about their world by experiencing it first-hand. Earth Science is one of the most relevant disciplines students can undertake. It is through a study of Earth Science that students begin to understand the world around them and the forces responsible for the changes that they experience. It is also through the study of Earth Science that the delicate balance of nature on our planet can be understood and appreciated. Students should be led to view the Earth as a home with limited resources and limited ability to recover from abuse.

During our course of study, students will engage in activities that include: analysis, inquiry, design, information systems, mathematics, technology, and problem solving. As a result, students will experience an integration of scientific fact with the attitude formation necessary for the development of an informed, scientifically literate population.

Major areas to be covered:

The Earth Structure	Meteorology
Minerals and Rocks	The Water Cycle and Climate
The Dynamic Crust	Earth in Space
Weathering, Erosion, and Deposition	Oceanography/Coastal Processes
Earth History	Glacial Processes

The laboratory program is a **PRE-REQUISITE FOR ADMISSION TO THE FINAL EXAM**. The student must complete all lab activities assigned **AND** submit a satisfactory written report for the laboratory experiences.

The Laboratory Practical Test will be given in May or June prior to the written final exam.

<b>Prerequisite:</b>	<b>The successful completion of Living Environment/Biology Regents Exam</b>
<b>Final Exam:</b>	<b>Regents</b>
<b>Credit:</b>	<b>1 unit (40 weeks) Regents</b>

## THE PHYSICAL SETTING/HONORS EARTH SCIENCE (4013) (Grades 9,10)

The honors section of Earth Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth Science, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged.

During our course of study, students will engage in activities that include: lectures, Google Slide presentations, labs, videos, computer simulations, projects, online use of Google Earth and other websites accessible with the Chromebook. Students will be evaluated by unit tests and quizzes, graded lab quizzes, written work, mid-year exam and the Regents final exam.

The laboratory program (20-30% of instruction) is a **PRE-REQUISITE FOR ADMISSION TO THE FINAL EXAM**. The student must complete all lab activities assigned **AND** submit a satisfactory written report for the laboratory experiences.

The laboratory Practical Test will be given in May or June prior to the written final exam.

<b>Prerequisite:</b>	<b>The successful completion of Living Environment/Biology Regents Exam</b>
<b>Final Exam:</b>	<b>Regents</b>
<b>Credit:</b>	<b>1 unit (40 weeks) Regents</b>

## THE LIVING ENVIRONMENT/BIOLOGY (Grade 9) (4110)

Science relies on logic and creativity. It's a way of knowing; an intellectual and social process that applies human intelligence to the explanation of how the world works. Scientific explanations are developed using both observations (evidence) and what people already know about the world (scientific knowledge). All scientific explanations are tentative and subject to change. Understanding the scientific view of the natural world is an essential part of personal, societal, and ethical decision making.

The intent of this course is to provide students with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations.

Students, upon completion of this course, will be able to hypothesize, interpret, evaluate, and apply their scientific knowledge and skills to real-world situations.

The basic core units are:

- Unit I – Similarities and Differences Among Living Organisms** – Characteristics of life, Cells, Single-celled vs. Multi-celled organisms
- Unit II – Homeostasis in Organisms** – Biochemical processes, Feedback and homeostasis, Disease
- Unit III – Genetic Continuity** – Heredity and genes, Genetic code, Genetic engineering
- Unit IV – Reproduction and Development** – Types of reproduction, Cell division, Human reproduction and development, Reproductive technology
- Unit V – Evolution** – Theory of evolution, Mechanics of evolution, Patterns of change
- Unit VI – Ecology** – Organisms and their environment, Population interactions, Energy flow in ecosystems, Diversity benefits life, Environmental changes
- Unit VII – Human Impact on Ecosystems** – Need for awareness, Our environment, People and the environment, Impact of technology, Individual and societal actions

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

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

### Laboratory Requirement:

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

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

**Final Exam:** Regents Exam  
**Credit:** 1 unit (40 weeks)  
**Double period laboratory session**

## THE LIVING ENVIRONMENT/BIOLOGY (HONORS) (Grade 9) (4112)

The honors section of The Living Environment is an enriched level that can be taken as an option instead of the standard Living Environment course. The honors class covers all of the content covered in The Living Environment, with the addition of higher level vocabulary and a more thorough exploration into the life sciences.

The core units for the course include all of the units from The Living Environment, covered in greater detail. Additional core units include:

- Human Anatomy and Physiology** – An in-depth look at the workings of the human body
- Plant Structure and Function** – Differences between plants and animals will be explored in this botany unit
- Classification of Diverse Life Forms** – Making sense of the way that scientists organize life forms into groups for study
- Scientific Research** – Using the scientific method and modern lab techniques to give students a research lab experience

This course is intended for anyone who wishes to pursue a field of employment in the biological sciences, or is simply looking to learn more about the living world around them. This course is an excellent preparation for any student who plans to take Advanced Placement Biology as a Junior or Senior, and is highly recommended for those students.

**Final Exam:** Regents Exam  
**Credit:** 1 unit (40 weeks)  
**Double period laboratory session**

## **ADVANCED PLACEMENT BIOLOGY (Grade 11 or 12) (4130)**

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

The aim of this course is to achieve the following:

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

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

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

**Prerequisite:** The successful completion of The Physical Setting/Chemistry and Physics Regents Exams

**Exam:** AP exam required (fee approximately \$94 - financial aid available to those that qualify)

**College Credit:** 3 units possible with score of 3, 4, or 5 on AP exam given in May (depending on policy of individual colleges).

**Credit:** 1 unit (40 weeks)

Double period laboratory session

## **GENERAL CHEMISTRY (Grade 11 or 12) (4206)**

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

**Final Exam:** Local

**Credit:** 1 unit (40 weeks)

**Prerequisite:** The successful completion of Physical Setting/Earth Science and Living Environment/Biology.

Laboratory requirement:

1. Laboratory experience in addition to class time is required.
2. Written lab reports will indicate if lab requirement has been met by the student.

## **THE PHYSICAL SETTING/CHEMISTRY (Regents) (Grade 11 or 12) (4210)**

In The Physical Setting/Chemistry, students will be able to understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Chemistry Core Topics:

1. Atomic Concepts
2. Periodic Table
3. Moles/Stoichiometry
4. Chemical Bonding
5. Physical Behavior of Matter

6. Kinetics/Equilibrium
7. Organic Chemistry
8. Oxidation-Reduction
9. Acids, Bases and Salts
10. Nuclear Chemistry

Laboratory requirement:

3. 1200 minutes of a passing laboratory experience in addition to class time is required for admission into the Regents Chemistry examination.
4. Written lab reports and teacher kept time logs will indicate if lab requirement has been met by the student.

Regents Exam:

1. Part A: Content based multiple choice questions.
2. Part B: Content and skills based questions, multiple choice or open ended questions, assessing the students' ability to apply, analyze, synthesize and evaluate material.
3. Part C: Content, skills and their application will be assessed with open ended items requiring students to apply their knowledge of content and skills in real-world situation.
4. Part D: Laboratory performance.

**Credit: 1 unit (40 weeks)**

**Prerequisite: The successful completion of two Math credits, a passing grade on the Physical Setting/Earth Science and the Living Environment/Biology Regents exams.**

### THE PHYSICAL SETTING/CHEMISTRY (HONORS)(Grade 10/11/or 12) (4216)

The honors section of The Physical Setting/Chemistry is an enriched level that can be taken as an option instead of the standard Chemistry course. The honors class covers all of the Regents Chemistry content, with the addition of higher level material geared as a suggested prerequisite to the Advanced Placement Chemistry course.

Chemistry Core topics are the same as the Regents course but covered in more depth as this is considered to be a preparatory course for students interested in taking AP chemistry.

Laboratory requirement:

1. 1200 minutes of laboratory experience, in addition to the class time, is required for admission into the Regents Chemistry Examination. Laboratory will be more rigorous than non-honors chemistry, with written laboratory reports and time log requirements.

**Credit: 1 unit (40 weeks)**

**Prerequisite: The successful completion of two Math credits (special attention for algebraic skills) and a mastery grade on both of the Physical Setting/Earth Science and the Living Environment/Biology Regents exams.**

### ADVANCED PLACEMENT CHEMISTRY (4230)

The course is designed to prepare students to take the Advanced Placement chemistry exam. University level work is expected and the class sessions emphasize problem solving. A college level textbook and laboratory experiences are used in the course. Access to web-based program: [www.myap.collegeboard.org](http://www.myap.collegeboard.org) will be mandatory for exam registration and material used in the classroom.

The course will cover the 6 Big Ideas (CR2):

1. Structure of matter (CR3a)
2. Properties of matter-characteristics, states and forces of attraction (CR3b)
3. Chemical reactions (CR3c)
4. Rates of chemical reactions (CR3d)
5. Thermodynamics (CR3e)
6. Equilibrium (CR3f)

Laboratory: 25% of instruction time (CR5a)

- Laboratory rubric is the grading system used to determine the mark for lab work.
- Lab topics (CR5b) including 6 inquiry-based lab topics (CR6) which are listed in the objectives.

*Time Requirement:* Students will spend at least one double period (80 minutes) a week in the lab to complete the suggested hands-on laboratory assignments.

*Laboratory Reports:* Each student is expected to keep a portfolio of the laboratory reports for each lab completed during the year. Each lab in the lab portfolio will be graded. It is important to note that many universities and colleges will request to see the lab portfolio when considering whether or not AP chemistry credit is granted.

**Exam:** AP Exam required (fee approximately \$94 - financial aid available to those that qualify)  
**Credit:** 1 unit (40 weeks)  
**Prerequisite:** The successful completion of The Physical Setting/Earth Science, Living Environment/Biology, Physical Setting/Chemistry Honors and Regents Physics or Honors Regents Physics are recommended; and the successful completion of two Math credits.

#### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (Grade 11 or 12) (4330)**

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems, and to examine alternative solutions for resolving and/or preventing them. In addition to studying issues of past, present and future, this class will also explore tools for effective environmental change and expose you to direct hands-on experience of science in the environment.

This course is comprised of 6 units. The 6 units are subdivided into chapters and topic lessons. Each unit contains lectures, multimedia presentations, readings, class assignments, lab activities, required homework and assessments. Field trips will be necessary to complete some of the lab activities.

**Exam:** AP Exam required (fee approximately \$94 – financial aid available to those that qualify).  
**Credit:** 1 unit (40 weeks)  
**Prerequisite:** The successful completion of The Physical Setting/Earth Science, Living Environment/Biology, Physical Setting/Chemistry and CC Algebra

#### **APPLIED PHYSICS (4405)**

This course in physics is an elective for students in grades 11-12. The perspective is that of a non-scientist who wants to gain an appreciation for all that takes place in the physical world we live in. Prerequisites for this course include Physical Setting/Earth Science and Living Environment. The emphasis for this course will be hands on learning, including interesting labs and projects (egg drop, roller coasters, electric motors/generators, etc.). We will also make use of the Internet to explore the concepts of physics and recent developments in the applications of physics. Unit topics for study include classical mechanics, electricity and magnetism, waves and optics, and modern physics. We will apply what we learn to interesting topics including roller coasters and amusement park rides, toys, the northern lights, stars and planets, movies, fiber optics, rainbows, collisions and explosions, black holes, and much more.

**Prerequisite:** The successful completion of Physical Setting/Earth Science and Living Environment/Biology  
**Final Exam:** Local  
**Credit:** 1 unit (40 weeks)

#### **THE PHYSICAL SETTING/ PHYSICS (Regents) (Grade 11 or 12) (4410)**

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

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

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

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

## **THE PHYSICAL SETTING/PHYSICS (HONORS) (Grade 11or 12) (4416)**

The honors section of The Physical Setting/Physics is an enriched level that can be taken as an option instead of the standard Physics course. The honors class covers all of the Regents Physics content, with the addition of higher level material.

Physics Core topics are the same as the Regents course but covered in more depth.

Laboratory requirement: 1200 minutes of laboratory experience, in addition to the class time, is required for admission into the Regents Exam. Laboratory will be more rigorous than non-honors chemistry, with laboratory notebook and time log requirement.

**Credit:** 1 unit (40 weeks)  
**Prerequisite:** Scoring mastery on the Regent Chemistry Exam.

## **ADVANCED PLACEMENT PHYSICS C: MECHANICS (4429)**

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

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

**Examination:** AP Exam required (fee approximately \$94 – financial aid available to those that qualify)  
**Credit:** 1 unit (40 weeks)  
**Prerequisite:** Students must have completed Regents Physics and be concurrently registered in AP Calculus

## **METEOROLOGY (4420)**

This course in weather forecasting is an elective for students in Grades 11-12. Our perspective is that of the non-scientist who wants to gain an appreciation for all that takes place in the atmosphere around us.

The emphasis is on watching the sky, learning about basic atmospheric processes and understanding television weather casts. We operate our own weather station, as well as visit the ones at the National Weather Service and Channel 4. We use the Accu-Weather Interactive Database to get weather information both for labs and to learn how to forecast. Some of the topics covered are: the basic causes of weather, what causes the wind, storms, fronts, rain, snow, thunderstorms, tornadoes, hurricanes, sky watching and weather forecasting

**Credit:** 1 unit (40 weeks)  
**Prerequisite:** The successful completion of The Physical Setting/Earth Science, Living Environment/Biology and Physical Setting/Chemistry

## **ASTRONOMY (4423)**

This course is an elective for students in Grades 11-12. Astronomy is the study of the universe above the Earth's atmosphere. In this course, students will study stars, motions of the sun, moon, and planets, and learn the constellations. Students will also learn the history of astronomy, rocketry and space travel. The birth, life and death of our solar system, our galaxy, the cosmos and current advancements in astronomy.

This course is intended for students who have demonstrated a high level of self-motivation. Much of the work is project and lab based. Night observations (at home) will be required.

**Final Exam:** Local  
**Credit:** 1 unit (40 weeks)  
**Prerequisite:** The successful completion of The Physical Setting/Earth Science and Living Environment/Biology, Physical Setting/Chemistry and Algebra.

# SCIENCE TECHNOLOGY ENGINEERING AND MATH (STEM) SEQUENCE

Lewiston-Porter Senior High School has put together a sequence of unique course that focus on giving students exposure to real life signature experiences that promote inquiry and project-based learning.

The goal of these courses is to immerse students into the diverse aspects of Science, Technology, Engineering, and Math. Students will develop and expand the skills necessary to be successful in career and higher education relating to the realm of STEM. Students will be prepared to lead and contribute to the evolving aspects of the field - utilizing a rigorous, performance-based, and multifaceted curriculum that unfolds a foundation of authentic learning experiences.

Students can begin participating in these courses as early as grade 9. There is a track that students will follow over a four year period if they wish to get recognition for the sequence. Some of the courses that are offered can be taken as free electives while other courses do have prerequisites that must be taken prior to acceptance into the course.

Credit for these courses do not substitute for Regents level courses in Math and Science, these courses would be taken in addition to those courses.

## STEM Sequence Courses

### Environmental Science and Biotechnology (3022)

This STEM-based course explores the world of biotechnology, including the basics of microbiology, bio-processing, genetic engineering, and biotechnology careers as well as examining the role of biotechnology in the medical field. Bioengineering, forensics and food biotechnology are also topics students will explore. This course also is a general introduction to sustainability and renewable energy. Often as individuals, we do not understand the impact of simple choices we make every day. This course will attempt to offer insight into these and other decisions we make. Major topics to be discussed are food, shelter, water, air, energy, waste, transportation and consumerism. Also included will be a study of the 101 things we all need to know. This investigation of these topics will be at the global, national, local and personal levels. This course is a hands-on, experiment-based experience that will keep students interested with exciting lab-based learning and is taught by one Math and one Science teacher.

**Credit:** ½ credit in Math and ½ credit in Science – 40 weeks

**Prerequisite:** None

### Principles of Engineering (9155)

This course provides students an introduction to the types of problem-solving situations commonly faced by engineers and technicians. The hands-on and laboratory-based course will introduce students to concepts of engineering. The application of these concepts will be focused on solving problems contained in “real world” case studies. The major engineering concepts to be explored are: modeling, systems, optimization, technology, society interaction, design and ethics. Activities and competitions involving problem solving and modeling will be included.

**Credit:** 1 unit (40 weeks)

**Prerequisites:** This is a grade 11 or grade 12 course requiring prior successful completion of DDP

## Introduction to Scientific Research and Technical Writing

This course will give students the opportunity to engage in authentic scientific research of a topic of interest. Students will be expected to perform high quality research, with a College or University affiliation, or mentoring by an expert in their proposed field of study, as available. This course will merge the writing of an APA formatted paper detailing the methodology, results and conclusions of the student's research topic presented by the student.

This is a lab-based course that may also require students to visit appropriate off campus sites on their own time, and travel accordingly.

**Credit: 1 unit (40 weeks)**

**Prerequisites: None**

# STEM Sequence Chart

Year #1	Year #2	Year #3	Year #4
STEM #1	STEM #2	STEM #3	STEM #4
Full Year Course	Full Year Course (Students can choose one)	Two Semester Courses (Students must take both)	Internship/ Independent Study
<b>Environmental Science &amp; Biotechnology</b> <ul style="list-style-type: none"><li>• Taught by Math &amp; Science Teacher</li><li>• Students receive ½ elective credit in Math &amp; ½ elective credit in Science</li></ul>	<b>Principles of Engineering</b> <ul style="list-style-type: none"><li>• Taught by Technology Department</li><li>• Students receive 1 full credit of Technology</li></ul>	<b>Introduction to Scientific Research</b> <ul style="list-style-type: none"><li>• Taught by Science Department</li><li>• Students receive ½ credit of Science</li></ul>	<b>Internship Option</b> <ul style="list-style-type: none"><li>• Students complete internship through coordination with CEIP (Business Department)</li></ul> <b>Independent Study Option</b> <ul style="list-style-type: none"><li>• Students can complete an independent study with a teacher of their choosing to participate in a research project to be done independently under the guidance of teacher(s).</li></ul>
	<b>Data Analytics</b> <ul style="list-style-type: none"><li>• Taught by Math Department</li><li>• Students receive 1 full credit of Math</li></ul>	<b>Technical Writing (Writing for Research)</b> <ul style="list-style-type: none"><li>• Taught by English Department</li><li>• Students receive ½ credit of English</li></ul>	

# SECOND LANGUAGE/

## LOTE (Languages Other Than English)

### **General Information:**

All students must earn one credit in a second language for graduation. Students must earn three credits and pass the Comprehensive Exam to earn the Advanced Regents Diploma. For the Honors Certificate requirement, completion of Levels 203 and 204 or AP French or AP Spanish are required.

In all levels all four skills are emphasized as well as an understanding and appreciation of language-specific cultures and our personal cultures. Students will be able to communicate in their target language by socializing, providing and obtaining information, expressing personal feelings, and through persuasion.

Based on the New York State Syllabus for Modern Languages for Communication, these topics are covered in both the French and Spanish curriculums and revisited from level to level:

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. Community and Neighborhood | 9. Meals and food               |
| 2. Current Events             | 10. Personal Identification     |
| 3. Earning a Living           | 11. Physical Environment        |
| 4. Education                  | 12. Public and Private Services |
| 5. Family Life                | 13. Services                    |
| 6. Health and Welfare         | 14. Shopping                    |
| 7. House and Home             | 15. Travel                      |
| 8. Leisure                    |                                 |

### **FRENCH I (5500)**

This course continues to develop the four basic functions of language begun in 8<sup>th</sup> grade French: speaking, understanding, reading and writing while stressing vocabulary, grammar and pronunciation. The cultures of the Francophone world also form the content of the course. This is conducted in French and English.

**Prerequisite:** Passing French 8 or Novice French or equivalent credit from another district  
**Credit:** 1 unit  
**Exam:** Departmental final exam

### **FRENCH II (5600)**

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

**Prerequisite:** Passing of French I or equivalent credits from another district  
**Credit:** 1 unit  
**Exam:** Departmental final exam

### FRENCH III (5700)

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

<b>Prerequisite:</b>	<b>Passing French II or equivalent credits from another district</b>
<b>Credit:</b>	<b>1 unit</b>
<b>Exam:</b>	<b>Regional Comprehensive Examination</b>

### COLLEGE FRENCH 203 LEVEL IV (5801)

This course is an exciting opportunity for an individual who has completed the first three levels of French successfully to receive **3 college credits**. Lewiston-Porter is part of Niagara County Community College's College Acceleration Program (CAP). CAP affords students the opportunity to begin their college career early and earn credits toward a college degree while still attending high school. These credits will transfer to any New York State College or University and most private higher learning institutions. The class is taught on the Lewiston-Porter campus by one of our Foreign Language teachers. It runs as a half-year course from September through January. This course is an intermediate level French class that will review and expand on what has been learned previously. Review of French grammar and continued development on listening, speaking, writing, and reading skills will be part of this course, along with literature, art, and culture.

This course is a requirement for the **Honors Certificate**.

The cost of the course is approximately \$70 per credit hour, \$210 total, which is a fraction of what a student would pay if it were taken at a college or university.

<b>Prerequisite:</b>	<b>Passing of French III</b>
<b>H.S. Credit:</b>	<b>1/2 unit</b>
<b>College Credit:</b>	<b>3 credits</b>
<b>Exam:</b>	<b>Local exam</b>

### COLLEGE FRENCH 204 LEVEL V (5901)

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

This course is a requirement for the **Honors Certificate**.

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

<b>Prerequisite:</b>	<b>French 203</b>
<b>H.S. Credit:</b>	<b>1/2 unit</b>
<b>College Credit:</b>	<b>3 credits</b>
<b>Exam:</b>	<b>Local exam</b>

### SPANISH I (5000)

This course continues to develop the four basic functions of language begun in 8<sup>th</sup> grade Spanish: speaking, understanding, reading and writing while stressing vocabulary, grammar and pronunciation. The cultures of the Hispanic world also form the content of the course. This is conducted in Spanish and English.

<b>Prerequisite:</b>	<b>Passing Spanish 8 or Novice Spanish or equivalent credits from another district</b>
<b>Credit:</b>	<b>1 unit</b>
<b>Exam:</b>	<b>Department final exam</b>

## SPANISH II (5100)

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

<b>Prerequisite:</b>	<b>Passing of Spanish I or equivalent credits from another district</b>
<b>Credit:</b>	<b>1 unit</b>
<b>Exam:</b>	<b>Departmental final exam</b>

## SPANISH III (5200)

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

<b>Prerequisite:</b>	<b>Passing of Spanish II or equivalent credits from another district</b>
<b>Credit:</b>	<b>1 unit</b>
<b>Exam:</b>	<b>Regional Comprehensive Examination</b>

## COLLEGE SPANISH 203 LEVEL IV (5301)

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

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

This course is a requirement for the **Honors Certificate**.

The cost of the course is approximately \$70 per credit hour, \$210 total, which is a fraction of what a student would pay if it were taken at a college or university.

<b>Prerequisite:</b>	<b>Spanish III</b>
<b>H.S. Credit:</b>	<b>1/2 unit</b>
<b>College Credit:</b>	<b>3 credits</b>
<b>Exam:</b>	<b>Local exam</b>

## COLLEGE SPANISH 204 LEVEL V (5401)

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

This course is a requirement for the **Honors Certificate**.

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

<b>Prerequisite</b>	<b>Spanish 203</b>
<b>H.S. Credit:</b>	<b>1/2 unit</b>
<b>College Credit:</b>	<b>3 credits</b>
<b>Exam:</b>	<b>Local exam</b>

### **CHINESE I (5250)**

This course continues to develop the four basic functions of language begun in 8<sup>th</sup> grade Chinese: speaking, understanding, reading and writing while stressing vocabulary, grammar and pronunciation. The cultures of the Chinese-speaking world also form the content of the course. This is conducted in Chinese and English.

**Prerequisite:** Passing Chinese 8 or Novice Chinese or equivalent credit from another district  
**Credit:** 1 unit  
**Exam:** Departmental final exam

### **CHINESE II (5251)**

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

**Prerequisite:** Passing of CHINESE I or equivalent credits from another district  
**Credit:** 1 unit  
**Exam:** Departmental final exam

### **CHINESE III (5700)**

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

**Prerequisite:** Passing of CHINESE II or equivalent credits from another district  
**Credit:** 1 unit  
**Exam:** Regional Comprehensive Examination

# SOCIAL STUDIES

## **GLOBAL HISTORY AND GEOGRAPHY Part I (Grade 9 – required) (2000)**

**Part II (Grade 10 – required) (2100) (AP World History may be substituted)**

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

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

**Credit:** 1 unit (40 weeks)  
**Examination:** Local (final) examination required

**World History and Geography (Grade 9H/Pre-AP) (2010)** is designed to give the student an in-depth and investigative look at the events, people and beliefs that helped shape the world as we know it. Honor classes generally incorporate more reading, writing and discussion at a higher level; coursework is therefore more challenging and demanding. This honor course is designed to prepare students for the Advanced Placement Global History course offered in the student's sophomore year. Social 9 Honors course content includes First Civilizations, Belief Systems, Classical Civilizations, The Rise of Trade Networks, Political Powers and Achievements, Global Interactions from 800 BCE to 1400CE.

**Credit:** 1 unit (40 weeks)  
**Examination:** Local (final) examination required

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

**Credit:** 1 unit (40 weeks)  
**Examination:** Regents Exam 10<sup>th</sup> grade (required for all 10<sup>th</sup> grade students, including those that take the AP class)

## **WORLD HISTORY/AP – Grade 10 (2110)**

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

**Students completing both years of the course are required to take the AP World History exam after completing 10<sup>th</sup> grade.**

**Credit:** 1 unit (40 weeks) 10<sup>th</sup> grade  
**Examination:** Regents Exam 10<sup>th</sup> grade (required) and AP Global History exam  
**Fee:** Required cost approximately \$94 – financial aid available on request to those that qualify

## **U. S. HISTORY & GOVERNMENT (2200) – (Required – 11<sup>th</sup> grade) (AP US History and Government may be substituted)**

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

**Credit:** 1 unit (40 weeks)  
**Examination:** Regents Exam in United States History and Government (required)

## **ADVANCED PLACEMENT U.S. HISTORY AND GOVERNMENT (2210) - 11<sup>th</sup> Grade**

This NYS developed course is a chronological study of U.S. history. Topics covered include American Government, Civil War and Reconstruction, World Wars, Civil Rights, the presidents, and modern politics. The course is a study in political, economic, and social trends of each time period. This advanced course is designed to meet and exceed NYS and Common Core Standards to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Course work is demanding and requires a commitment to an increased workload. Students completing this course are required to take the AP U.S. History Exam.

**Credit:** 1 unit (40 weeks)  
**Examination:** Regents Exam in United States History and Government (required) AP U.S. History Exam required.  
**Fee:** Approximately \$94 required – financial aid available to those that qualify

## **GRADE 12 SOCIAL STUDIES:**

### **PARTICIPATION IN GOVERNMENT (2300) (required) (AP U.S. Government, Politics, & Economics may be substituted)**

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

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

### **ECONOMICS (2305) (required)**

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

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

## **ADVANCED PLACEMENT UNITED STATES GOVERNMENT, POLITICS, & ECONOMICS (2330) 11<sup>th</sup> and 12<sup>th</sup> Grade**

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

**Credit:** 1 unit from Lewiston-Porter (40 weeks)  
**Examination:** Midterm/Final exam approved by Niagara University Department of Psychology  
**Cost:** AP Exam cost approximately \$94 - financial aid available to those that qualify and/or  
**Tuition:** Niagara University (cost approximately \$250)

## **ELECTIVES THAT MAY BE OFFERED DEPEND UPON INTEREST AND TEACHER AVAILABILITY**

### **ADVANCED PLACEMENT/COLLEGE LEVEL PSYCHOLOGY (2317) 11<sup>th</sup> and 12<sup>th</sup> Grade**

This survey of basic psychology includes a variety of topics including the way individuals process information, the stages of development, how emotion and motivation influence our behavior, the development of personalities, and how people interact with others and with society as a whole. Students are required to take the AP Psychology examination, and/or earn college credit through Niagara University's NUSTEP program.

<b>Credit:</b>	<b>1 unit from Lewiston-Porter (40 weeks)</b>
<b>Examination:</b>	<b>Midterm/Final exam approved by Niagara University Department of Psychology</b>
<b>Cost:</b>	<b>AP Exam cost approximately \$94 - financial aid available to those that qualify and/or</b>
<b>Tuition:</b>	<b>Niagara University (cost approximately \$250)</b>

### **ADVANCED PLACEMENT EUROPEAN HISTORY – (2215) 11<sup>th</sup> and 12<sup>th</sup> Grades**

AP European History is a full year elective course for students demonstrating excellence in AP World History or in Regents Global History. This course covers the Advanced Placement European History curriculum. Students are required to take the Advanced Placement exam. A teacher recommendation is the prerequisite for this class.

<b>Credit:</b>	<b>1 unit from Lewiston-Porter (40 weeks)</b>
<b>Examination:</b>	<b>Midterm/Final exam approved by Niagara University Department of Psychology</b>
<b>Cost:</b>	<b>AP Exam cost approximately \$94 - financial aid available to those that qualify and/or</b>
<b>Tuition:</b>	<b>Niagara University (cost approximately \$250)</b>

### **INTRODUCTION TO CRIMINAL JUSTICE (2501) 11<sup>th</sup> and 12<sup>th</sup> Grades**

An overview of the criminal justice system and its historical development is offered, as well as a study of the current state of the criminal justice system on the local, state and national level. It will provide practical information and problem-solving opportunities which develop in students the knowledge and skills necessary for survival in our law-saturated society. Students can take this course for college credit through Niagara University's NUSTEP program.

<b>Credit:</b>	<b>1/2 credit</b>
<b>Examination:</b>	<b>Final Exam</b>
<b>Tuition:</b>	<b>Niagara University (approximately \$250.00)</b>

### **MYTHOLOGY, RELIGION, AND ITS EFFECT ON WESTERN CIVILIZATION (2700)**

This is an elective course in Social Studies. The major goal of this course helps students understand how major belief systems have influenced Western Civilization. We will examine ancient Greek, Roman, and Norse beliefs and their influence the development of Medieval Europe and its lingering effects in Western society today. Next, we will study the Jewish and Christian faiths and ow they have shaped the morals and values of the Western World. Finally we will discuss other religions such as Islam, Daoism, Hinduism, and Buddhism added to the American melting pot.

<b>Credit:</b>	<b>½ Credit</b>
<b>Examination</b>	<b>Local Final Exam</b>

### **WINDOWS INTO HISTORY: A VISUAL APPROACH TO AMERICAN HISTORY (2600) (11<sup>th</sup> & 12<sup>th</sup> Graders Only)**

Curriculum for this course will involve the viewing and analysis of a number of films, which have been purposefully chosen to represent significant events in American History. Film can be a method for the study of history, and that is the goal of this course. Students will view films and

participate in related research and study that will allow them to analyze and evaluate the historical accuracy, and in some cases the inaccuracy, portrayed in the film. During the course, the primary focus will be on three connections between film and history:

- Film as a reflection of the time during which the film was made
- Film as a philosophical or historical narrative from the film maker's perspective
- Film as a "window on the past", a recreation of past events and the methods used to create historical films.

Participating in this course will afford students a unique opportunity to use critical thinking skills to enrich their study of history.

<b>Credit:</b>	<b>½ Credit</b>
<b>Examination:</b>	<b>Local Final Exam</b>

# TECHNOLOGY

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

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

## **AEROSPACE (9145)**

This is an introduction to the growing field of aerospace activities. Topics include: Historical Evolution of Aerospace, Fundamentals of Flight, Navigation, Communication, Meteorology, Flight Physiology, Propulsion Systems, Space Technology, and Aerospace Careers and Occupations. This course also includes activities and competitions that involve problem solving and modeling.

**Prerequisite:** None  
**Credit:** ½ unit (20 weeks)

## **ARCHITECTURAL DRAWING (9147)**

A study of design and drafting related to building construction. Topics include: Culture and History, Tools and Techniques, Lettering and Dimensioning, Preparation of Site, Floor, Elevation, Section and Perspective Drawings. This course satisfies ½ unit of the Art/Music graduation requirement for students pursuing any Occupational Education sequence.

**Prerequisite:** None  
**Credit:** ½ unit (20 weeks)  
Articulation agreement for college credit with NCCC course DRF-173  
(both Architectural Drawing and Advanced CAD-Animation required)

## **CAM/ROBOTICS 1 (9143)**

This course develops a base of knowledge relative to the manufacturing industry's robots and their uses. Modules in this course will concentrate on both product and production engineering. Conventional and computer aided manufacturing processes are explored. Hands-on activities in the development, production and evaluation of robotic devices will emphasize a team approach to manufacturing. Students will use and be able to describe the functional apparatus related to computer aided manufacturing and learn how a program controls/directs a robot to perform a task.

**Prerequisite:** 1 credit in Technology or permission from instructor  
**Credit:** 1 unit (40 weeks)  
Articulation agreement for college credit with NCCC course TEC-250

## **DESIGN AND DRAWING FOR PRODUCTION (9150)**

**NYS requires all students to complete one unit in Art/Music. DDP fulfills this requirement.**

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

**Prerequisite:** None  
**Credit:** 1 unit  
Articulation Agreement for college credit with NCCC course MET-110

## **ADVANCED CAD – ANIMATION (9152)**

This computer-based course is offered to students who have demonstrated an interest and above average performance with CAD (Computer Aided Drawing). It is designed to give students an introduction to the many areas of the 3D-Animation world: modeling, animation, dynamics, effects, lighting, texturing, etc. Students will enhance and develop their drawing and design skills through a series of problem solving activities, utilizing CAD and animation software in the design process.

**Prerequisite:** Design and Drawing for Production OR Architectural Drawing  
**Credit:** ½ unit (20 weeks)  
Articulation agreement for college credit with NCCC course DRF-173  
(both Architectural Drawing and Advanced CAD-Animation required)

## **PRINCIPLES OF ENGINEERING (9155)**

This course provides students an introduction to the types of problem-solving situations commonly faced by engineers and technicians. The hands-on and laboratory based course will introduce students to concepts of engineering. The application of these concepts will be focused on solving problems contained in "real world" case studies. The major engineering concepts to be explored are: modeling, systems, optimization, technology, society interaction, design and ethics. Activities and competitions involving problem solving and modeling will be included.

**Prerequisite:** 11th or 12th course requiring prior successful completion of Design and Drawing for Production  
**Credit:** 1 unit

## **PRODUCTION SYSTEMS (9160)**

This course provides a study of two major industries: manufacturing and construction. The student will be introduced to the efficient use of tools, techniques, resources, and production systems used to produce goods and structures. Students will learn about industry as an economic institution to organize and use resources to produce goods, services and structures.

Production Systems is about materials, their properties, and their applications. Production processes include casting, molding, forming, separating, conditioning, assembling, and finishing. Also, the course explains how companies are organized to manage, produce and sell products. Information is provided on how real estate is bought, how a site is prepared, and how a structure is built.

**Prerequisite:** None  
**Credit:** ½ unit (20 weeks)

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (3700)**

(AP) Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field.

Students who take this course will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

The (AP) Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students should expect a large workload for this course, as for any other AP course. We recommend this course only to students who have demonstrated a good work ethic in their other coursework.

**Final Exam:** AP exam in May is Required. Fee approximately \$94 – financial aid is available to those that qualify.  
**Credit:** 1 unit of math credit  
**Prerequisite:** Successful completion of CC Geometry, CC Geometry Honors, CC Algebra 2 or CC Algebra 2 Honors

## **INDEPENDENT STUDY**

A student may elect to take an independent study as a capstone course to complete a 5-unit sequence in technology or to pursue a course of study not offered as a regular class. An Independent Study Contract must be approved by the principal.

**Prerequisite:** 3 or more Technology credits and permission from the Instructor and Administration approval  
**Credit:** ½ unit (20 weeks)

# Career and Technical Education Programs

## Grades 11 and 12

### GENERAL INFORMATION

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

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

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

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

### AUTO BODY I & II (9260/9261)

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

### AUTO TECHNOLOGY I & II (9262/9263)

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

### BUILDING MAINTENANCE & MANAGEMENT (CONSTRUCTION SYSTEMS) (9290/9291)

The Building Maintenance & Management Program is designed to prepare students to enter directly into the trades or continue their education at a post-secondary level. Students build small projects and also work as a team to build a full-scale project in the career center. Students will also use their skills to work on service projects in the local community.

### CERTIFIED PERSONAL TRAINER I & II (9380/9381)

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

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

### **COMPUTER TECHNOLOGY (9350) – (TECHNOLOGY ACADEMY)**

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

### **CONSERVATION I & II (9348/9349)**

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

### **COSMETOLOGY I & II (9360/9361)**

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

### **CULINARY ARTS I & II (9451/9452)**

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

### **DIESEL TECHNOLOGY/HEAVY EQUIPMENT (9378/9379)**

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

### **EARLY CHILDHOOD EDUCATION I & II (9310/9311)**

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

### **ELECTRICITY/ELECTRONICS I & II (9404/9405)**

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

### **EMERGENCY MEDICAL SERVICES (EMS) (9420/9421)**

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

### **FASHION DESIGN/INTERIOR DECORATING (9365/9366)**

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

### **GRAPHIC COMMUNICATIONS I & II (9474/9475)**

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

### **HEALTH OCCUPATIONS TECHNICIAN I & II (9406/9407)**

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

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

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

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

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

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

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

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

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

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

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

## **WELDING AND FABRICATION I & II (9813/9814)**

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

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

### **FREQUENTLY ASKED QUESTIONS**

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

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

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

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

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

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

**Q: How long are the programs?**

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

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

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

**Q: What is a Career and Technical Endorsement?**

**A. Students who successfully complete an approved career and technical education program and successfully complete all requirements earn**

**a technical endorsement seal on their high school diploma.**

- **Successful completion of a three-part technical assessment (written, demonstration, project components).**
- **Have 22 credits completed from high school.**
- **Pass five regents exams or approved alternatives.**
- **Completion of work based learning experiences as provided by the approved program.**
- **Completion of a work-skills employability profile.**

# INDEPENDENT STUDY

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

Application forms are available in the Guidance Office.

# LIBRARY MEDIA CENTER

The Library Media Center is located on the second floor of the high school. All students, faculty, and staff are encouraged to make use of the library's resources and services. The library is a place for students to conduct research, check out a book, study quietly, read, or use a computer for school-related assignments. The library is a member of the Orleans-Niagara School Library System, and inter-library loan is available for materials not owned. The library hours are Monday - Thursday from 7:40 AM – 3:10 PM and Friday from 8:40 AM – 2:40 PM.

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

**INSTRUCTION:** All ninth grade students receive library orientation as part of their freshman year. In addition, the Library Media Specialist collaborates with the teachers to design projects and schedule classes into the library for instruction as needed. Students can ask the Library Media Specialist for individual help with research projects by coming to the library during their study hall or after school.

**ACCEPTABLE USE POLICY:** All 9<sup>th</sup> graders, as well as any new students to the district, are required to complete an Acceptable Use Policy. This form must be signed by both the student and a parent/guardian in order for a student to use any school computers. All completed forms should be turned in to the library.

# SPECIAL EDUCATION SERVICES

## CONSULTANT TEACHER SERVICES PROGRAM

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

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

## **LIFE SKILLS SELF-CONTAINED CLASSROOM**

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

## **INDEPENDENT STUDY COURSE IN SPECIAL EDUCATION**

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

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

Course credit is available as follows:

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

## **AFTER SCHOOL ASSISTANCE PROGRAM**

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

## **NATIONAL HONOR SOCIETY**

Membership in the National Honor Society is based upon excellence in four areas: scholarship, leadership, service and character. A student must have a cumulative weighted grade point average of at least 95% to be eligible for membership. Candidates must complete an eligibility packet distributed in the fall of their junior or senior year in order to be considered for membership. Qualifications are then reviewed by a faculty selection committee to see if the criteria have been met. Induction ceremonies are held in January.