



Respect

Accountability

Character

Success

Program of Studies

2016-2017

**ROCHESTER ACADEMY CHARTER SCHOOL
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Disclaimer: This Program of Studies contains information current as of January 3, 2017. As state and district policies and regulations are revised, updated information will be available in the Guidance Office. Some courses in this Program of Studies may not be offered due to lack of enrollment.

Rochester Academy Charter School Mission Statement

The mission of Rochester Academy Charter School (RACS) is to provide students with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally.

INTRODUCTION

Rochester Academy Charter School's Program of Studies has been prepared for students, parents, teachers, and guidance counselors. Please review this information carefully.

Students will receive individual advisement from guidance counselors to help them make appropriate course selections. In some cases, academic recommendations are necessary from the student's teachers prior to his/her guidance conference. Students' elective course choices are very important and should be made in alignment with their college and career goals. Students are encouraged to complete a major of five elective courses based on their long-term occupational goals.

Many colleges and universities are highly selective in their admissions. RACS students are encouraged to select a rigorous course of study and enroll in higher level courses as much as possible. A rigorous senior year of study is an expectation of many colleges and employers. RACS's seniors are encouraged to select challenging courses and to consider advanced placement and dual credit options.

Final decisions regarding the actual offering of any particular course for the 2016-2017 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year. The courses students select are the basis for the employment of teachers and the development of the master schedule.

Planning a student's high school program of studies requires a cooperative effort between home and school. We cannot stress strongly enough the need for careful planning among the student, his or her parents, teachers and counselor in order for a program to be adapted to the individual as well as state and local requirements. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes.

Our course offerings provide a wide variety of learning opportunities. As you examine the course selections in this booklet please bear in mind not only short-term needs but also long-term goals. Beyond state, college and career requirements, you are encouraged to select courses that will be academically stimulating and personally enriching. Above all, please plan a program, which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings available. Please consider the following criteria in selecting particular courses. Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which you are interested?

Disclaimer: Rochester Academy Charter School makes every effort to ensure that the information in this Program of Studies is informative and accurate. However, new statutes and regulations may impact, negate, or change the implementation of the programs and/or courses described. This Program of Studies should in no way be seen as a contract but as a guideline for students as they move through their high school years.

RACS 2016-2017 REGISTRATION GUIDE

Graduation Requirements

REGENTS DIPLOMA

REGENTS DIPLOMA REQUIRED COURSE CREDITS	
English	4
Social Studies	4
Mathematics	3
Science	3
Foreign Language	1
Art/Music	1
Health	0.5
Physical Education	2
Electives	3.5
TOTAL	22

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

REGENTS DIPLOMA with ADVANCED DESIGNATION REQUIRED COURSE CREDITS	
English	4
Social Studies	4
Mathematics	3
Science	3
Foreign Language	3
Art/Music	1
Health	0.5
Physical Education	2
Electives	1.5
TOTAL	22

REGENTS DIPLOMA REQUIRED REGENTS EXAMS 5 Regents Exams Required (Passing Score of 65 and Above)
English Language Arts Exam
Global History
U.S. History
One Mathematics Exam: Algebra 1 CC or Geometry CC or Algebra2 CC Exams
One Science Exam: Earth Science or Living Environment or Chemistry or Physics
Foreign Language FLACS Checkpoint A Exams*

REGENTS DIPLOMA with ADVANCED DESIGNATION REQUIRED REGENTS EXAMS 9 Regents Exams Required (Passing Score of 65 and Above)
English Language Arts Exam
Global History
U.S. History
Three Mathematics Exams: Algebra 1 CC or Geometry CC or Algebra2 CC Exams
Two Science Exams: 1) Living Environment 2) Earth Science or Chemistry or Physics
Foreign Language FLACS Checkpoint B Exams*

* Local examination. Students with IEP may be exempt from the foreign language requirement.

OVERVIEW OF COURSE OFFERINGS

Pathways to Graduation: New NYSED Regulations

As explained, students are required to pass five Regents examinations in high school in order to graduate – one each in English, science, math, as well as the U.S History and the Global Studies and Geography examinations. The 2014-15 approved changes include a “4+1” option that permits a student to take four Regents examinations and a comparably rigorous technical, arts, or other assessment for the fifth examination required for graduation. The 4+1 option would apply beginning with students who first entered ninth grade in or after September 2011 and thereafter or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter and have passed four required Regents exams (or Department-approved alternative assessments) in English, mathematics, science and social studies.

The regulations create graduation pathways in the Humanities, STEM, Biliteracy, CTE, and the Arts; students pursuing any of these pathways must pass one of the following assessments in place of the fifth assessment currently required for graduation:

- One additional social studies Regents exam or Department-approved alternative (Humanities Pathway)
- One additional Regents exam in a different course in mathematics or science or a Department-approved alternative (STEM Pathway)
- A pathway assessment in a Language Other Than English (LOTE) (which could include a Biliteracy Pathway)
- A career and technical education pathway assessment, following successful completion of an approved CTE program (CTE Pathway)
- An arts pathway assessment (Arts Pathway)

A CTE assessment that meets the approved alternative requirements for Science can be substituted for the required Science Regents exam.

NYS CDOS Commencement Credential: Requirements

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry-level employment. There are two options available for students to earn this credential.

Option 1:

- The student must have developed an appropriate Career Plan that includes career interests, goals, strengths, needs and coursework used to address these goals;
- The student must have demonstrated achievement of the CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based experiences);
- The student must have at least one completed employability profile that documents the student’s employability skills and experiences, as well as attainment of each of the commencement level CDOS learning standards and technical knowledge

Option 2

In lieu of a student meeting the requirements of Option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential;
- SkillsUSA Work Force Ready Employability Assessment;
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System. For more detailed information on the CDOS Certificate, contact the Guidance Department or visit: <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>

The High School Program of Studies is designed to provide all students with a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st Century. Students must acquire academic knowledge, technical skills, problem solving abilities, and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students to assist them in selecting courses that will prepare them for future career options. Any course taken for credit outside of the traditional school setting must be approved by the principal prior to enrollment in the course.

GUIDELINES FOR REGISTERING

All Rochester Academy freshmen, sophomores and juniors must register for seven units of high school credit. All seniors are required to register for three units and may qualify for early release. Seniors are required to enroll English IV, Government & Economics, and Physical Education courses. January graduation is not available at Rochester Academy Charter School.

Students must make an alternate course selection for each elective course. Students and parents should exercise good judgment in selecting alternatives, for these will replace any selected elective courses without further consultation with students or parents. All English courses must be taken in sequence (I, II, III, and IV) with only one required English per year unless a course is being repeated. Placement in the ninth grade mathematics and science classes is determined by the level of mathematics achieved at the end of the eighth grade. Placement in classes will be determined by grades, test scores, and teacher recommendations. Students should not register for courses for which they are not prepared. It is very important to understand that each course begins at an expected level of student ability and performance.

Students are reminded that once school begins a change in course level may be impossible due to the lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen.

AVAILABILITY OF CLASSES

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. Rochester Academy reserves the right to cancel or eliminate courses for any given school year. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student's alternate choice will be used. If that course is also not available, the student will be consulted to make a new selection. If the student cannot be reached, his/her administrator or counselor will make the choice.

GRADE CLASSIFICATION

Grade classification is determined only at the beginning of the school year.

GRADE 9

In order to be classified as a ninth grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.

GRADE 10

In order to be classified as a tenth grade student, the individual must have completed **five units**. Students not passing Regents Exam(s) will be placed into AIS Regents.

GRADE 11

In order to be classified as an eleventh grade student, the individual must have completed **ten units**. Students not passing Regents Exam(s) will be placed into AIS Regents.

GRADE 12

In order to be classified as a twelfth grade student, the individual must have completed **sixteen units**. In addition, the student must be enrolled in all other units, required and elective, needed to complete graduation requirements. Students not passing Regents Exam(s) will be placed into AIS Regents.

Grade Point Average (GPA): Only the quality points for grades A through F and quality credits are used in calculating grade point averages (GPA). The Grade Point Average (GPA) is calculated by dividing the number

of grade points earned by the number of credits attempted. Weight for one-credit courses (each day 45 min total 180 days).

Grade	Standard	Grade	Standard
98-100=A+	4.00	77-79=C+	2.33
93-97=A	4.00	75-76=C	2.00
90-92=A-	3.66	70-74=C-	1.66
87-89=B+	3.33	67-69=D+	1.33
83-86=B	3.00	65-66=D	1.00
80-82=B-	2.66	60-64=F	0.00

Grading System: Rochester Academy calculates the grade point average on a 4.0-point system and awards semester/year credit. Each full year course that meets routinely shall yield 1 credit. Semester courses that meet routinely shall yield 0.5 credits. A passing grade is 65 or above. Courses with the following letter grades are calculated in the grade point average.

COLLEGE CREDITS WHILE IN HIGH SCHOOL

Rochester Academy students may also obtain college credits through the following programs:

Advanced Placement (AP) Courses are designed for students ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course.

By Rochester Academy regulation, students enrolled in an Advanced Placement course **MUST** take the Advanced Placement examination administered by the College Board. Most colleges award college credit to students who earn at least a rating of “3” out of a possible “5” on the examination while others require a score of “4”. Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for details.

Dual Credit Courses whether they are taken at the high school where the student is enrolled or at a post-secondary institution are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission from the principal to enroll for dual credit and meet the requirements specified by the college. **Students are responsible for verifying any college’s acceptance of credits earned as dual credit.** Enrollment in a dual credit course does not guarantee college acceptance. Dual credit college courses will be offered through Monroe Community College and State University of New York College of Environmental Science and Forestry (SUNY ESF). Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in New York may be accepted for dual credit. Tuition, books and other college course fees shall be at the expense of the student or his/her parents or legal guardians. A three-hour college course shall transfer as a 1.0 Carnegie unit at the high school. More information will be available during registration. Forms for permission to enroll in college courses for dual credit are available in the Guidance Office.

VALEDICTORIAN AND SALUTATORIAN SELECTION CRITERIA

The Valedictorian and Salutatorian awards are intended to honor the academic rigor of a student’s work at Rochester Academy Charter School. The school’s valedictorian and salutatorian will be permitted to speak as part of the school’s planned graduation program at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of the Code of Conduct at the discretion of the principal.

The Valedictorian will be the student with the highest Grade Point Average (GPA). In the event of a tie in cumulative Grade Point Average (GPA), co-valedictorians will be honored.

The Salutatorian will be the student with the second highest Grade Point Average (GPA). In the event of a tie in cumulative Grade Point Average (GPA), co-salutatorians will be honored.

The valedictorian and salutatorian will be selected according to the following procedure and criteria:

- The weighted cumulative grade point average calculated at the end of the third marking period of the student's senior year will be used to determine the first and second ranked students;
- The cumulative GPA is multiplied by 3 and added with the current GPA and then the sum is divided by four;

One official list will be processed by the Guidance Office and will be distributed to the principal for validation prior to the final selection of valedictorian and salutatorian;

To be eligible for valedictorian or salutatorian honors, a student must have attended Rochester Academy Charter School for no less than two years;

The student must have met and completed all requirements for graduation no later than the last day of scheduled classes for seniors;

HIGH HONOR DIPLOMA & HONOR DIPLOMA

The high honor diploma and honor diploma serve as a mark of excellence to recognize students who excel academically. The high honor diploma and honor diploma are prepared at the end of the school year. They are based on cumulative GPA (Grade Point Average) and include all subjects.

To qualify for The high honor diploma a student shall have 3.50 or above GPA.

To qualify for the honor diploma a student shall have 3.00 or higher but less than 3.50 GPA.

GRADE REPORTING

Report cards will be issued four times a year, approximately one week after the close of each marking period. Progress reports will be issued at the midpoint of each marking period. Report cards and progress reports make note of commendations and recommendations. Specific suggestions are listed for the improvement of some poor academic habits. They will also include a current grade range of performance. A parent should email the teacher if he/she has a question regarding a specific progress report. Grades will always be accessible to parents through the Student Information System.

SUMMER SCHOOL

Course credits may be earned in any summer school offered by any New York public school district and approved by the New York State Education Department. Summer school grades are recorded on the student's transcript with the appropriate coding; they do not replace any grade already earned. Prior approval from the Principal is required before registering for summer school. Final approval for any summer school experience where credit or course advancement will be sought requires the written permission of the Principal. To earn credit a student must pass the summer school with a grade of C or better.

Credit may be earned in the summer for a maximum of two courses. If there are extenuating circumstances and a cogent case can be made by a parent/guardian in conference with the Guidance Counselor, a third course may be taken for credit only with the approval of the Principal.

ATTENDANCE/DENIAL OF CREDIT

Student attendance and punctuality is critical for academic success. Students who arrive after the start of the scheduled first period are recorded as late.

ABSENCE NOTES

The following procedures will be applied consistently by the administration and staff when dealing with student absence:

1. Students who are absent from school must bring a verifiable excuse note on the day of their return to school stating the reason for and the date(s) of the absence.
2. The note is to be given to school secretary. Students must bring the absence note to the secretary within three days of the absence according to State Law. Until such a note is received, a student's absence will be unexcused. Failure to produce a proper note will result in a coding of unexcused absence in the Student Information System.
3. Unexcused absences resulting in missing 10% or more of class hours from any class may result in a failing grade for the quarter.
4. Cumulative unexcused absences may restrict a student's ability to participate in extra-curricular activities.
5. Upon returning to school, students are responsible for making arrangements with their teachers to make up the work that they missed as a result of their absence. Teachers also share in this responsibility for determining a reasonable and specific time period for the completion of the missed work.

Illness or family emergencies often necessitate a child to be absent from school. If the absence is of significant duration, please contact the school secretary so that arrangements for assignments and homework can be made. All assignments missed due to absence are to be made up by the student. Continual absences will result in a referral to truancy and/or family court. Students may also receive a failing grade for courses as a result of missed work.

LATENESS TO SCHOOL

All students who arrive late to school must obtain a late slip upon entering the building, and will be assigned to detention. Repeated lateness will result in disciplinary action according to the RACS Student Code of Conduct.

INCOMPLETES

A teacher may give a grade of "incomplete" during the course of the school year if, an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented illness or a death in the immediate family.

.. The student's incomplete grade will be reported as an "Incomplete". Once the work has been completed, the teacher will authorize the appropriate change in grade by completing the **Rochester Academy Post Marking Period Grade Change Form**. If the work is not completed within the agreed upon time, the incomplete grade will be recorded as the student's average without the completed work, , and this numerical grade will be included in the student's grade point ratio. All final grades are numerical. An incomplete (I) cannot be a final grade.

LATE ARRIVAL/EARLY DISMISSAL

The first priority given in course scheduling is to make certain that all students receive the strongest academic preparation possible. Freshmen, sophomores and juniors are not eligible for late arrival or early dismissal. Late arrival or early dismissal will be considered for seniors only after all other courses are scheduled.

COURSE LOAD

All students enrolled as regular students in grades 9 - 12 at RACS must be enrolled in a minimum of eight courses or unit equivalents in order to fulfill graduation requirements.

COURSE SCHEDULING PARAMETERS

Each student will carry 8 classes per semester. Preference will be given to juniors and seniors when enrollment in any course is too large. The right is reserved by RACS to withdraw any course offering if there are an insufficient number of students enrolled in the course, a certified teacher is not available, or budgetary funds were not available. Student scores on state and local tests and previous course grades may affect course placement. Every student is required to be scheduled for a lunch. Please note a course request does not necessarily guarantee placement in that course. Students must meet course requirements and pre-requisites.

CRITERIA FOR CHANGING STUDENT SCHEDULES

Students are expected to honor their commitments by attending and satisfactorily completing the courses for which they enroll. Schedule changes will not be made for reasons of convenience or because of teacher preference. Only changes that are educationally beneficial for the student will be considered.

Schedule changes will be considered only for the following reasons:

1. The correction of a clerical error in the schedule. Examples might include a missing course, a conflict between two or more courses, credit has been earned in summer school, failure of a prerequisite course, or a serious imbalance in the course load assigned for each semester.
2. A recommendation from the grade level team.
3. A recommendation from a building administrator for disciplinary, attendance, or instructional reasons. [Schedules changed according to this criterion may result in a grade of WF (Withdraw Failing), which will negatively impact the student's permanent record.]
4. A teacher recommends a change based on the fact that the student is misplaced in a particular course or that a change in level would be beneficial to the student. Teacher recommendations for changes according to this criterion must be made prior to the end of the first two weeks for all semester courses and three weeks for all year long courses. This must be done with the approval of the Administration.

Schedule changes WILL NOT be considered for any of the following reasons:

1. Course content or standards differing from student expectation.
2. Dropping a course because it is not needed for graduation.
3. Inability of a student to relate well to a given teacher.
4. Preference for some other subject.
5. Dropping a course in order to lighten student's load.
6. Choice of teachers cannot be honored.
7. Schedules cannot be changed to accommodate jobs after school.
8. Schedules will not be rearranged to accommodate requests for late arrivals or early dismissals.

DROPPING OF COURSES

The dropping of a course is a serious matter and is generally discouraged; such an action should be done only after much thought and consultation takes place. The request to drop a course must be in writing by the parent or guardian.

Semester Courses

Requests to drop a semester course will be considered through the first two weeks after the start of the first and/or third marking periods provided the student would still be scheduled for 7 classes, has the permission of the parent/guardian, and has consulted with his/her assigned counselor. The transcript will not show a grade or any indication of the course.

Full-Year Courses

Requests to drop a full-year course will be considered within the first three weeks provided the student would still be scheduled for 7 classes, has the permission of the parent/guardian, and has consulted with his/her counselor and the subject supervisor. The transcript will not show a grade or any indication of the course.

Withdrawal Policy [Please note important changes]

It is important to note that withdrawing from courses that are selected by students, confirmed by parents, and recommended and approved by staff and counselors is discouraged. **Unless there is an error in scheduling, students will not be permitted to withdraw from any course until 5 full days of attendance has passed.** Once the school year moves beyond these first five days, the following criteria will apply:

- For a withdrawal before *Quarter 2* no penalty is imposed and the course will not appear on the permanent record.
- After *Quarter 2* but before the start *Quarter 3*, a “withdraw passing” (WP) or “withdraw failing” (WF) grade will be indicated on the permanent record, depending on the student course average at the time of the drop request.
- Students are not permitted to drop a full-year course once *Quarter 3* begins. Failure to attend a course will result in a grade of F for the class.

	<i>Before Quarter 2</i>	<i>After Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Full-year courses	Drop: No penalty	Drop with WP or WF on transcript	No dropping	No dropping

	<i>Within first four weeks of class</i>	<i>After 4th week of class</i>	<i>After the start of the next quarter</i>
Half-year courses	Drop: No penalty	Drop with WP or WF on transcript	No dropping

ADDING OF COURSES

After dropping a course a student may request to add a course provided the student has parental approval and the course has space for an additional student.

Semester Courses: A student may enter a new course up to two weeks after the start of the semester.

Full Year Courses: A student may enter a new full-year course up to three weeks after the start of the school year.

AP/HONORS PROGRAM

Advanced Placement/Honor courses are designed to provide the challenge, rigor and creative opportunities for those students who have demonstrated academic success. Advanced Placement (AP) courses are college level courses for the most academically capable high school students. They are challenging, stimulating and more demanding in terms of time, effort, and depth of the curricular program. AP courses are the equivalent of college work. Some colleges and universities grant college credits for courses taken, based on scores achieved in national examinations. Honors level courses are for students who are self-motivated, and who are willing to devote the extra time and effort needed to meet the accelerated demands of this level.

Students who wish to make application to the program should study the following list of characteristics of the AP/Honors Program to ensure that there is a clear understanding of what is required in each of the program's courses:

- * Students are expected to be able to read 20-30 pages of text as a one-night homework assignment.
- * Students are expected to complete all assigned homework on time.
- * Students are expected to manage independently multiple, concurrent, and long-term projects.
- * Students are expected to write multiple drafts of papers, lab reports, and other assignments before submitting the document for final assessment.
- * Students are expected to have the necessary skills for independently organizing collaborative group tasks.

* Students are expected to meet with the teacher individually after school for assistance and/or enrichment when appropriate.

Honors and Advanced Placement Enrollment Criteria

Initial course level placement will be based on standardized test results, teacher recommendation and demonstrated competency within the discipline. Recommendations will be based on established classroom participation, proven record of academic achievement, and a demonstrated willingness.

The AP Exam is a required component of an AP course. Students who do not register for and take the test will not receive AP credits.

COLLEGE PLANNING

Admission to colleges and universities varies from easy to extremely competitive. The philosophies of education, specific course requirements, and other qualifications for acceptance vary among the nation's colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in the traditional, solid academic subjects.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually. Students are evaluated for admission not only in terms of grades achieved, but also with respect to the strength of the academic program undertaken. Students are encouraged to take the strongest possible academic program available within his/her own personal limitations during all four years of high school.

ACADEMIC REQUIREMENTS FOR COLLEGE ENTRANCE

Minimum graduation requirements should not be confused with college admission requirements. An academic unit or college entrance unit is the equivalent of one credit in a single academic subject. A semester course of 0.5 credits equals one half college entrance unit. Acceptable units are determined by the college in question. Normally, "Academic Units" are considered to be full year courses in college preparatory Math, Science, English, Social Studies and World Language.

While each college prescribes the number and character of the academic units it will accept, the following are the usual requirements for entrance to four-year colleges:

English: 4 units

Social Studies: 3-5 units

College-prep math: 3-5 units

Foreign Language: 2-5 units (of the same language)

Science: 2-5 units (at least 2 lab sciences)

Students expecting to major in mathematics, science, or world languages are strongly urged to take four years of study in these areas. Because of the high dropout rate during the first year of college, the following advice is offered to all college-bound seniors:

It is more important to complete your first year at college than to enjoy your senior year at high school. Thus, your 12th-grade program should be a rigorous academic experience.

COLLEGE ENTRANCE EXAMINATIONS

The vast majority of colleges require that a student take one or more standardized tests for admission. The number depends on the college's policy. It is important to remember that test scores are just one part of the total applicant profile. At most institutions, test scores alone do not exclude a student from admission, nor do scores alone guarantee admission.

The two most common test programs are the Scholastic Aptitude Test (SAT I) and the American College Testing Program (ACT). Most students take the SAT. Consult with your counselor regarding the ACT. Also available is the Preliminary Scholastic Aptitude Test (PSAT).

Colleges may also require or recommend SAT II tests. SAT II tests are one hour for each subject area. You may take one to three tests on any given test date.

It is the student's responsibility to register for all tests and to arrange for the results to be sent to the institution(s) of choice. It is recommended that a student register for the following tests:

Fall of 10th and 11th grade: **PSAT**
Spring of 11th grade : **SAT I and/or ACT,**
: **SAT II (if required)**
Fall of 12th grade : **SAT I and/or ACT,**
: **SAT II (if required)**

PSAT

This exam is given once a year in October. All college-bound sophomores and juniors should register to take this test. This is a practice SAT I exam to acclimate the students to the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Corporation to identify highly qualified juniors for recognition. Students should use the PSAT scores to help them select one or more SAT preparation options such as challenging math and English courses, the College Study Skills elective, intensive afternoon/evening programs at the high schools, commercial programs, self-directed materials, among others.

SAT

This is a three and one-half hour test, divided into three sections: Critical Reading, Writing and Mathematics. It is recommended that students take the exam two or three times, two of which should be in their junior year. Students planning to take the SAT for college entrance should enroll in advanced mathematics courses. Past experience has shown that students who are successful with the SAT are those who have prepared themselves with strong academic subjects. The SAT is usually taken during the late spring of the junior year by students planning to attend a four-year college or university. Students may retake the SAT during the fall semester of their senior year. Some colleges require students to take the SAT again in the senior year even if their previous SAT results were quite good.

SAT II (Subject Tests)

Students applying to selective schools are required to take the SAT II subject area tests (usually three exams). These achievement tests are used by colleges for enrollment and placement in classes. Unlike the SAT I, which measures more general abilities, the SAT II measures the student's knowledge of a particular subject. Because of this, you should try to take an SAT II as soon as possible after you complete your last course in that subject. You cannot take both the SAT I and the SAT II on the same test date.

Each test is one hour long so students can take one, two or three at one administration. Each subject score ranges from 200-800. Students taking advanced coursework in math or science in their freshman or sophomore years may wish to take the related exam; ask your teacher or counselor for more information. Most students take the SAT II subject tests at the end of their junior year or beginning of their senior year. You should consult your counselor for the timing of the test.

Note: Students planning to attend community colleges may not be required to take the SAT or the SAT subject tests. The SAT is not required for students planning to transfer from a community college to a four-year college. Additional information regarding testing programs is available through the Guidance Office.

ACT

This test is an alternative to the SAT. It can be taken during a student's junior and/or senior years. The ACT is divided into four parts: Math, English, Science Reasoning, Reading, and an optional Writing section. It assesses high school students' general educational development and their ability to complete college level work.

The student will receive a composite score from 1-36. Students with a solid course background and good grades are encouraged to take the ACT test as an alternative to or in addition to the SAT.

If a student requires extended test time, as stated on their IEP, it is the parent/guardian's responsibility to complete the appropriate application and submit it to the College Board.

TRANSFER STUDENTS INTO ROCHESTER ACADEMY

When a student transfers into Rochester Academy, the guidance staff at the school analyzes the transcript. Most courses will be comparable to courses offered in Rochester Academy.

In all transfers when a student is moving to the next level of instruction (e.g., transferring in Spanish I and enrolling in Spanish 2), the school may enroll the student in the higher-level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred will remain on the student's record. Schedule changes require administrative approval and decisions should be made only after consultation with the teacher, student and parent(s).

TRANSFER STUDENTS

High school schedules and course offerings vary from high school to high school both within Rochester City School District and from school district to school district.

Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester. Every effort will be made by the receiving high school to evaluate a student's transcript and move the student into the schedule with minimal disruption to the student's plan of study. Courses transferred from another New York public school will be transferred with the grade and weight awarded by the sending school. (Regents requirements for transfer students -10-11-12)

CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record.

If the transcript displays numeric grades with no letter grades or letter grades with no numeric averages this conversion will apply:

Grade	Standard	Grade	Standard
98-100=A+	4.00	77-79=C+	2.33
93-97=A	4.00	75-76=C	2.00
90-92=A-	3.66	70-74=C-	1.66
87-89=B+	3.33	67-69=D+	1.33
83-86=B	3.00	65-66=D	1.00
80-82=B-	2.66	0-64=F	0.00

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 65, that average will be converted to a 66 numerical grade on the new scale. The criterion for accepting transcripts from home schools is a local decision.

CREDIT RECOVERY

Credit Recovery is an option for schools to implement in order to better assist students who are at risk of failing to graduate due to course failure. The purpose of this program is to offer an opportunity for motivated students to recover lost credit by using an alternative instructional model. Credit Recovery is for students who have met the seat time requirement (120 hours for 1 unit and 60 hours for ½ unit) and school counselor recommendation.

COMMENCEMENT EXERCISES

Only those students who pass **all the units required for a diploma** may participate in the commencement exercises held at the end of the school year.

Failure to complete graduation requirements will prohibit participation in commencement exercises. The school is not responsible for announcements, caps and gowns or other graduation paraphernalia for those students who do not complete requirements.

EARLY GRADUATION

Early graduation is available to students wishing to complete their high school education within three years. Although the faculty and administration at RACS do not generally encourage early graduation, students pursuing this course of action would be required to take Global History II, Government, Economics, English 11, English 12, and Physical Education in the third year of high school. Senior privileges are granted to students who have earned 15 or more credits at the beginning of the third year of high school with 3.5 cumulative GPA. These students move directly from sophomore status to senior standing. A letter from the student and his/her parents expressing an intent to graduate early, a parental interview with the principal, and three letters of recommendation from teachers are required by June 1st of the year prior to graduation. The principal must approve the early graduation request before a student can be scheduled to graduate early. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements.

POST-MARKING PERIOD GRADE CHANGE FORM

Student's Name: _____ Grade Level: _____

Teacher's Name: _____ Course: _____

PLEASE COMPLETE ALL APPROPRIATE CALCULATIONS FOR WHICH THIS CHANGE APPLIES.

	Current Grade	Change to		Current Grade	Change to
1 st 9 Weeks			3 rd 9 Weeks		
2 nd 9 Weeks			4 th 9 Weeks		
1 st Semester Exam			2 nd Semester Exam		
1 st Semester Average			2 nd Semester Average		

Current Grade Change to

Yearly Average : _____ _____

Reason for the change :

Teacher's Signature : **Date:**

Principal's Signature : **Date:**

Once you have completed this form, obtain the Principal's signature and then submit to the Dean of Academics. The Dean of Academics will be responsible for making the change in RACS DATABASE. This form will be filed in the student's permanent record in main office.

RACS SAMPLE FIVE-YEAR PROGRAM

Period	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	P.E & HEALTH / ELECTIVE or LAB	P.E / SCIENCE LAB	P.E. /HEALTH or SCIENCE LAB	P.E. / ELECTIVE or SCIENCE LAB	P.E. / ELECTIVE or SCIENCE LAB
2	SCIENCE 8	EARTH SCIENCE (Regents Exam)	BIOLOGY (Regents Exam))	ELECTIVE or CHEMISTRY (Regents Exam)	ELECTIVE or PHYSICS (Regents Exam)
3	ENGLISH 8	ENGLISH 9	ENGLISH 10	ENGLISH 11 (Regents Exam)	ENGLISH 12
4	SOCIAL STUDIES 8***	GLOBAL/WORLD HISTORY	GLOBAL/WORLD HISTORY (Regents Exam)	US HISTORY (Regents Exam)	GOVERNMENT / ECONOMICS
5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	FOREIGN* LANGUAGE (Check Point A)	FOREIGN* LANGUAGE	ELECTIVE or FOREIGN* LANGUAGE (Check Point B)	ELECTIVE FOREIGN LANGUAGE	ELECTIVE
7	MATH 8**	ALGEBRA (Regents Exam)	GEOMETRY (Regents Exam)	ALG2/TRIG (Regents Exam)	PRE CALCULUS
8	MUSIC / ART	ELECTIVE or MATH LAB	MUSIC / ART	ELECTIVE or STUDY HALL	ELECTIVE or STUDY HALL
9	TECHNOLOGY	TECHNOLOGY/ HEALTH	ELECTIVE or STUDY HALL	SAT English & SAT Math	ELECTIVE or STUDY HALL

*Foreign Language may be waived for students who meet NYS criteria for exemption.
The FLACS (Foreign Language) Regional Assessments have replaced the former NYS Proficiency and Regents exams

**ALGEBRA may be recommended.

***US HISTORY may be recommended

RACS students will be strongly encouraged to continue advanced study in all academic disciplines.

RACS ELECTIVE COURSE OFFERINGS

✓	Art Department	Credit	✓	Phys.Ed./Health Dept.	Credit
()			()		
()			()		
()			()		
✓	English Department	Credit	✓	Science Department	Credit
()			()		
()			()		
()			()		
()			()		
✓	World Languages Department	Credit	✓	Social Studies Department	Credit
()			()		
()			()		
()			()		
✓	Mathematics Department	Credit	()		
()			()		
()			✓	Technology and Computer Science Dept.	Credit
()			()		
()			()		
()			()		
✓	Music Department	Credit	()		
()			()		
()			()		
()			()		

*Pre-requisite required. See course description

WORKSHEET

Period	Course Name
1	ENGLISH :
2	SOCIAL STUDIES:
3	SCIENCE:
4	PHYSICAL EDUCATION
5	ELECTIVE / LUNCH:
6	LUNCH / ELECTIVE:
7	MATHEMATICS:
8	FOREIGN LANGUAGE:
9	ELECTIVE:

2016-2017 COURSE DESCRIPTIONS

English Department

Common Core English/Language Arts I (9th grade)

English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

Common Core English/Language Arts II (10th grade)

English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

Common Core English/Language Arts III (11th grade)

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. This course culminates in the Regents Exam in English Common Core.

English/Language Arts IV (12th grade)

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

Electives and Advanced Placement

AP English Language and Composition

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.

AP English Literature and Composition

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

English/Composition (freshmen and sophomores)

English/Composition (freshmen and sophomores) courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing.

English/Composition (juniors and seniors)

English/Composition (juniors and seniors) courses are designed for juniors and/or seniors and build upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing, these courses—which emphasize word choice, usage, and writing mechanics—provide continued and advanced instruction in writing for a variety of purposes and audiences. English/Composition (juniors and seniors) courses may emphasize college or business preparation; literature study may be offered as an additional component in which students analyze examples of several genres.

Creative Writing

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

Research/Technical Writing

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

Journalism

Journalism is a course designed to introduce students to the field of journalism and to produce a school newspaper. Specifically, in this course students will learn and polish news-writing techniques; examine the purposes, successes and failures of the mass media; examine layout, photography and production techniques and learn the history, laws and ethical issues related to journalism. Along with learning journalistic practices, students will learn to use computers for word-processing and page layout and to produce a school newspaper. Success in this course depends on a student's willingness to assume responsibility for independent effort and ability to meet deadlines.

English Morphology and Grammar

English Morphology and Grammar courses involve the study of the English language—its roots and derivations, structure and sentence patterns, dialects, writing and spelling systems, and uses as a communication tool.

English—Test Preparation

English—Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with stress. Course materials may include ACT, SAT and PSAT review materials, current assessment software programs, and previous standardized examinations.

Forensic Speech—Debate

Forensic Speech—Debate courses offer students the opportunity to learn how to use oral skills in formal and informal situations. In these courses, students are able to develop such skills as logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body. Often linked to an extracurricular program, these courses introduce students to the methods, aims, and styles used in various kinds of debates (formal debate or Lincoln-Douglas). Participation in competition is encouraged, but not always required.

Public Speaking

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Social Studies Department Course Descriptions

Global History I

The Global History I—course provide students with an overview of the history of human society worldwide from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World Global History I courses may include geographical studies, but often these components are not as explicitly taught as geography. This is a required preparation course for the Global History Regents exam taken at the end of the Global History II course.

Global History II

In addition to covering the objectives of Global History II provide an overview of world geography and history in the modern era. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts. Students explore world history through the study of themes and eras in human history. This course culminates in the Global History Regents Exam.

U.S. History

U.S. History courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through the present. These courses typically include a historical overview of political, military, scientific, and social developments. Course content includes a history of the North American peoples before European settlement. This course culminates in the US History Regents Exam.

U.S. Government—Comprehensive

U.S. Government—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics. This is a required course for all seniors.

Economics

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. This is a required course for all seniors.

Electives and Advanced Placement

AP World History

Following the College Board’s suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

AP U.S. History

Following the College Board’s suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to address problems critically making reference to U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past.

AP U.S. Government and Politics

Following the College Board’s suggested curriculum designed to parallel college-level U.S. Government and Politics courses, these courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The courses generally cover the constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.

Psychology

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

AP Psychology

Following the College Board’s suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

Contemporary U.S. Issues

Contemporary U.S. Issues courses study the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues that span throughout the 20th century to the present.

Particular Topics in U.S. History

These courses examine a particular topic in U.S. History, such as particular time periods in the history of the United States, or they may focus on the history of particular U.S. regions rather than provide an overview of the subject. This course is offered to students who are preparing to re-take the Regents examination in US History.

World Geography

World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. This course is offered to students to who are preparing to re-take the Regents exam in Global History II.

Particular Topics in Geography

Particular Topics in Geography courses examine a particular topic in geography, such as physical or cultural geography, or the geography of a particular area or region, rather than provide an overview of the field.

Modern World History

Modern World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments.

Particular Topics in World History

These courses examine particular topics in world history other than those already described.

Mathematics Department Course Descriptions

Algebra I Common Core

Algebra I Common Core courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry Common Core

Geometry Common Core courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Algebra II

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Electives and Advanced Placement

Pre-Algebra

Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

Transition Algebra

Transition Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transition Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. This course is offered to students preparing to re-take the Regents examination in Algebra Common Core.

Particular Topics in Algebra

These courses examine a specific topic in algebra, such as linear equations or rational numbers, rather than provide an overview of algebra concepts.

Informal Geometry

Informal Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Principles of Algebra and Geometry

Principles of Algebra and Geometry courses combine the study of some pre-algebra and algebra topics with introductory geometry topics. These courses include the study of formulas, algebraic expressions, first degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles.

Particular Topics in Geometry

These courses examine specific topics in geometry, such as solid or technical geometry, rather than provide a general study of the field of geometry. This course is offered to students preparing to re-take the Regents exam in Geometry.

Science Department Course Descriptions

Earth Science

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography. This course culminates in a Regents Exam.

Living Environment

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. This course culminates in a Regents Exam

Chemistry

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. This course culminates in a Regents Exam

Physics

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena. This course culminates in a Regents Exam

AP Biology

Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

Conceptual Biology

These courses provide students with a basic understanding of living things. Topics covered may include ecology and environmental problems such as overpopulation and pollution as well as cells, types of organisms, evolutionary behavior, and inheritance. This course is often offered to students preparing to re-take the Regents exam in Living Environment.

Particular Topics in Biology

Particular Topics in Biology courses concentrate on a particular subtopic within the field of biology (such as botany, zoology, genetics, and so on) that is not otherwise described within this classification system.

AP Chemistry

Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Topics covered may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses.

Conceptual Chemistry

Conceptual Chemistry courses are practical, non-quantitative chemistry courses designed for students who desire an understanding of chemical concepts and applications.

Particular Topics in Chemistry

Particular Topics in Chemistry courses concentrate on a particular subtopic within the field of chemistry (such as chromatography and spectrometry) that is not otherwise described in this classification system.

Conceptual Physics

Conceptual Physics courses introduce students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The courses emphasize precise measurements and descriptive analysis of experimental results. Topics covered may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces.

Particular Topics in Physics

Particular Topics in Physics courses concentrate on a particular subtopic within the field of physics (such as optics, thermodynamics, quantum physics, and so on) that is not otherwise described in this classification system.

Scientific Research and Design

In Scientific Research and Design courses, students conceive of, design, and complete a project using scientific inquiry and experimentation methodologies. Emphasis is typically placed on safety issues, research protocols, controlling or manipulating variables, data analysis, and a coherent display of the project and its outcome(s).

Robotics

Robotics courses develop and expand students' skills and knowledge so that they can design and develop robotic devices. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers.

World Languages Department Course Descriptions

Spanish 8

Designed to introduce students to Spanish language and culture, Spanish 8 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

Spanish I

Spanish I courses build upon skills developed in Spanish 8, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s). This course culminates in the Spanish Language Proficiency Test (Checkpoint A) required for graduation.

Spanish II

Spanish II courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. This course culminates in the Spanish Language Checkpoint B test.

ADD Spanish III

Turkish I

Turkish 1 is a beginner level course in Turkish language. Emphasis in this course is on the basic skills of listening, speaking, reading and writing in Turkish. Students will gain conversational skills in Turkish language through conversing with each other to introduce themselves, to describe how they feel and to tell the activities they do. Components of this course include basic vocabulary such as classroom materials, days, months, seasons, course names, country and city names, family members, etc. Primary and essential grammatical structures for Turkish 1 are possessive pronouns, the verb to be, conjugating verbs in Present Continuous Tense in affirmative, negative and question forms. Students will utilize the language with the integration of cultural elements and role plays into the curriculum.

Turkish II

Turkish 2 is an intermediate level course emphasizes the improvement of oral expression and the development of vocabulary through activities integrating listening comprehension, speaking, reading and writing. Integration of the audio and video of native speakers and real life dialogues will help students utilize the language. More advanced grammatical structures will include genitive and non-genitive noun phrases, dative, ablative, instrumental and locative case suffixes, conjugation of the verbs in Simple Past Tense in affirmative, negative and question forms, verb to be in Simple Past Tense, modal of obligation and descriptive and interrogative adjectives. Reading in Turkish is stressed with the advanced dialogues and paragraphs. Vocabulary knowledge will be built on Turkish 1. Dialogue writing and role plays are integrated to develop students' writing and speaking skills along with cultural components.

Turkish Language and Culture

Turkish Language and Culture emphasizes and further advances the students' oral and written communication abilities. Students study the physical and social environment of Turkey with emphasis on history and cultural traditions. Students will understand how language and culture interact to form societal structures.

Health and Physical Education Department Course Descriptions

Health

Topics covered within Health courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

Physical Education

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Nutrition

This course is a vehicle through which the New York State Commencement Level Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, and Universal Foundation Skills). Food and Nutrition Core content topics align with the National Standards for Family and Consumer Sciences.

Fitness/Conditioning Activities

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

Computer Technology Department Course Descriptions

Computing Systems

Computing Systems courses offer a broad exploration of the use of computers in a variety of fields. These courses have a considerable range of content, but typically include the introduction of robotics and control systems, computer-assisted design, computer-aided manufacturing systems, and other computer technologies as they relate to industry applications.

Desktop Publishing

Desktop Publishing courses integrate the knowledge and skills learning in word processing with the concepts, procedures and application of desktop publishing. Students learn to format, create and proofread brochures, programs, newsletters, web pages, presentations and manuscripts.

Computer and Information Technology

Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.

Computer Applications

In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.

Business Computer Applications

In Business Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages, particularly those used in the business world. Generally, these courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover topics such as electronic mail, desktop publishing, and telecommunications.

Web Page Design

Web Page Design courses teach students how to design web sites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, and Document Object Model—to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals.

Computer Graphics

Computer Graphics courses provide students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Typical course topics include modeling, simulation, animation, and image retouching.

Computer Technology

Computer Technology courses introduce students to the features, functions, and design of computer hardware and provide instruction in the maintenance and repair of computer components and peripheral devices.

Art Department Course Descriptions

Creative Art—Comprehensive

Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

Creative Art—Drawing/Painting

Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

Creative Art—Drawing

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

Creative Art—Painting

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

Graphic Design

Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

Music Department Course Descriptions

Music Theory

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

Music Appreciation

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

Music Performance

Provides students with an opportunity to develop their music abilities through solo or ensemble performances in front of audiences, through individualized private study of instrumental or vocal music under supervision, and a final exam jury before the music teacher.

Composition/Songwriting

Composition/Songwriting courses prepare students to express themselves thorough creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students may also use computers for creating music.

Guitar

Guitar courses introduce students to the fundamentals of music and guitar-playing techniques, such as strumming and chords. These courses may also include more advanced guitar-playing techniques.

Piano

Piano courses introduce students to the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines. These courses may also include more advanced keyboard techniques.

Chorus

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.