

2023-2024



BATAVIA HIGH SCHOOL  
COURSE DIRECTORY

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**BATAVIA**  
HIGH SCHOOL

"Setting Standards  
for Academic Excellence"



## **OUR MISSION**

***The Batavia City School District is committed to empowering students to achieve their maximum potential, while becoming socially responsible citizens.***

## **ENTRAL ADMINISTRATION**

Superintendent of Schools - Jason A. Smith

Executive Director of Curriculum and Instruction - Dr. Molly Corey

Business Administrator - Scott Rozanski

Executive Director of Staff Development & Human Resources - Trisha Finnigan

Director of Special Education - Kellie Marciano

Director of Health, Physical Education and Interscholastic Athletics - Michael Bromley

## **BATAVIA HIGH SCHOOL ADMINISTRATION**

Principal - Paul Kesler

Assistant Principal - Omar Hussain

Assistant Principal - Jessica Korzelius

## **COUNSELORS**

Grade 9 (A-Z) - Ashley Cuylla

Grade 10-12 (A-F) - Greg Ciszak

Grade 10-12 G-M) - Kelly Garner

Grade 10-12 (N-Z) - Joseph Hussar

## **DEPARTMENT CHAIRS**

Art - Amanda Antonucci

Business/Technology - Christopher Cummings

English Language Arts - Kimberly Przybysz

Foreign Language - Travis Byrnes

Health Education – Michael Bromley

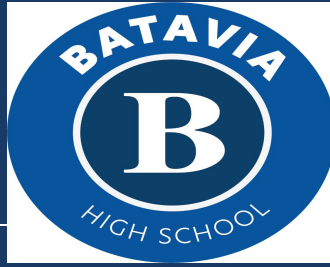
Mathematics - Andrew Kiebal

Music - Jane Paladino

Physical Education - Michael Bromley

Science - Anthony Cali

Social Studies - Timothy Stevens



# WELCOME TO BATAVIA HIGH SCHOOL

Dear Parents and Students,

Welcome to our 2023-2024 Course Description Handbook. Our handbook will provide important information that will assist you in selecting courses to meet your educational, occupational and personal goals.

First, please review the detailed list of course requirements for your class to help you understand the requirements that pertain to your particular graduation class. Keep in mind that both New York State and the Board of Education establish the requirements needed for graduation. Also, the detailed description of each course offering will give you insight into the demands of each course. The planning you do now will have a great impact on your future at BHS, college and/or career.

Let us urge you to carefully review the courses and graduation requirements described in this handbook as you prepare to make course selections for the coming year with your school counselor. Parents can help in the course selection process by providing an adult perspective to compliment that offered by your child's school counselor. We encourage students to take full advantage of our course offerings which leads to their graduation and also allows them to gain experience in areas they might not otherwise encounter.

Should you have any questions, please call your child's school counselor. We will do our best to answer all questions and to serve the students within the Batavia City School District.

Sincerely,

The Administration and Staff of Batavia High School

## About Course Selections...

This booklet has been prepared to assist you in planning next year's school program. After carefully reviewing the course descriptions, the student and his/her parents should select a program which is part of an overall educational plan, giving particular attention to graduation requirements, course prerequisites, educational and vocational goals.

In the spring semester, each student will meet with his/her counselor to arrange a schedule for next year. The program will then be sent home for parents to review. A student will be committed to following his/her course of study as planned. Adjustments can be made to a student's program, primarily for levels of study based upon teacher, student, parent and counselor approval.

Course requests are just that; "requests". Courses requested may not run due to enrollment, staffing, scheduling, or budgetary reasons. Every effort will be made to ensure that course requests are scheduled.

Parents are welcome to meet with the counselor to develop the student's schedule. Please call the Counseling Center at 343-2480, ext. 2002 for an appointment.

## About the Counseling Center...

The Counseling Center exists to help students with a number of programs and services that will better assist them as they plan their high school career and post-secondary educational/vocational plans. The Counseling Center is dedicated to helping students with conflicts, particularly in the way conflicts may relate to their program and success at school.

The counselors and the Career Resource Specialist help inform students and parents of resources regarding financial aid. Informational meetings concerning this important subject are held in January. Please check our high school website and parent newsletter for information.

Each year, the Counseling Center provides opportunities for students to visit with various representatives of business and industry, colleges and technical schools so that a student can hear, first hand, the potential for employment and opportunities that are offered by various colleges and universities.

If the Counseling Center can be of assistance to our students or families, please call 585-343-2480, ext. 2002. Counselors are assigned as follows:

Grade 9 (A-Z) - Ashley Cuyla  
Grade 10-12 (A-F) - Greg Ciszak  
Grade 10-12 G-M) - Kelly Garner  
Grade 10-12 (N-Z) - Joseph Hussar

Tracy Grover, Career Resource Specialist – 585-343-2480, ext. 2012



Let's plan  
for YOUR  
Future!

## EDUCATIONAL PROGRAM

A fundamental goal of the Batavia City School District is to assist students in developing their talents, abilities, and interests to the greatest extent possible. The educational program is comprehensive and offers preparation for students who plan to continue their formal education beyond high school and for those who plan to enter directly into the world of work after high school. Among the most important decisions students make are those related to the program they will pursue. These decisions should be made after careful assessment of their capabilities and interests and with the assistance of parents, school counselors, and teachers.

**ADVANCED PLACEMENT PROGRAM** Advanced Placement courses at Batavia High School offer our students the opportunity to do college-level work and potentially earn college credit. They are available to qualified students primarily in the 12th grade with some available for 11th graders. At this time, the Advanced Placement courses offered at Batavia High School include Art, English, American History, American Government, Biology, Calculus, Spanish, Chemistry and Physics. Descriptions of these courses are listed under each academic area in this booklet. Advanced Placement examinations contain a multiple choice section and an essay section and are completed in three (3) hours. Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified) 4 (well qualified) 3 (qualified) 2 (possibly qualified) 1 (no recommendation). The results of the Advanced Placement examinations are sent in early July to each student, school, and if the student requests it, to a college of the student's choice. If you have any questions concerning Advanced Placement studies, please contact your school counselor. Upon completion of the Advanced Placement course, students are required to take the nationally administered AP examination in May or an approved . There is a fee to take the AP exam.

**ADVANCED STUDIES PROGRAM** The Advanced Studies program allows high school students to enroll in college level courses and earn college credits from Genesee Community College while still in high school. Tuition and fees are charged at a reduced cost to high school students. More information is available from your counselor. The courses in Advanced Studies are: English 13-1, English 13-2, War in the 20th Century, International Relations, Sociology, Psychology, Precalculus, Calculus, Intermediate Algebra and Trigonometry, Statistics, Algebra II, Entrepreneurship, Entrepreneurship 2, Careers and Financial Management 1, Sports Medicine and GVEP Health Careers Academy, GVEP Legal Careers Academy, GVEP Information Technology Academy, Spanish IV, AP Spanish V.

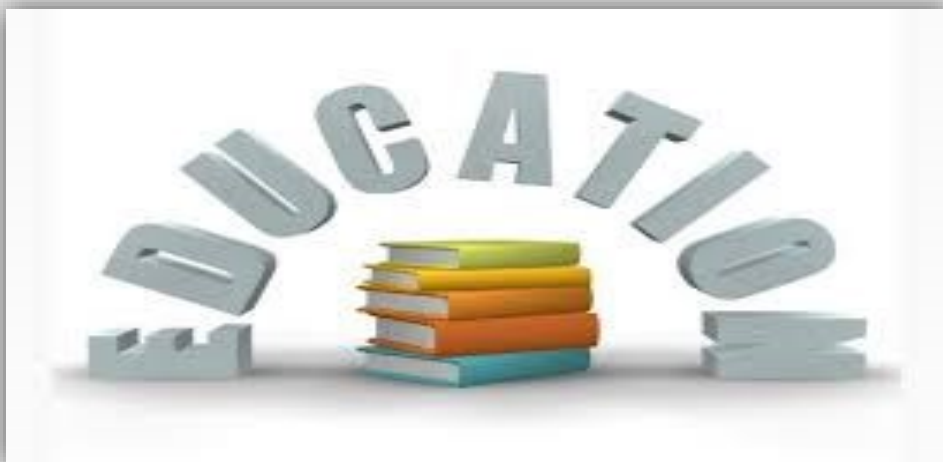
### **CAREER AND TECHNICAL EDUCATION BOCES**

The CTE of the Genesee Valley Educational Partnership provides programs in occupational education which enable students to enter the job market immediately upon high school graduation. A special orientation program is provided by the GVEP staff to introduce students to the course offerings available to them.

**SPECIAL EDUCATION PROGRAMS** Specialized classroom instruction is provided to address the unique learning needs of students with special needs. Students have access to the general education curriculum which is modified and adapted to meet their instructional abilities. Special education teachers work closely with content area teachers to ensure that program accommodations are implemented and curriculum is differentiated.

### **TITLE IX OF THE FEDERAL EDUCATION AMENDMENT OF 1972**

Forbids sexual discrimination in any activity or program. Likewise, the Education Law and Commissioner Regulations prohibits the denial of membership or part in any school program or activity not only on the basis of sex, but also on the basis of race, marital status, color, religion, national origin or disability.



# BATAVIA HIGH SCHOOL

## SCHEDULE PLANNING FORM

Name \_\_\_\_\_ Grade \_\_\_\_\_ Counselor \_\_\_\_\_

DIRECTIONS: Use the grid below to plan the courses you want to schedule for next year. Refer to the course descriptions, prerequisites, and credit information as you are making your course choices.

	Day ACE	Day BDF
Block 1		
Block 2		
Block 3		
Block 4		

Credits Required for Graduation: 4 English, 4 Social Studies, 3 Math, 3 Science. 1 LOTE, 1 Art/Music, 1/2 Health, 2 PE. Minimum credits required for Graduation: 22

***YOU CREATE YOUR OWN OPPORTUNITIES***

COURSE	CREDIT

10TH GRADE	COURSE	CREDIT

11TH GRADE	COURSE	CREDIT

12TH GRADE	COURSE	CREDIT



# *WANT TO CHANGE YOUR SCHEDULE?*



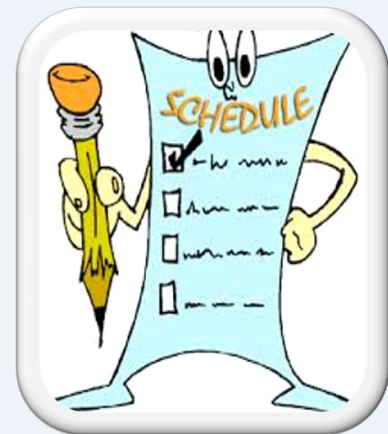
Students may request a change of schedule only during the last week of summer vacation or during the first four (4) days of a new school year or semester.

Changes may be made if:

- ♦ Students passed or failed a course in summer school
- ♦ Students are scheduled for a course he or she did not request
- ♦ A student's schedule is incomplete or incorrect
- ♦ Students wish to add a class
- ♦ Changing an approved program of study  
i.e: NCAA, diploma type (Advanced Regents vs Regents), etc

Changes may not be allowed for:

- ♦ Switching teachers
- ♦ Switching class blocks or sections
- ♦ Switching lunch



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

### Credit Requirements

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

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

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

	Regents Diploma for All Students	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score
English Language Arts (ELA)	1	65 <sup>1</sup>
Math	1	65 <sup>1</sup>
Science	1	65 <sup>1</sup>
Social Studies	1	65 <sup>1</sup>
Pathway (See note 1 on reverse side)	1 or CDOS	65 <sup>1</sup> if Regents Exam
Compensatory Safety Net	Non-Applicable	

Students seeking the Regents diploma with advanced designation must:

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





## **GRADUATION HONORS CRITERIA**

### **SUMMA CUM LAUDE**

- ❖ 95+ Grade Point Average
- ❖ 3 Advanced Placement Courses OR  
2 Advanced Placement Courses AND  
2 Dual Enrollment College Courses

### **MAGNA CUM LAUDE**

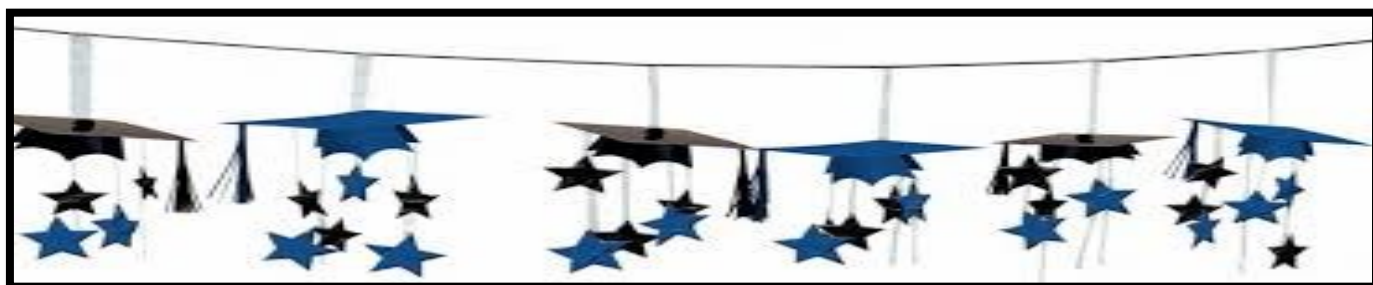
- ❖ 90+ Grade Point Average
- ❖ 2 Advanced Placement Courses OR  
1 Advanced Placement Courses AND  
2 Dual Enrollment College Courses

### **CUM LAUDE**

- ❖ 85+ Grade Point Average
- ❖ 1 Advanced Placement Courses OR  
2 Dual Enrollment College Courses

## **GRADUATION HONORS GUIDELINES**

1. Dual Enrollment courses through BOCES will count toward Graduation Honors.
2. Dual Enrollment and AP Courses completed in Spring of Senior year will count toward Graduation Honor status, but honors can be removed or adjusted if students do not pass a course.
3. Tentative Graduation Honor status will be discussed with seniors at their fall senior meetings with counselors.
4. Final grade point average for Graduation Honor status will be determined at the conclusion of the 1st semester of senior year.
5. Students will be notified of their confirmed status in February.
6. Two Graduation speakers will be chosen each year. The first will be the Senior Class President. The second will have earned Summa Cum Laude Graduation Honor status, and will be elected by students and faculty.





**ASSESSMENTS** In order to meet graduation requirements for a Regents diploma, all students must pass five required examinations including English Language Arts, 1 Math Regents (Algebra, Geometry, or Algebra 2/Trigonometry), Global Studies, US History and 1 Science with a grade of 65 or above and have earned 22 credits. In addition to these state exams, the student must also earn 22 credits for graduation. (see table on page 11)

### PROMOTION REQUIREMENTS

To be considered a 10th grader....student must earn at least 5 credits

To be considered an 11th grader.... student must earn at least 10 credits

To be considered a 12th grader.... student must earn at least 16 credits

### GRADING

1st Semester Course : (2 x 1st marking period) + (2 x 2nd marking period) + (1 x final exam) divide by 5 for final grade

2nd Semester Course : (2 x 3rd marking period) + (2 x 4th marking period) + (1 x final exam) divide by 5 for final grade

Full Year Course : (1st mkg per + 2nd mkg per + 3rd mkg per + 4th mkg + final exam ) divide by 5 for final grade

***Regents exams are not included in the calculation of course averages with the exceptions being the U.S. History Regents, Physics and Algebra exam. Regents exams will be reported apart from course averages on report cards and student transcripts. Course credit is earned separately from meeting regents exam requirements.***

**QUARTER AVERAGES** The quarter average is used to determine Honor and Merit Roll status and Social Area privilege for juniors and seniors. All grades, including PE, are counted in quarterly averages. Formula that is used:

Full year courses: quarter average x 1 Half year courses: quarter average x .5 Phys Ed. quarter average is x .125

### ACADEMIC INTERVENTION SERVICES (AIS)

Students who fail to meet NYS Regents standards by failing coursework or state exams, will be assigned for AIS according to NYS mandates.

### NCAA ELIGIBILITY CENTER

Students planning to participate in athletics in a Division I or Division II college must be certified by the NCAA Eligibility Center. At least 16 academic "core" courses are required to be eligible. New York State graduation requirements fulfill most "core" requirements. Student athletes are responsible for being aware of these requirements and for following the application procedures required by the NCAA Eligibility Center. Applications are available to second semester juniors by accessing them online only.

### STUDENT COURSE LOAD

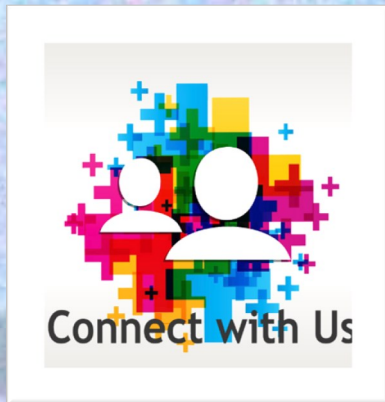
In order to be considered a full time student enrolled at Batavia High School, each student must maintain enrollment in a minimum of five courses plus physical education during each semester. It has been our finding that five courses and

physical education is the minimum course load which can provide most students with a comprehensive educational experience necessary to earn a high school diploma.

### TRANSFER STUDENTS

To be considered for first and second honors a transfer student must have been in attendance one and one-half years prior to calculation of ranking (January of senior year). A grade conversion chart shall be applied to grades of students who transfer from a school which uses an alternate marking method for transcript purposes.





**STAY  
CONNECTED  
TO  
BHS  
585-343-2480**

**Art:**

Ms. Antonucci  
Ms. Duza  
Ms. Greenbaum

**Business/Technology:**

Ms. Ognibene  
Mr. Redband  
Mr. Voorhees

**English:**

Mr. Krauss  
Ms. George  
Ms. Tenebruso  
Ms. Prospero  
Ms. Corbelli  
Ms. Przybysz  
Mr. Tress  
Ms. Chojnacki

**World Languages:**

Ms. Korpanty  
Ms. Litey

**Music:**

Ms. Paladino  
Mr. Grillo  
Mr. McLean  
Ms. Chevillard

**Math:**

Ms. McCarthy  
Ms. Weaver  
Ms. Fix  
Ms. Rosati  
Mr. Warren  
Ms. Teller  
Mr. Kiebala  
Mr. Hughson

**Physical Education/Health:**

Ms. Hamilton  
Mr. Pedersen

Mr. Brasky  
Mr. Byrnes

**Science:**

Mr. Cali  
Mr. Weicher  
Mr. Kirkwood  
Mr. Botsford  
Mr. Boyce  
Ms. Veltz  
Ms. Geitner  
Ms. Whiteman

**Social Studies:**

Mr. Stevens  
Mr. Schreiner  
Mr. McCarthy  
Ms. Traver  
Mr. McCracloim  
Mr. Mettler  
Mr. Veltz

**Special Education:**

Mr. Gorton  
Ms. Keller  
Mr. Ingalsbe  
Mr. Suydem  
Ms. Kruckowski  
Ms. Holsopple  
Ms. Robinson  
Mt. Consiglio



# ART COURSES

*Art Education gives students an opportunity to recognize and appreciate the importance of art to past, present, and future life. Students engage in art activities designed to give them firsthand experience in the excitement and satisfaction of individual creative expression; and to appreciate the vision, skill, and achievement needed to create art.*

## **A100 STUDIO IN ART 1 credit, 1 year**

An exploratory course for students who would like to take a full year course of art to fulfill the art/music requirement. Students will learn about many art styles through course content focusing on past and present art, and creating individual art projects. Students receive basic information and skills needed to successfully create and discuss art. These basic skills will allow students pursuing additional art classes to be better prepared for those art courses. A sketchbook/journal is required.

## **A500 STUDIO IN DRAWING 1 credit, 1 year Prerequisite: 1 unit of credit in Studio in Art or teacher recommendation.**

Drawing is an advanced course which may be elected after a student has received one unit of credit in Studio Art. Exploratory experiences in drawing introduce students to a wide variety of styles and media. Emphasis is on developing drawing skills, better understanding materials and processes, while doing assignments based on still-life and figure drawing. Sketchbook/journal is required.

## **A510 STUDIO IN PAINTING 1 credit, 1 year**

**Prerequisite: 1 unit of credit in Studio in Art, recommended 1/2 unit of credit in Studio in Drawing or teacher recommendation.**

Painting is an advanced course which may be elected after a student has received one unit in Studio in Art. Students explore art material, techniques, styles, and subject matter. This advanced course encourages artist freedom and individual art study. A sketchbook/journal is required.

## **A520 STUDIO IN DESIGN 1/2 credit, 1/2 year**

**Prerequisite: 1 unit of Studio in Art or teacher recommendation.**

Students will explore how to illustrate, or represent an idea, with a strong emphasis on composition and design. Many of the assignments will entail using computer software. Students do not need to be familiar with art software to take the course. Emphasis is on creativity, skills and techniques required to complete successful design projects. A sketchbook/journal is required.

## **A521 STUDIO IN PRINTMAKING 1/2 credit, 1/2 year**

**Prerequisite: 1 Unit of Studio in Art or Teacher recommendation (Drawing would be helpful)**

This course will introduce a wide range of possible experiences in printmaking. Printmaking is the process of producing a work of art in ink; the work (called a "print") is created indirectly, through the transfer of ink from a carved surface to a piece of paper. Students will use a variety of materials and techniques that will explore the creative possibilities of creating prints, along with developing the ability for critical observations, judgments and appreciation for this art form. These techniques include but are not limited to creating prints with surfaces carved from linoleum, wood, metal, and cardboard as well as gluing objects to surfaces creating collagraphs. Two major focuses of the class will be the aesthetic experience and the technical skills needed to be successful. A sketchbook is required.





### **A530 DIGITAL PHOTOGRAPHY 1/2 credit, 1/2 year**

Digital Photography is a half year course that focuses on understanding the basic operations and functions of a digital camera/smart phone. Students will learn about photographic elements of art and principles of design, composition, and lighting. Students learn image techniques and digital manipulation using Adobe Photoshop, teaching them how to manipulate, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. Prerequisite Studio in Art.



### **A540 DIGITAL GRAPHIC DESIGN 1/2 credit, 1/2 year**

Graphic Design introduces the interaction of text and image and the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems using Adobe Photoshop and Adobe Illustrator. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Prerequisite Studio in Art.

### **A550 STUDIO IN SCULPTURE 1 credit, 1 year**

**Prerequisite: 1 unit of Studio in Art or teacher recommendation**

Sculpture is an advanced course which may be elected after a student has received one unit of credit in Studio in Art. This course offers an outlet for self-expression in three-dimensional design in either a particular material or a variety of media. Both technical and aesthetic experiences are offered so that students will be able to understand and appreciate this art form, acquire dexterity, sensitivity and master of the technique to control the media and learn to express themselves in additive and subtractive methods. Students will keep a sketchbook/journal and photograph three-dimensional pieces.

### **A560 PORTFOLIO AND INDIVIDUALIZED STUDIES I & II 1 credit, 1 year (May be taken as 1/2 year courses)**

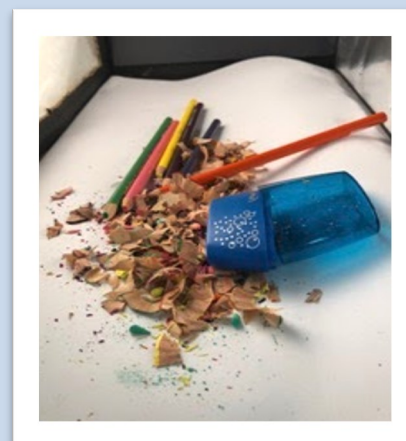
**Prerequisite: 2 credits in Art**

An art course designed to give juniors and seniors an intense art studio. Students are required to present their art work at the beginning of the class. The teacher reviews and discusses the student's strengths, as well as weaknesses, to help design a competitive portfolio for scholarships, college entrance requirements, and exhibitions. Students needing a portfolio will be focusing on completing successful pieces of art that showcase the students ability, along with organizing the necessary slides and paperwork needed to be accepted into specific colleges. The independent studies student will just focus on his/her individual artist needs and goals. Portfolio and sketchbook are required. **Explanation** on section I and II... Students may take this course twice, to meet their portfolio needs. Example: Some students may take this course in the spring of their junior year and then again in the fall of their senior year; or both during the school year.

### **AAPART AP STUDIO ART 1 credit, 1 year**

**Prerequisite: 2 credits in Art**

This course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio of 24 pieces that demonstrates a mastery of concept, composition and execution in 2D design or drawing. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year. As in any college level course students will be expected to spend a considerable amount of time outside of class in order to complete assignments and doing homework and sketchbook assignments. It is the hope that students will be able to achieve a score of 3 or above on their Portfolio which would allow them to receive college credit.



# BUSINESS COURSES

*opportunities exist for earning college credit through the following courses:  
Entrepreneurship and Cisco and First Year Experience.*

*En-*

## **B100 PERSONAL MONEY MANAGEMENT ½ credit, ½ year, 3 college credits**

Is bankruptcy in your future? In today's world, attention to your finances, especially through electronic means is crucial. Students attending college currently graduate with tens of thousands of dollars in college loans. Learn about banking, credit cards, debit cards and budgeting to help you avoid the perils of bankruptcy. Need transportation? Learn about buying a car without getting ripped off. Of course, you'll need to insure it too. 25/50/25—do you know what that means? In today's world, its insufficient levels of insurance. Find out what you need to know about vehicle insurance, renters insurance, and homeowners policies. Learn about investing and the stock market and how to achieve your goal of a comfortable retirement. You will use the knowledge gained in this class for the rest of your life!

## **B101 CAREER AND EDUCATIONAL PLANNING ½ credit, 1/2 year, 3 college credits**

Where are you going? How are you going to get there? Students explore career and post-secondary education options. Using the results of aptitude tests and interest inventories, students look at what is needed to achieve their goal of finding a job they want and enjoy. Class topics explore interest inventories, rules and regulations in the workforce, creating a cover letter, résumé, and thank you letter. Students learn about wages and basic finances in this introductory course. Field trips to local employers, guest speakers, and job shadows are prominent features of this course.

## **B500 SPORTS AND ENTERTAINMENT MARKETING ½ credit**

Get ready to learn about one of the most exciting and competitive businesses in the world! Fans and companies spend billions of dollars each year on sports and entertainment. This marketing course will help students learn basic marketing functions and how those functions are applied to the sports and entertainment industry. This course will help students learn basic sales and promotional marketing functions, operations, and financial aspects of the industry. Students will explore the exciting and wide variety of careers in marketing through creative projects and fieldtrips. Students will collaborate to design promotional campaigns for Batavia sports teams which will incorporate a variety of multimedia presentation tools.

## **B510 COMPUTER SKILLS ½ credit, 3 college credits**

This course teaches skills that students will use the rest of their life. Did you know that employees who are proficient in using Microsoft Office make more money than those who don't? The course starts with a brief refresher of the computer keyboard. Students will learn how to use Microsoft Office (Word, Excel, and Powerpoint) to set up various letter/memo styles, outlines, tables, horizontal and vertical centering, and a graphics unit for creating flyers and letterheads. To receive college credit, a minimum level of proficiency of 35 words per minute (wpm) is required.

## **B520 ENTREPRENEURSHIP 1 credit, 3 college credits**

Do you have dreams of starting your own company? This is an introductory course for 11th and 12th graders that examines the major steps in starting a new business. By setting up a virtual business, students learn how to start, finance, advertise, complete inventory records, hiring techniques, customer relations and politics involved for a successful business. Students are able to create a web page, catalog and business plan and enter the products into competitions. Students gain additional experience by working at the BHS bookstore and Tonawanda Valley Federal Credit Union BHS branch. Join this class for a unique experience in learning.

## **B521 ENTREPRENEURSHIP 2 1 credit, 1 year, 3 college credits**

Entrepreneurship 2 will offer the opportunity to better develop employer—employee relationships and gain hands-on experience in the aspects of personal and corporate financial management, public speaking, problem solving and critical analysis skills as part of the administrative team. Students enrolled in Entrepreneurship 2 will act as active administrators for Entrepreneurship 1 VE business students, compete in the yearly trade show and complete a business plan for a business they are interested in starting, as well as be responsible for working at the Bookstore, financial and marketing aspects of the bookstore. Second year students will be responsible for conducting interviews and placing Entrepreneurship 1 students in appropriate VE department positions.



### **B530 BUSINESS AND PERSONAL LAW 1 credit, 1 year**

Business and Personal Law gives an in depth look into the legal world we all live and work in daily and focuses on the legal problems in our daily lives. Core business law topics include sales, credit negotiable instruments, agency and employment, bailments, and business associations. In addition, the student is exposed to criminal, civil and procedural law. This course is open to any junior or senior.

### **B550 ACCOUNTING 1 credit, 3 college credits**

Accounting is the language of business. The purpose of this course is to introduce students to accounting concepts, principles, and practices. This course enables students to take a step towards exploring a career field that has high employment needs, competitive salaries, and a career ladder. This course presents a thorough background in basic accounting procedures and the opportunity to gain important knowledge of how to invest money wisely over the course of a life time. In addition to being a lifetime investing course, students learn how to read balance sheets and income statements as well as other accounting principles students learn while in college. This course may be used for a business credit or a 3rd year math credit.



### **B560 CAREER EXPLORATION INTERNSHIP PROGRAM ½ credit, ½ year**

Career Exploration Internship Program (CEIP) provides the student with an opportunity to participate in an actual work experience outside of the classroom, but on a limited unpaid basis. Students are considered trainees and may perform simple tasks. Internship experiences **are available dependent upon the willingness of community employers to participate in the program.**

(Internships are not available in "Medical Careers" due to the HIPPA laws and confidentiality, "Legal/Criminal Justice Careers" due to confidentiality and safety issue). It is possible for the experience to be scheduled during school or outside of the school day. Internships can last for a semester or a full year. Internships can last for 10 weeks, a semester or a year. Students earn credit for their internship by participating in class that meets at a student/instructor arranged time and at the actual work site in the community. Work hours and class hours are counted for credit. Job preparation skills, a career portfolio and qualities of being a responsible employee are taught. Students develop and maintain a daily journal, describing their work site experiences and accomplishments.

**Students must complete an application and be interviewed by the instructor/coordinator to see if the student desired career internship could be arranged, before being scheduled into this program.** (Applications can be obtained from your guidance counselor or the Work-Based Learning Coordinator).

### **B565 SOCIAL MEDIA & ETHICS IN COMMUNICATIONS 1/2 year, 1/2 credit**

Twitter, Facebook, SnapChat, Youtube, Instagram...the list of apps and networking sites goes on and on. Are you interested in what they all have in common? Do you know how accurate they are? This course will look at the technologies that bring about communication in a digital world. Units of study will include photojournalism and spotting Photoshopped fake images, critical examination of topics in the news, fake news and its impact on society, editorials and editorial cartoons and non-linear video editing to include video, still images and music. Students will read, analyze and discuss news, debate ethics in communication, create and record video projects, explore fact checking sites and urban legends.

**B570 LEARNING THROUGH COMMUNITY SERVICE ½ credit**

Students have the opportunity to develop a community service project and earn 1/2 unit (80-100 hours of community service) of school credit for the experience. Students volunteer a minimum of 80 hours for 1/2 credit, keep a log of their hours, and journal of their activities. The log and journal will be used to develop a project depicting their experience to share with their fellow students.

**B580 FYE – FIRST YEAR EXPERIENCE ½ credit, ½ year**

Students prepare yourself for the college experience. This class presents techniques that help students cope successfully with the demands of the first year in college. Students will learn strategies for critical thinking, reading, and studying, and gain awareness of academic, career and personal goals. This course is designed to assist each person gain the necessary skills to succeed in high school and college. **This class may be taken for 3 college credits.**

**JOB SHADOW Non credit bearing**

All students are offered the opportunity to shadow. Shadowing is a one day experience whereby students “shadow” a professional in a career field of interest. This experience allows students to gain real world insight into a particular career field.





# Technology Courses

## **T100 DESIGN/DRAW FOR PRODUCTION I (DDP I) 1 credit 1year**

This course is centered around a series of design projects, and makes use of critical thinking, creative problem solving and decision making skills to solve the design problems presented. Step-by-step procedures for developing solutions are patterned after the way industry teams solve design problems today. Both drawing by and using a CAD Program are covered. New technical drawing skills are presented and developed during each project unit. Design/Draw I covers Orthographic Views, Isometric/Pictorial Views and Section Views. NOTE: Successful completion of both DDP I and DDP II meets the graduation requirement for 1 credit of high school art.

## **T500 FUNDAMENTALS OF WEB DESIGN ½ credit, 3 college credits**

This course introduces students to the exciting process of website design. Basic skills for creating web pages using HTML, CSS, and JavaScript are reviewed allowing students to better understand the structure of the Internet and websites. Project-based learning will allow students to expand their knowledge of image editing and animation programs (PhotoShop and ImageReady). Working as an individual and/or in small groups students seek to solve web design challenges for both virtual and real clients. Student created web projects attempt to provide useful designs that can be used for educational, personal, or workplace benefit. Hosting of student websites is not a requirement, but options for this step of the process are explained. Open to students in grades 9-12. (GCC: CIS 203).

## **T515 CODING FOR SURE! ½ credit 1/2 year**

This course provides a basic introduction to computer programming languages. Students will learn how to use computer programming languages to program 2D and 3D video games, as well as control the movement of student built robots and automated systems. If you like LEGOS®, video games, and building things with your hands—this class is the one for you! Many of the projects built in this class are designed to be entered in the Tech Wars competition that is held annually in March at Genesee Community College. Students should be willing to learn independently and be able to collaborate well with other students on group projects.

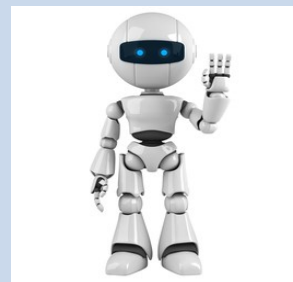
## **T520 INTRODUCTION TO ROBOTICS 1/2 credit, 1/2 year**

Autodesk's VEX Robotics Curriculum (online and free) is divided up into twelve primary units and one optional unit. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles; as such, programming is NOT required. However, this course is structured in such a way that teachers and students who want to include a more Computer Science heavy layer with the course can do so.

## **T521 ADVANCED ROBOTICS 1/2 credit, 1/2 year**

### **Prerequisite - Introduction to Robotics**

This course will be offered to students that have successfully completed the INTRO TO ROBOTICS course. Students will be expected to build and design at least two (2) robots during the course of the semester and compete in at least two (2) local, state, or national robotics competitions. An emphasis will be placed on the programming of autonomous robotic function. Students must complete a research project related to the robotics industry, their use in our society, and how they can benefit mankind. They will present their findings to a group of their peers and professional individuals involved with robotics implementations. Participation in all class activities will be a primary form of assessment used in student evaluation.



## **T535 DESKTOP PUBLISHING I (a.k.a.—Yearbook 1) 1/2 credit, 3 college credits, ACE credit**

Be a part of BHS history and add impressive work force skills to your resume! This course designs the entire yearbook and provides students with the opportunity to learn the basics of digital photography, photo editing with Photoshop and will introduce students to digital production methods for publishing a large-scale journalism project, and a variety of smaller projects. The book is created using Adobe InDesign, the premiere program in the publishing field. Even for those not pursuing a digital arts career, indicating a basic command of InDesign is a bonus for any resume. There is a strong emphasis on teamwork, project management and leadership, learning the art of compromise and scheduling to meet rigid deadlines, skills that are in high demand and an asset in any career. Evaluation of student progress is based on participation, completion of assigned pages and each individual's contribution to the team projects. Permission of the instructor required for freshmen enrollment. (GCC: OFT260)

## **T536 DESKTOP PUBLISHING II (a.k.a.—Yearbook 2) 1/2 credit, 1/2 year**

Most students continue this course during the second semester because at that point, they are heavily involved in creating a permanent record of BHS events, sports, students and staff and intend to “stay the course”. We continue work on the yearbook with a variety of smaller projects occasionally thrown into the mix. The yearbook is due to the publisher by the end of April; during the remainder of the semester, students will work on a final major project. This course emphasizes student mastery and application of concepts while creating projects using InDesign; mastery will qualify students for entry level positions in the desktop publishing field. Skills and knowledge in the areas of digital photography, writing/editing and printing will be advanced. Several digital media projects will be included. Evaluation of student progress is based on participation, completion of assigned pages or projects within scheduled deadlines, and each individual's contribution to the team projects. Desktop Publishing II will continue the large scale journalism project, as well as a variety of smaller projects. Added emphasis will be placed on mastering the knowledge and skills needed for entry-level desktop publishing. Skills and knowledge in the areas of digital photography, writing/editing and printing will be advanced. Several digital media projects will be included. Evaluation of student progress is based on participation, completion of assigned pages or projects within scheduled deadlines, and each individual's contribution to the team projects. Permission of the instructor is required for students that did not complete Desktop Publishing 1 or for those who want to take the course two consecutive years.

## **T540 DIGITAL VIDEO PRODUCTION 1/2 credit, 1/2 year**

This is a “how-to” course using digital photography and video in the exciting and rapidly advancing field of digital media production. Students will create movies and animations that they can apply to other areas of their life and studies. Students will experience taking and editing photos and video, creating movies, and investigate the options for sharing it with the world and private audiences. They will also create exciting graphics for posters and reports, and produce the end of year “Memories” media showcase. Open to students in grades 9-12.

## **T551 BROADCAST JOURNALISM 1/2 credit, 1/2 year**

### **Prerequisite - Contemporary Communications (or permission from instructor)**

Students enrolled in Broadcast Journalism will explore basic elements of radio and television broadcasting. Students enrolled will learn about the role of broadcast media in today's society as well as how television and radio developed. Students will learn audio and video recording techniques. Students will experience applied elements of video editing using state of the art digital video editing equipment. Students in this class will help in pre-production, taping and post-production of the Batavia High School “Blue Devil News” bulletin and other video projects for class. Students will gain experience on camera and behind the scenes for the daily bulletin as it is broadcast to the entire student body and staff. Students will be assessed on their ability to schedule coverage of important events, gather information for newsworthy production, and format the information into concise news for presentation to the school and community. Additionally, the students' ability to work on a team, collaborate with other students in the class and fulfill the designated roles taken on throughout the course of the semester will be evaluated utilizing rubric that simulates a community “news-based” workplace.

## **T552 BROADCAST PRODUCTION ½ credit, ½ year**

**Prerequisite - Contemporary Communications**

Students enrolled in Broadcast Productions will explore advanced elements of radio and television broadcasting. Those enrolled will videotape school activities. Students will learn advanced techniques in audio and video recording. Students will become proficient in video editing using state of the art digital video editing equipment. Students in this class will help in pre-production, taping and post-production of the Batavia High School "Blue Devil News" bulletin. Students will get experience on camera and behind the scenes for the daily bulletin as it is broadcast to the entire student body and staff. Students will participate in the production of the BHS monthly news magazine (The PIC) and BHS "Blue Devils News" newscast, as well as web-based media production. Students will participate in writing of commercials, public service announcements and newscasts. Students will also be required to do outside of school videotaping of school sporting events using the schools equipment.

Students will be assessed on their ability to demonstrate leadership and responsibility in the production of all areas of BHS news production. Independent (and team) skills necessary to successfully schedule coverage of important events, evaluate information for newsworthy production, and manage the presentation of important communications to the school and community will be continuously evaluated. Additionally, the students' ability to work on a team, collaborate with other students in the class and fulfill the designated roles taken on throughout the course of the semester will be evaluated utilizing rubric that simulates a community "news-based" workplace.

## **T555 IT ESSENTIALS I 1 credit, 4 college credits, can be taken ½ year - no college credit**

Adopt a computer for the year...take it part...rebuild it...learn how PC's and their components work together to produce one of the most amazing inventions of the 20<sup>th</sup> century. This course introduces students to the rapidly advancing field of information technology and data communications. Students will develop the necessary skills to enter this field by building a computer, installing the operating system, adding peripherals, connecting the computer to a local area network. This is a hands-on, lab -oriented course that stresses laboratory safety and working effectively in a small group environment. This course will help prepare students for CompTIA's A+ industry certification. Open to students in grades 9 -12. The curriculum assumes no prior knowledge of computers or networks on the part of the students, but a desire to learn the curriculum is required. However, it is beneficial for students to have basic computer and keyboard experience. This course may be taken for college credit.

**(GCC: CSN120 – 4 credits)**

## **T560 PRINCIPLES OF ENGINEERING (POE) 1 credit, 3 college credits**

Principles of Engineering (POE) is a capstone course of the high school engineering program. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course concepts through Activity-, Project-, and Problem-Based (APPB) learning.

**(GCC: ??????? – 3 credits)**

## **TAPCSI AP COMPUTER SCIENCE PRINCIPLES 1 credit, 1 year**

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. 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.



## ENGLISH LANGUAGE ARTS COURSES



*All students are required to complete four (4) years of English. Opportunities exist for earning college credit through the following courses: **AP English Literature and Composition, AP English Language and Composition, English 13-1 and English 13-2***

*Offerings in the English Language Arts Department are based on the New York State Education Department's Learning Standards for English Language Arts, The Learning Standards for Career Development and Occupational Studies, and the New York State Common Core Standards for English Language Arts. Students must pass the New York State Common Core Regents Examination in English, administered at the end of 11th grade. However, passing this test does not automatically earn students credit for English 11; students must receive a passing grade for the course to earn course credit.*

**E100 ENGLISH LANGUAGE ARTS COMMON CORE 9** 1 credit, 1 year

English 9 students explore the Common Core Standards through Shakespeare's classic works, balanced with contemporary writing by authors including Karen Russell and John Steinbeck. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration and communication skills. Mid-year and final examinations model portions of the 11<sup>th</sup>-grade Common Core English Regents Exam, while being written for 9<sup>th</sup> grade readers and writers.

**E200 ENGLISH LANGUAGE ARTS COMMON CORE 10 1 credit, 1 year**

English 10 students develop arguments in response to literary and informational texts, including Marlowe’s “The Passionate Shepherd to his Love”, “The Palace Thief” by Ethan Canin, “The Immortal Life of Henrietta Lacks” by Rebecca Skloot, Martin Luther King, Jr’s “Letter from Birmingham Jail,” and Shakespeare’s Macbeth. Students create media across a variety of social platforms, including collaborative online text and audio podcasts, responding to the literature and informal texts experienced. Mid-year and final examinations model portions of the 11<sup>th</sup> grade Common Core English Regents Exam, while being written for 10<sup>th</sup> grade readers and writers.

**E300 ENGLISH LANGUAGE ARTS COMMON CORE 11 1 credit, 1 year**

English 11 students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas within a text. Texts and excerpts include William Shakespeare's "Hamlet" and "My Last Duchess" by Robert Browning. The mid-year examination models the format of the 11<sup>th</sup> grade Common Core English Regents Exam, which students take at the end of the year.

**E400 ENGLISH LANGUAGE ARTS COMMON CORE 12 ½ credit, ½ year**

The mandatory Core Senior English semester will include skills applicable to all students, focusing in particular upon College & Career Readiness writing skills and Speaking & Listening skills in preparation for Operation Graduation presentations. Through common but open assignments, students will have a great deal of latitude in personalizing the subjects they address through their writing and speaking. They will learn forms of speaking and writing including expository, analytical, persuasive, and instructional.

English 13-2 continues the study of composition strategies introduced in ENG101 by focusing on writing within the humanities. The course emphasizes critical thinking skills and rhetorical principles commonly employed in writing about expressions of the human experience. The course examines literature, film, visual arts, and performing arts in some combination. Students produce 20 to 25 pages of text. English 13-1 may be taken for three hours of college credit through arrangement with Genesee Community College. The course follows Genesee Community College's syllabus for English 105.

*All seniors will need to earn a full credit for English 12. English 12 Core, will focus on the Speaking & Listening standards, as well as the writing standards required for College and Career Readiness. For the other half of their 12th grade ELA credit, students will be able to select from a menu of elective courses.*



**E401 ENGLISH 13-1 ½ credit, ½ year**

**Prerequisite:** Students must have an 85% or higher overall Grade 11 ELA average and the recommendation of their ELA 11th grade teacher. Demonstration of this requirement must be met by August 1<sup>st</sup> prior to beginning the course.

**\*Note:** English 13 may be taken in place of English 12 for ELA Credit.

This course concentrates on the rhetorical principles and strategies essential for clear, effective academic writing and emphasizes the stages of the writing process and the critical thinking skills necessary to create appropriately researched and documented college level prose. The major area of study will be expository and persuasive writing, with some narrative and creative writing. Students are required to produce a minimum of 20 pages of writing. English 13-1 may be taken for three hours of college credit through arrangement with Genesee Community College. The course follows Genesee Community College's syllabus for English 101.

**E402 ENGLISH 13-2 ½ credit, ½ year**

**Prerequisite:** this course is the continuation of English 13-1 and it builds on the skills taught in English 13-1. Therefore, students must have successfully completed the first half of the course, successfully defined as earning an 80% overall average or higher in English 13-1. As with English 13-1, students must have an 85% or higher overall Grade 11 ELA grade and the recommendation of their ELA 11 teacher, and also must have successfully completed the summer assignment.

**\*Note:** English 13 may be taken in place of English 12 for ELA Credit.

English 13-2 continues the study of composition strategies introduced in ENG101 by focusing on writing within the humanities. The course emphasizes critical thinking skills and rhetorical principles commonly employed in writing about expressions of the human experience. The course examines literature, film, visual arts, and performing arts in some combination. Students produce 20 to 25 pages of text. English 13-1 may be taken for three hours of college credit through arrangement with Genesee Community College. The course follows Genesee Community College's syllabus for English 105.

**E500 ENGLISH 12 CREATIVE WRITING ½ credit, ½ year**

Creative Writing straddles the line between literary and informational text, demanding both analytical facility and artful language use, skills required for college and career readiness. Creative Writing integrates personal and global experience in prose or poetry. Creative Writing is rooted both in truth and imagination; it utilizes research and factual evidence along with the personal experience and expertise of the writer. Genres include short story, memoir and poetry. Creative writing ideally shows, rather than tells. It invites the reader to see the world through the lens of the author's experience and in doing so expand one's own worldview and self-understanding. The creative writer is required to analyze, interpret, explain and synthesize his/her own experiences with accurate, thoroughly researched data.

**E510 ENGLISH 12 WORLD LITERATURE ½ credit, ½ year \*REQUIRED**

Literature colors our interpretation of regions and time periods, and it contributes to unifying cultures and providing them common understandings and lenses through which to interpret the world. Students will have encountered nontraditional cultures and viewpoints through their Common Core English classes, but in World Literature, they will specialize in them. Students will explore literature through time and cultures, excluding the literature of England and the United States, with the specific purpose of identifying the common and discriminating threads appearing throughout. Students will have some freedom to explore cultures within given genres: epic, drama, poetry, non-fiction, short story, non-fiction, and novel.

**E520 ENGLISH 12 SHORT FICTION ½ credit, ½ year**

This elective will be an excellent opportunity to teach the author's craft, which is a focus of the Common Core, as well as close reading. The course is organized by literary elements. Each story has been selected because it features a handful of literary elements. Students will explore literal vs. figurative language and how it adds to a short story as well as how to analyze an author's choices, purpose and craft.

**E530 DRAMA 1 ½ credit, ½ year**

Drama 1 is designed to help high school students acquire a general knowledge of theatre and the experience of performance. Students will gain an understanding of the ways in which the practical and the academic work together in dramatic arts. This course will focus on elements of performance, dramatic literature, and concepts of convention and innovation theory. Additionally students will gain knowledge of basic theatre components, including lighting, sound, costume, and stage management. This experience will provide students with an opportunity to work effectively on an individual and group level. Students will be encouraged to participate in school productions.

**E531 DRAMA 2 ½ credit, ½ year**

Drama 2 is an extension of Drama 1. Students will take knowledge gained in Drama 1 to a higher level through the application and synthesis of a variety of performance genres (i.e. role-play, improvisation, news reporting, and monologue). The focus will be more interactive through possibilities for performance and the creation of original scripted works. This experience will provide students with the opportunity to develop team and communication skills as well as personal confidence. Students will be encouraged to participate in school productions.

**E540 FRIGHT FICTION ½ credit, ½ year**

Fright Fiction is an ELA 12 elective. It is a reading-intensive course covering gothic romantic classics, such as *Dracula* by Bram Stoker, *Frankenstein* by Mary Shelley, and *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson. Students analyze the texts within their historical context to assess plot, the gothic elements, and figurative language. Texts will be deciphered to appraise their development and significance. Students will determine how novels exhibit the traits of gothic romantic literature and how these traits contribute to overall meaning. This course will require students to articulate their thoughts and analysis through writing responses and presentations.

**E550 DIVERSITY IN LITERATURE - AN AUTHENTIC PERSPECTIVE ½ credit, ½ year**

Discrimination. Suppression. Poverty. Perseverance. Overcoming obstacles. This course will bring seniors into the world of authors from a variety of cultures. Students will be exposed to issues that society faces. Stepping out of their comfort zone, experiencing other experiences; this is what makes us grow as a society.

**EAPLIT AP ENGLISH LITERATURE AND COMPOSITION 1 credit, 1 year**

**Prerequisite:** Teacher recommendation required.

AP Literature and Composition enables young people to complete college level English studies while they are in high school. AP English Language Arts is an advanced course for seniors interested in varieties of great world literature. The course aims at the AP English written exam in May, and/or the CLEP written exam in June, the successful completion of which enables students to advance beyond the basic freshman English courses at most colleges and universities and to receive college credit before entering. Studies may include works by the following major authors have been selected: Hesse, Euripides, Moliere, Orwell, Wilder, Swift, Ibsen, Miller, Albee, Williams, Kafka, Fitzgerald, James, Salinger, Shakespeare and others.

**EAPLANG AP ENGLISH LANGUAGE AND COMPOSITION 1 credit, 1 year**

**Prerequisite:** Teacher recommendation required.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

*A fee of approximately \$85 is charged for each AP or CLEP exam that is ordered.*

**E100A ENGLISH 9A COMMON CORE 1 credit, 1 year**

This course is the same as English 9 with additional reading intervention support. Enrollment is based on recommendations from counselors, administration and teachers.

**E200A ENGLISH 10A COMMON CORE 1 credit, 1 year**

This course is the same as English 10 with additional reading intervention support. Enrollment is based on recommendations from counselors, administration and teachers.

**E300A ENGLISH 11A COMMON CORE 1 credit, 1 year**

This course is the same as English 11 with additional reading intervention support. Enrollment is based on recommendations from counselors, administration and teachers.

**S545 INTRODUCTION TO EDUCATION 1 credit, 3 college credits / 1 year**

Provides knowledge, understanding, and skills related to the interactions taking place in the classroom and within the school system from the perspective of the classroom teacher and the paraprofessional. Focuses on managing records and materials, attending to the needs of students, assisting in the development of instructional materials and experiences, assisting in instructional work, and current issues related to the operation of schools. Students complete a guided field observation under the supervision of a certified teacher. Travel to other Batavia City Schools will be required. Students are required to complete mini-lessons, lesson plans and Junior Achievement lessons to get course credit through **GCC EDF100 – 3 credits**

**ENL100 ENL (English as a New Language) Non-credit bearing**

English as a New Language emphasizes academic support to students learning the English language. Students work to develop their skills in reading, writing, speaking, and listening to English, as well as increasing their vocabulary knowledge. To determine if students are eligible for ENL services, they must take the NYSITELL (New York State Identification Test of English Language Learners). Based on their results, students could receive support in the form of stand-alone or integrated support, or a combination of both. Students must take the NYSESLAT (New York State English as a Second Language Achievement Test) and score “commanding” to no longer receive ENL services.

**ELAAIS ENGLISH AIS**

Students are recommended for Academic Intervention Services for a variety of reasons. Placement is through teacher recommendations and scores on various assessments. The focus of AIS is on reading and writing in English and how strategies can be applied in other courses. Students could be added and removed every ten weeks based on progress. AIS is also available for students needing to take or re-take the English Common Core Regents Exam.

**S545 INTRODUCTION TO EDUCATION 1 credit/ 1 year**

Provides knowledge, understanding, and skills related to the interactions taking place in the classroom and within the school system from the perspective of the classroom teacher and the paraprofessional. Focuses on managing records and materials, attending to the needs of students, assisting in the development of instructional materials and experiences, assisting in instructional work, and current issues related to the operation of schools. Students complete a guided field observation under the supervision of a certified teacher. Travel to other Batavia City Schools will be required. Students are required to complete mini-lessons, lesson plans and Junior Achievement lessons to get course credit through **GCC EDF100 – 3 credits**



# WORLD LANGUAGES

## World Languages

The New York State Education Department requires that all students earn one unit of foreign language credit before graduating from high school. At the Middle School, eighth grade students will take the New York State -approved local proficiency-level course and examination (Checkpoint A) in Spanish in June in order to obtain 1 LOTE credit towards high school graduation.

The following scoring criteria will be used to best prepare students for their academic pursuits at Batavia High School:

- Students who earn 65% - 100% in their eighth grade final course average **and** 65% - 100% on the local proficiency level examination at the end of grade 8 will have completed their graduation requirement and will earn 1 unit of high school credit for LOTE.
- Students who score below 65% either in their eighth grade final course average or the proficiency-level examination will be enrolled in level I of Spanish in grade 9 in order to obtain 1 LOTE credit towards high school graduation.



### **L100 SPANISH I 1 credit, 1 year**

This course will focus on 18 topics grouped in 4 overarching theme areas including Personal Identification/Social Relationships, Contemporary Life, Science, Technology and the Arts; and Global Awareness (under Checkpoint A). Students will be expected to use interpersonal conversations, interpretive listening and reading, as well as presentational speaking and writing. Students will be expected to use various authentic short text (literary and informational) and authentic extended texts (literary and informational).

### **L200 SPANISH II 1 credit, 1 year**

#### **Prerequisite: Spanish I**

This course will focus on 20 topics grouped in 4 overarching theme areas including Personal Identification/Social Relationships, Contemporary Life, Science, Technology and the Arts; and Global Awareness (under checkpoint B). Students will be expected to use interpersonal conversations, interpretive listening and reading, as well as presentational speaking and writing. They will be expected to use various authentic short text (literary and informational) and authentic extended texts (literary and informational).

### **L200E SPANISH II E 1 credit, 1 year**

#### **Prerequisite: Spanish I Advanced**

This course will focus on 20 topics grouped in 4 overarching theme areas including Personal Identification/Social Relationships, Contemporary Life, Science, Technology and the Arts; and Global Awareness (under checkpoint B). Students will be expected to use interpersonal conversations, interpretive listening and reading, as well as presentational speaking and writing. They will be expected to use various authentic short text (literary and informational) and authentic extended texts (literary and informational).

In the target language, it is expected that by the end of the course students will be at an Intermediate Mid level (or better) in performance ("can do") and at a Novice High level when interacting with authentic texts. In summary, at the end of this course students will be able to:

- \* start, maintain and end conversations
- \* use target language to complete tasks and exchange information
- \* understand basic information in ads, announcements, or simple recording, understand main ideas and messages
- \* understand simple personal questions, basic information in ads, announcements or simple texts
- \* understand main idea in personal reading, read simple written exchanges
- \* make a presentation
- \* write messages and announcements, short reports and compose communications
- \* read and understand quotations, wise sayings, riddles and jokes, comics, poems, myths/fables, short stories, movie clips, advertisements, labels, charts and tables, lists, recipes, brochures, short news articles, short cultural notes
- \* websites, commercials and news, weather and sportscasts
- \* understand general interest articles, short biographies, editorials, songs and interviews.



### Earning the New York State Seal of Biliteracy

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma\*;

B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of the **two (2) areas** listed below:

Criteria for Demonstrating Proficiency in <u>ENGLISH</u>	Point Value	Criteria for Demonstrating Proficiency in a <u>WORLD LANGUAGE</u>	Point Value
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS regents Examination in English Language Arts (Common Core)* <b>OR</b> English language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below:  -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, <b>OR</b>  -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment.  (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to student with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

**\*Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.**



### **L300 SPANISH III 1 credit, 1 year**

#### **Prerequisite: Spanish II**

This course will focus on 20 topics grouped in 4 overarching theme areas including Personal Identification/Social Relationships, Contemporary Life, Science, Technology and the Arts; and Global Awareness (under checkpoint B). Students will be expected to use interpersonal conversations, interpretive listening and reading, as well as presentational speaking and writing. They will be expected to use various authentic short text (literary and informational) and authentic extended texts (literary and informational).

### **L300E SPANISH IIIIE 1 credit, 1 year**

#### **Prerequisite: Spanish II Advanced**

This course will focus on 20 topics grouped in 4 overarching theme areas including Personal Identification/Social Relationships, Contemporary Life, Science, Technology and the Arts; and Global Awareness (under checkpoint B). Students will be expected to use interpersonal conversations, interpretive listening and reading, as well as presentational speaking and writing. They will be expected to use various authentic short text (literary and informational) and authentic extended texts (literary and informational).

In the target language, it is expected that by the end of the course students will be at an Intermediate Mid level (or better) in performance ("can do") and at a Novice High level when interacting with authentic texts. In summary, at the end of this course students will be able to:

- \* start, maintain and end conversations
- \* use target language to complete tasks and exchange information
- \* understand basic information in ads, announcements, or simple recording, understand main ideas and messages
- \* understand simple personal questions, basic information in ads, announcements or simple texts
- \* understand main idea in personal reading, read simple written exchanges
- \* make a presentation
- \* write messages and announcements, short reports and compose communications
- \* read and understand quotations, wise sayings, riddles and jokes, comics, poems, myths/fables, short stories, movie clips, advertisements, labels, charts and tables, lists, recipes, brochures, short news articles, short cultural notes
- \* websites, commercials and news, weather and sportscasts
- \* understand general interest articles, short biographies, editorials, songs and interviews.

### **L400 SPANISH IV (SP 201) 1 credit, 1 year**

#### **Prerequisite: Spanish III**

*Students have the option of earning three units of college credit through the Genesee Community College ACE Program for Spanish 201. The tuition is approximately \$150.00.*

### **L500 SPANISH V (SP 202) 1 credit, 1 year**

#### **Prerequisite: Spanish IV**

*Students have the option of earning three units of college credit beyond those earned in level IV through the Genesee Community College ACE Program Spanish 202. The tuition is approximately \$150.00.*

## **Students Wishing to Retake World Languages Proficiency and Comprehensive Exams**

Students who pass the 8<sup>th</sup> grade Spanish course but who fail the June Proficiency/Final exam at the end of 8<sup>th</sup> grade Spanish and are subsequently enrolled in Level 1 Spanish at BHS may choose to retake a comparable exam in January of the following school year. Successful completion of the exam will then award the student their 1 required LOTE credit towards graduation.

Students who pass the Level 3 Spanish course and who wish to achieve a higher score on the Level 3 Spanish Comprehensive exam may do so by taking a comparable exam in January or June of the following school year. However, it is **STRONGLY RECOMMENDED** that such students be either enrolled in a regular Spanish class or Spanish AIS or audit\* a level 2 or 3 Spanish class before the exam occurs in order to be best prepared to achieve a higher score.

Students who retake either the Spanish Proficiency Exam or the Spanish Comprehensive Exam may retain their Part 1 Speaking score from their previous attempt or they may retake that part of the exam. The score on Part 1 Speaking for the 2<sup>nd</sup> attempt, if the student chooses to do so, will replace the original score, regardless of which is higher.

Students who choose to audit a LOTE course are expected to successfully complete all assignments given in that course. However, no grade will be registered for that student on their report card.

### **Student Performance Outcomes for Spanish IIE:**

In the target language, it is expected that by the end of the course students will be at an Intermediate Mid level (or better) in performance ("can do") and at a Novice High level when interacting with authentic texts. Students will be expected to pass the Level 2 Advanced course and final exam in order to continue onto the Level 3 Advanced course. If the student doesn't meet the standard, the student may repeat the non-advanced Level 2 at the High School.





## Math Courses

The Math Department wants every BHS graduate to be fully prepared for any challenges that they will meet in both the world of work and college. To be fully prepared we encourage students to take 4 years of math. We will integrate technology into all of our courses with the use of the TI 84 Plus graphing calculator.

NYS requires that every student:

- \* earn 3 Math credits AND
- \* pass a NYS assessment
- \* All students will be required to use a graphing calculator (TI 84 Plus). A limited number of these calculators are available for student loan.

### **MAIS Math AIS**

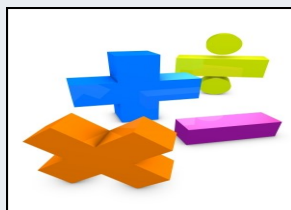
- \* 9th grade students who score at level 1 or 2 on the 8th grade assessment may be scheduled for Math AIS.
- \* Students having difficulty with any math course during their first three years of math will be scheduled for Math AIS.
- \* Students who have no scheduled academic support in math can receive help during activity period.

### **Scheduling Students**

Students will be scheduled into math classes according to the following criteria:

<u>COURSE</u>	<u>PREVIOUS COURSE AVERAGE</u>	<u>REGENTS SCORE/</u> <u>TEACHER RECOMMENDATION</u>
Algebra in Geometry	Pass Common Core Algebra I	Teacher recommendation
Common Core Geometry R	Algebra-65 Algebra in Geometry-teacher recommendation	Pass Common Core Algebra Regents
Common Core Geometry E	Algebra-90	Common Core Algebra Regents-85 <u>AND</u> Teacher recommendation
Common Core Algebra 2R	Geometry-65 Common Core Algebra-65 Math 102-65	Passed a Regents Exam
Common Core Algebra 2E	Geometry-90 Common Core Algebra-90	Pass the Common Core Algebra Regents, Common Core Geometry Regents-85 <u>AND</u> Teacher recommendation

Math 102 (GCC Accredited course) (Algebra 2)	Teacher recommendation	Teacher recommendation
Math for Trades	Teacher recommendation	Passed a Regents exam <u>OR</u> teacher recommendation
MAT136 (Algebra 3 & Trigonometry) (GCC accredited course)	Passed Math 102 or Common Core	Passed a Regents Exam
Pre-Calculus (GCC accredited course)	Common Core Algebra 2– 75 OR Passed Algebra 3 & Trigonometry	Passed 3 Regents exams
Statistics (GCC Accredited course)	Pass Math 102, Geometry OR higher	Passed a Regents exam <u>OR</u> teacher recommendation
Calculus AB or BC (AP courses)	Pass Pre-Calculus	Passed 3 Regents exam
Math in Sports and Games	Passing grade in Common Core Algebra	Passed a Regents exam <u>OR</u> teacher recommendation

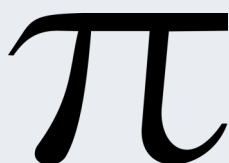


### Criteria for Obtaining a Teacher Recommendation for Entrance into Math Classes for School Year 2023-2024

- \* Entrance into math courses that require a teacher recommendation is based on a combination of many factors as described below. The mathematics department and counseling center strongly recommend that all of the following criteria be met.
- \* The required math average as published in this course directory handbook.
- \* A NYS 8th grade assessment score of level 3 or level 4.
- \* Evidence that the student consistently completes quality home work on time.
- \* Evidence that the student consistently participates in and completes the class work that is expected of him/her.
- \* Evidence that the student takes the initiative to seek extra help when it is needed.

The math teachers, the counseling center and the math department chair will review each potential student and make an appropriate recommendation based upon the above criteria. The initial recommendation will be made in early February and will be reviewed upon completion of the school year in June.

Opportunities exist for earning **college credit** through the following courses: Algebra 2 (MAT 102), Algebra 3 & Trigonometry (MAT 136), Statistics (MAT 129), Pre-calculus (MAT 140) and AP Calculus. Minimum “unweighted” final average of 70% is needed to obtain credit.





**M100 COMMON CORE ALGEBRA I 1 credit, 1 year**

This course will include a full year of topics from the Common Core State Standards. Included will be a study of relationships between quantities and reasoning with equations and their graphs, descriptive statistics, linear and exponential functions, polynomial and quadratic expressions, equations, functions and a synthesis of modeling with equations and functions. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. Cumulative exams will be given throughout the course. Students are required to take the NYS Common Core Algebra Regents exam in June.

**M101 THE ALGEBRA IN GEOMETRY 1 year, 1 credit**

This course will include topics from the NYS Geometry and Algebra syllabus. Within this course, students will have the opportunity to make conjectures about geometric situations using algebra in a variety of ways to informally prove, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Students will justify geometric relationships and properties of geometric figures through algebra. Congruence and similarity of triangles will be established. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations through the use of algebra. Properties of triangles, quadrilaterals, and circles would receive particular attention. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. Cumulative exams will be given throughout the course.

**M200 COMMON CORE GEOMETRY 1 credit, 1 year**

This course will include topics from the Common Core State Standards. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should receive particular attention. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. Cumulative exams will be given throughout the course. Students are required to take the Common Core Geometry exam in June.

**M200E COMMON CORE GEOMETRY E 1 credit, 1 year**

This course is considered the honors level of Common Core Geometry R. While similar to Geometry R, it contains curriculum with extended and enriched content, as well as an additional workload which sets it apart from Geometry R. Significantly higher performance levels will be expected from students.

**M201 ALGEBRA 2 (MAT102 -GCC Course) 1 credit, 1 year**

This course is a study of beginning and intermediate algebra skills necessary for success on the PSAT and the SAT. Topics include: solving first-degree inequalities, introduction to functions, linear equations in two variables, solving systems of two or three linear equations and inequalities, brief review of polynomial operations and factoring, algebraic fractions, variation, solving rational equations and proportion, rational exponents and radical expressions, complex numbers, solving radical equations, and four methods for solving quadratic equations, with emphasis on problem solving and applications throughout the course. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. Students have the option of earning three units of credit through the Genesee Community College Advanced Studies Program. Tuition fee is approximately \$60.00 per credit hour.

**M300 COMMON CORE ALGEBRA 2 1 credit, 1 year**

This course will include all topics from the Common Core State Standards. Students will continue to build on their knowledge of linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout the 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 makes sense of problem situations. A graphing calculator is (TI-84 Plus) is required. A limited number of these calculators are available for student loan. Cumulative exams will be given throughout the course. Students are required to take the Common Core Algebra 2 exam in June.

**M300E COMMON CORE ALGEBRA 2 E 1 credit, 1 year**

This course is considered the honors level of course Common Core Algebra 2 R. While similar to Algebra 2R, it contains curriculum with extended and enriched content, as well as an additional workload which sets it apart from Algebra 2R. Significantly higher performance levels will be expected from students.

**M301 ALGEBRA 3 & TRIGONOMETRY (MAT 136 – GCC Course) 1 credit, 1 year**

Algebra 3 & Trigonometry covers some but not all the topics of Pre-calculus. Work will be at a slower pace. The approach will be less theoretical, with emphasis on concepts and their applications. Algebra 3 & Trigonometry will include the study of advanced algebra lines and conics, matrices and determinants, statistics, linear programming, and miscellaneous topics which relate modern technology to the math classroom. The trigonometry unit will study right triangle trigonometry, trigonometry functions and the unit circle. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. Students have the option of earning three units of college credit through the Genesee Community College Advanced Studies Program. Tuition fee is approximately \$60.00 per credit hour.

**M400 PRECALCULUS (MAT 140 – GCC Course) 1 credit, 1 year**

A one year course that will review, formalize, extend and integrate previously learned topics in order to prepare the student for higher level mathematics, in particular, AP Calculus AB. Students taking this course should be highly motivated in mathematics and willing to work hard. Topics in Pre-calculus include the real numbers, functions and their graphs, polynomial functions, theory of equations, systems of linear equations and inequalities, matrices and determinants, lines, conics, trigonometry, complex numbers and polar graphs, sequences, series and limits, and an introduction to calculus. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. Students have the option of earning four units of college credit through the Genesee Community College Advanced Studies Program. Tuition fee is approximately \$60.00 per credit hour.

**M500 MATHEMATICS FOR THE TRADES 1/2 credit, 1/2 year**

The course will provide the practical mathematics skills needed in a wide variety of trade and technical areas such as

- Electronics
- Auto mechanics
- Construction trades
- Air conditioning
- Machine technology
- Welding
- Drafting



This course will support the School To Work and the Tech Prep initiatives by teaching the basic principles of arithmetic, algebra, and geometry.

**M505 MATH IN SPORTS AND GAMES 1/2 credit, 1/2 year**

This course will cover the mathematics of sports and games popular today. Sports topics include fantasy sports, sports statistics and their importance to the game, card game mathematics, and game scoring. Math content will involve Algebra, Geometry, Statistical Analysis, Microsoft Excel, Problem Solving, and Mathematical Communication. Assessments will take the form of projects as well as quizzes and tests throughout the course. Students may be expected to attend and take statistics for Batavia High School athletic events. A graphing calculator (TI 84 Plus) is required. A limited number of these calculators are available for student loan. This course meets for a full block every other day for half of the school year.

**M506 FUNDAMENTAL MATH FOR COLLEGE BOUND STUDENTS 1/2 credit, 1/2 year**

This course is for upper-class students who need a “refresher course” before going off to college. Some students find that when they get to college, they are required to pay tuition and take a “developmental” math course for no credit before they are allowed to take a credit-bearing course. This course will be similar in scope to those courses, but without the tuition costs for no credit! Topics may include: operations with real numbers, linear equations, exponents and radicals, statistics and probability, equations and inequalities, graphing, exponents, operations on polynomials, special products and factoring of polynomials, rational expressions, algebraic fractions, quadratic equations, roots, and right triangle trigonometry.

**M507 DATA SCIENCE 1/2 credit, 1/2 year**

Data literacy is an important 21st century skill not fully addressed in the current high school mathematics curriculum. Using a project-based learning approach to instruction, this course will help students understand how data are used to address real-world problems in all facets of modern life. Students will gain insights into the real world by posing and answering questions through analyzing and connecting patterns, using collected data to generate hypotheses for future research, evaluating strengths and shortcomings of data, and testing hypotheses using data. No previous statistics or computer science courses are required to take this course.

**M510 STATISTICS (MAT 129 – GCC Course) 1 credit, 1 year**

This course is a study of describing data, probability distributions including the binomial and normal, estimation and sampling, and hypotheses testing. It concludes with the linear regression models. Emphasis is on practical applications, including computer experience and the graphing calculator. A graphing calculator (TI 84Plus) is required. A limited number of these calculators are available for student loan. Students have the option of earning three units of college credit through the Genesee Community College Advanced Studies Program. Tuition fee is approximately \$60.00 per credit hour.

**MAPCALC AP CALCULUS 1 credit, 1 year**

AP Calculus AB consists of a full academic year in calculus and related topics comparable to courses in colleges and universities. The course includes differentiation, integration and related topics. The curriculum prepares the student for the Advanced Placement Examination, form AB. Students taking AP Calculus should be highly motivated in mathematics, have a high average in previous math courses, and be proficient in elementary functions and analytic geometry. Lengthy assignments are frequent. A graphing calculator (TI89) is required. A limited number of these calculators are available for student loan. A local exam will be given in both January and June.

*Students will be required to take the AP Calculus AB exam in May. (Payment of approximately \$89 for each exam is due in September).*

**MAPCALCBC AP CALCULUS BC 1 credit, 1 year**

AP Calculus BC consists of a full academic year in calculus and related topics comparable to courses in colleges and universities. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond additional topics. The curriculum prepares the student for the Advanced Placement Examination, form BC. Students taking this course should be highly motivated in mathematics and be proficient in elementary functions and analytic geometry. Lengthy assignments are frequent. A graphing calculator (TI 89) is required. A limited number of these calculators are available for student loan. A local exam will be given in both January and June.

**Music Courses:** *Music offerings at Batavia High School are designed for the musician who wishes to major in Music and for the non-musician who needs to fulfill the Regents requirements for 1-unit in Music or Art. Courses are clearly labeled for musician or non-musician and this should be considered by the student before signing up for a course. The Regents requirement may be satisfied in any of the following ways: One unit in any of the performing groups. One unit in a full-year music course.*

**MU101 TREBLE CHOIR** Meets daily, **1 credit, 1 year** (For musicians & non-musicians)

Women's Chorus is open to any female student without audition, with or without previous singing experience. Chorus requires daily class attendance, a voice class, one period per week on a rotating schedule and participation in all scheduled performances. Students will have other opportunities to participate in All-County Festivals, Area All-State Choruses and Solo Festivals. Students will be taught the elements of vocal production, how to read and understand a vocal score and basic music theory through participation and written materials. The primary focus of this class is performing choral music in harmony, through a variety of musical styles to encourage musical growth and enjoyment.

**MU200 BHS CHORALE** Meets daily, **1 credit, 1 year** (partially selective –audition may be required)

This chorus is an SATB group (mixed chorus) designed for the student who is interested in a concentrated approach to vocal music, performing music in a variety of repertoire and styles. This choir meets daily for one half block. All students are required to participate in the large performances scheduled three or more times a year as well as attending a voice class, one period per week on a rotating schedule. Other performing opportunities include All-County Festivals, Area All-State Choruses, Solo Festivals and various extra-curricular performances throughout the community. Using music of many periods and styles, the students will develop vocal skills with special emphasis on tone-production, intonation, diction and part singing. The primary focus of this class is to continue developing the joy and love of music in each individual and increase the appreciation of the contributions which music can make in their life and that of the community.

**MU300 BAND** Meets daily, **1 credit, 1 year** (for musicians only)

Membership in the band is open to all students grades 9-12 who play a musical instrument and have been a part of the Middle School Program. New students will be accepted after successfully completing an audition and demonstrating their knowledge of basic musical skills. The Band Curriculum includes a weekly lesson, daily attendance at band rehearsals and attendance at all scheduled extra rehearsals and performances. Membership in the band includes participation in Marching Band, Concert Band and Small Ensembles. Opportunities are available for further participation in All County, Area All-State and All-State groups along with preparation and presentation of solos at County and State solo Festivals. The curriculum includes the chance to further your musical knowledge by learning basics of music as well as the required techniques for playing your instrument. Written tests and performance tests are given periodically, and these will evaluate your musical growth during the year. The main goal of the Band Program is to develop the love and joy of performing with a group to increase your appreciation of the contributions which music can make in your future life.

**MU400 ORCHESTRA** Meets daily, **1 credit, 1 year** (for musicians only)

Membership in the Orchestra is open to all string instrumentalists who wish to perform with an orchestral group and who display adequate ability. Knowledge of basics of music and the development of technical skills on your instrument are expected for membership in the group. Membership requires a lesson once a week and daily attendance at the Orchestra rehearsal as well as attendance at all extra practices and performances scheduled by the director. Students who have been a part of the Middle School Orchestral Program are eligible, and new students who display an adequate level of performance will be accepted after a successful audition. Students will have opportunities for participation in All-County, Area All-State and All-State Groups as well as preparing and presenting a solo at county and State Solo Festivals. Solos and small ensemble opportunities are also provided during the course of the year. Performance and written exams will be given periodically in order to evaluate the student's progress. Students will be evaluated through their weekly lesson grades (30% of grade), participation and cooperation during rehearsals (70% of grade) and periodic performance exams.

**MU500 MUSIC IN OUR LIVES** **1 credit, 1 year**

This class is for students who like music but do not want to be part of a performing ensemble. It fulfills the art/music regents requirement. Students will explore many styles and history of music. The course will also include some "hands-on" experience with keyboards and various percussion instruments. Students will create their own songs and use computer programs to notate them. Developing basic music skills will be part of this program. No previous experience is necessary.

**MU510 AMERICAN POPULAR MUSIC** **1 credit, 1 year**

This course examines the history of American Popular Music, focusing on the original American Styles of jazz and rock and roll. Students will study the basic styles and the numerous sub-styles of jazz and rock, noting stylistic elements inherent in them. Students will study proponents of those styles and will listen to, analyze and appreciate representative pieces from these various styles. Students will study and discuss how American popular music was both shaped by and affected American history. This course will cover New York State Fine Arts standards as well as National Standards.

**MU520 GUITAR 1** **1 credit, 1 year**

No prior musical experience is needed for Guitar 1 class! Students will learn basic chords, scales, and techniques and will play songs of their choosing. All the guitar courses are individualized and students will learn at their own pace. This course will cover reading chord symbols, music notation, tablature, and basic music theory. By the end of the course, the students will have a solid foundation in playing and reading chords and melodies on the guitar.

**MU521 GUITAR 2 1 credit, 1 year****Prerequisite: Guitar 1 or teacher recommendation**

Guitar 2 will build on the knowledge of Guitar 1. Students will learn more complex chords and techniques in order to master more difficult songs. Students will continue learning music of their choice while also learning more about tablature, music notation, and music theory.

**MU522 GUITAR 3 1 credit, 1 year****Prerequisite: Guitar 2 or teacher recommendation**

Guitar 3 will continue to build on the knowledge learned in Guitar 1 and 2. Students in guitar 3 will find themselves more adept to play many songs, chords, scales, and techniques. They will work on a better understanding of building and understanding scales, chords, chord progressions, and key signatures.

**MU523 GUITAR 4 1 credit, 1 year****Prerequisite: Guitar 3 or teacher recommendation**

Guitar 4 will build on the foundations learned in the previous courses. Students will continue their learning of new chords, techniques, scales, and music theory all catered to their specific musical tastes. By the end of the course, students should feel confident to be independent musicians capable of taking charge of their own learning and development on the guitar.

**MU530 ROCK BAND 1 credit, 1 year**

Rock Band class will allow each class to learn to play one or more of the primary instruments of a rock band, including guitar, bass guitar, keyboards, and drums. Previous experience on such instruments, while beneficial, is not necessary. Students in the class will learn the basics of each of the instruments they choose, in a rotating fashion. During each quarter of the school year, students will learn at least one new rock song. The course will cover reading chord symbols, lead sheets, music notation, and tablature to allow for diverse playing opportunities. A wide variety of musical styles will be covered and if possible, song choices will be driven by student interest.

**MU540 MUSIC HISTORY AND LITERATURE\* 1 credit, 1 year****Prerequisite: Available for students 10-12 with Department Chair approval.**

Through attractive and representative music literature this course will develop an awareness, a sensitivity, and appreciation of the music that characterizes the evolution of that art. Materials covered will familiarize the student with milestones in music history from primitive times to the present day. Students will develop listening skills, aural skills, study musical information and develop the ability to read musical scores.

\* will be offered on a rotating basis

**MU550 MUSIC THEORY I\* 1/2 credit, 1/2 year****Prerequisite: Available for students 10-12 with Department Chair approval.**

This course is designed for the musician who already possesses a basic understanding of the fundamentals of music reading. It will cover the study of major and minor scales, pitches, rhythms, note values, major and minor triads and keys, intervals and inversion of intervals, simple four-part writing and modes. Melodic, rhythmic and interval dictation and ear training will be a part of the daily lessons. Keyboard harmony will also be a part of the course content. The material covered in this course will be adjusted to meet the proficiency and needs of the students enrolled in it.

**MUAPTHEO AP MUSIC THEORY**

This course will instill mastery of the rudiments and terminology of music, including hearing and notating pitches, intervals, scales and keys, chords, meter and rhythm. As the course progresses, students will learn melodic and harmonic dictation, composition of a bass line realization of a figured bass and Roman numeral progression and analysis of repertoire and sight singing.



## **BHS MUSIC SEQUENCE**

### **Music Credits needed for a MUSIC Sequence:**

1. Three (3) full credits of Performing Ensembles (Combination of the ensembles below)
  - Band
  - Orchestra
  - Chorus
2. Two (2) full credits of Music Theory
  - Music Theory 1
  - Music Theory 2 AP Music Theory Exam

### **SAMPLE MUSIC SEQUENCE PATH TO AN ADVANCED REGENTS DIPLOMA**

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Performance Ensemble: Band, Orchestra, or Chorus	Performance Ensemble: Band, Orchestra, or Chorus	Performance Ensemble: Band, Orchestra, or Chorus	Performance Ensemble: Band, Orchestra, or Chorus
ELA	ELA	ELA	ELA
Math	Math	Math	Math
Global History	Global History	Global History	US Government
Science	Science	Science	Science
Physical Education	Physical Education	Physical Education	Physical Education
Foreign Language	Health or Music Theory 1	Health/Music Theory 1/or Music Theory 2	Health/Music Theory 2

## **BHS FINE ARTS SEQUENCE**

### **Music Credits needed for a FINE ARTS Sequence:**

1. Three (3) full credits of Performing Ensembles (Combination of the ensembles below)
  - Band
  - Orchestra
  - Chorus
2. One (1) full credit of both Music Theory and Studio in Art (2 credits total)
  - Music Theory 1
  - Studio in Art

### **SAMPLE FINE ARTS SEQUENCE PATH TO AN ADVANCED REGENTS DIPLOMA**

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Performance Ensemble: Band, Orchestra, or Chorus	Performance Ensemble: Band, Orchestra, or Chorus	Performance Ensemble: Band, Orchestra, or Chorus	Performance Ensemble: Band, Orchestra, or Chorus
ELA	ELA	ELA	ELA
Math	Math	Math	Math
Global History	Global History	Global History	US Government
Science	Science	Science	Science
Physical Education	Physical Education	Physical Education	Physical Education
Foreign Language	Health/Spanish/Music Theory	Health/Music Theory 1/ Studio in Art	Health/Music Theory 1/ Studio in Art



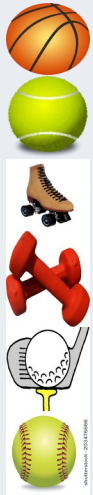


## **PHYSICAL EDUCATION/HEALTH COURSES**

### **PE100 PHYSICAL EDUCATION 1/4 credit each quarter**

Physical education is a state mandated course and also a credit bearing subject at Batavia High School. Each student must earn 2 credits prior to graduation. The Physical education department offers classes that are co-ed and elective, with the emphasis in being on lifetime activities and physical fitness. Each student is required to participate in a K-12 Physical Fitness Assessment during each fall and spring that he/she is enrolled in the Batavia City School District. The results of the assessment will be given to each student so that individual levels of fitness may be monitored and adjusted. It is our goal to develop students who appreciate and can maintain lifetime fitness.

Distribution Requirements for complex motor and Sport Activities: Complex motor and sport activities are organized into six assessment groups. The categories below have been selected to facilitate the assessment process given that activities in each group have a common basic structure. Furthermore, these categories demonstrate the breadth of physical activities as potential curriculum choices.



Goal Sports: Floor hockey, soccer, flag football, speedball, basketball

Net and Wall Sports: Tennis, badminton, pickle ball, table tennis, volleyball, racquetball

Outdoor Activities: Ice skating, roller blading, Cross country skiing, bicycling, orienteering cooperative games, Frisbee

Personal Performance Activities: Fitness training, Tae-Bo, dance, gymnastics

Target Sports: Archery, bowling, golf

Striking/Fielding Sports: Softball, broom ball

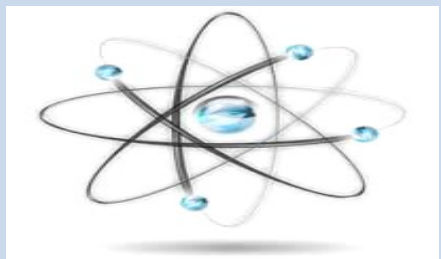
**During a high school student's four years of physical duration (9-12), each student must participate in and pass a minimum of eight different activities which includes all six categories. The total amount of activities that must be passed equals sixteen which equals four per year.**

Intro to Wellness is a class that all freshmen are required to take. Students will learn concepts of a healthy lifestyle through classroom discussions and through exercise. Students will be introduced to outside facilities in their community that will allow them to be physically active while they are in high school and after they graduate.

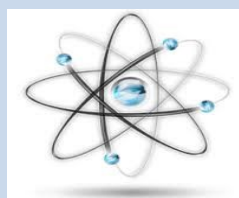
Each student is required to keep a notebook of handouts receive in class. They will be quizzed on the information they receive throughout the classroom discussions. They are required to keep a daily log for two weeks that tracks how much physical activity they really get. They must then take the information off the log and come up with a plan to either increase or maintain their physical activity. Students will also have a group project that takes them into the community to learn about certain health facilities and then the students will have to report back to the class what they have learned.

### **H100/H101 HEALTH 1/2 credit, 1/2 year**

All students are required to pass the health course in order to receive a diploma. The seven personal and social health skills that students need to know and be able to do to be safe, healthy and achieve the NYS and National Standards are Self-Management, Relationship Management, Stress Management, Communication, Planning and Goal Setting, Decision Making and Advocacy. The specific research-based health knowledge from nine essential content areas that students need to know to be safe, health and achieve the NYS and National Standards are Physical Activity and Nutrition, HIV/AIDS, Sexual Risk, Family Life/Sexual Health, Tobacco, Alcohol and other Drugs, Unintentional Injury, Violence Prevention, and Other Required Health Areas



# **Science Courses**



***TO OBTAIN a Regents diploma, the following science requirements must be met. A student must have three units of science, and two must be regents level science classes. The student must pass one science regents exam. For an advanced regents: a student needs a total of three units of science including two regents courses and two regents exams.***

***Opportunities exist for earning college credit through the following courses: AP Chemistry, AP Biology, AP Physics, Sports Medicine, Intro to Biotechnology, and Intro to Education.***

## **S100 LIVING ENVIRONMENT (REGENTS) 1 credit, 1 year**

The Living Environment course is also commonly known as Biology or Life Science. This introductory course follows the Living Environment New York State core guide. The areas of study include: similarities and differences among living organisms, homeostasis, genetics, reproduction and development, evolution, ecology, human impact on the ecosystem, scientific inquiry, and laboratory skills. The course meets 3 out of the 4 blocks. Students are required to complete 1200 minutes of laboratory and provide complete and accurate laboratory reports to demonstrate proficiency with the course content. All complete and accurate labs are due the first week of June.

## **S200 EARTH SCIENCE (REGENTS) 1 credit, 1 year**

The Physical Setting/Regents Earth Science course of study is designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYS Learning Standards. Students will be taught to formulate questions related to their experiences, and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. Students are required to successfully complete all of the assigned laboratory reports to be eligible to take the Regents examination in June and to meet the State required 1200 minutes of laboratory time. Students are required to successfully complete all of the assigned laboratory reports to be eligible to take the Regents examination in June. The course meets 3 out of 4 blocks.

## **S300 CHEMISTRY (REGENTS) 1 credit, 1 year**

**Prerequisite: Successful completion of Living Environment as well as passing Regents Exams.**

This full year course meets 3 out of 4 blocks. We will be investigating matter and the changes it undergoes. Topics include: atomic concepts, periodic table, moles/stoichiometry, bonding, behavior of matter, redox chemistry, kinetics and equilibrium, solutions, organic chemistry, and nuclear chemistry. Students must complete 1200 laboratory minutes with satisfaction written lab reports in order to take the Regents exam in June.

## **S400 PHYSICS (REGENTS) 1 credit, 1 year**

**Prerequisite: Geometry, successful completion of 1 unit of Regents Science**

Physics is the study of mechanics, energy, electricity and magnetism, wave phenomena, and modern physics. Hands on activities and applications will be stressed. Several engineering projects including egg drop, model rockets, and balsa wood bridge building highlight the laboratory portion of this course. Assignments involving writing and calculations will be assigned on a daily and weekly basis. Students should be able to use algebra to solve word problems. Students are required to successfully complete all of the assigned laboratory reports to be eligible to take the Regents examination in June. The course meets 3 out of 4 blocks. Students will be required to pay a ten dollar fee for online homework access.

## **S500 SCIENCE OLYMPIAD 1/2 credit, 1/2 year**

Half year course meets every other day.

This course will focus on project based learning through completion. Engineering contests in bridge building, energy transfer devices and model plane building will be typical of the types of contests conducted in class. The goal is to improve the understanding of scientific principles through application. This goal is accomplished through classroom activities, research and tournaments. Science Olympiad tournaments are rigorous academic competitions that consist of a series of events. These challenging and motivational events are well balanced between the various science disciplines of biology, earth science, chemistry, physics and technology. All events require teamwork, group planning and cooperation. The emphasis is on learning, participation, interaction, having fun and developing team spirit.

**S510 CONCEPTS IN CHEMISTRY 1/2 credit, 1/2 year****Prerequisite: One science credit**

A major emphasis in this course is the development of hands-on laboratory skills. In addition to the traditional chemistry topics, consideration will be given to special areas such as chemistry in the community, environmental chemistry or everyday substances. Class meets for a full block every other day. Individual students will choose what they want to investigate and then "explore" that concept with as much depth or as much breadth as their interests determine. The course will be 100% student centered, student driven, inquiry based and project based. \*To be offered on a rotating basis.

**S520 ENVIRONMENTAL SCIENCE 1 credit, 1 year****Prerequisite: Completion of 1 unit of Living Environment**

This course is intended to provide students with an outdoor laboratory experience and may require students to participate in activities which include manual labor. The focus of the course is to assist students in identifying and describing the physical and biological elements in our ecosystem. Considerable attention is given to understanding the effects of natural phenomena and the impact of human activities on our ecosystem. Specific topics include: fishing and fisheries, tree identification, winter ecology, ornithology, entomology, pond ecology, climate change, renewable resources and marine science. Open to students in grades 11 and 12. This is a half year, half credit course.

**S540 FORENSICS SCIENCE 1/2 credit, 1/2 year****Prerequisites: The student must have completed two units of science and passed one Regents Exam.**

This course will introduce students to the procedures and analysis techniques used in collecting crime scene information. The areas covered will include securing and diagramming a crime scene and the collection and analysis of physical and biological evidence. Topics covered may include fingerprinting, hair and fiber analysis, ballistics, and blood spatter analysis. The final assessment will consist of a group project where students will need to apply their knowledge to construct a crime scene, including three pieces of evidence which can be collected and used to solve the crime. The course will be hands on, laboratory and project based with an emphasis placed on data presentation. Students will be required to work independently and in groups to collect and assemble data. This course meets for one block every other day for half a year.

**S545 INTRODUCTION TO EDUCATION 3 college credits/ 1 year**

Provides knowledge, understanding, and skills related to the interactions taking place in the classroom and within the school system from the perspective of the classroom teacher and the paraprofessional. Focuses on managing records and materials, attending to the needs of students, assisting in the development of instructional materials and experiences, assisting in instructional work, and current issues related to the operation of schools. Students complete a guided field observation under the supervision of a certified teacher. Travel to other Batavia City Schools will be required. Students are required to complete mini-lessons, lesson plans and Junior Achievement lessons to get course credit through **GCC EDF100 – 3 credits**

**S550 APPLIED PHYSICS 1 credit, 1/2 year (potentially a semester course)****Prerequisite: Two units of Science**

This course will focus on the applied area of physics. The course content may include but is not limited to topics in electricity, mechanics. It is expected that the student will participate in several group and/or individual projects. This hands-on course requires regular attendance as projects require extensive class time for successful completion. Open to students in grades 11 and 12. This is a half-year course that meets every day for a full block. \*To be offered on a rotating basis

**S560 NATURAL DISASTERS 1 year, 1 credit, up to 4 college credits****Prerequisite: Completion of Earth Science Regents exam**

Examines the causes, effects, and options available to respond to and potentially mitigate the effects of natural disasters such as earthquakes, volcanic eruptions, tsunamis, landslides, severe weather, and floods. Differing impacts in developing and industrialized countries will be discussed. Up to 4 college credits. Meets every other day for a full year.

**S570 INTRODUCTION TO BIOTECHNOLOGY 1 credit, 1 year****Prerequisite: Completion of two Science Regents course and the Living Environment Regents exam.**

A survey course in the field of biotechnology. Topics include current career opportunities; biotechnology practices; biotechnology's role in modern medicine, agriculture and DNA profiling; bioethics and the impact of biotechnology on society. Includes an introduction to documentation (notebooks), Standard Operating Procedure (SOP), Quality Assurance (QA), current Good Laboratory Practices (cGLP) and Federal Drug Administration (FDA) Regulations. This course meets for a full block every other day for a full year. **A GCC college credit—3 credits.**

### **S580 SPORTS MEDICINE 1 credit, 1 year**

**Prerequisite:** Successful completion of Regents Earth Science AND Living Environment Regents. Successful completion is defined as an 80% or better cumulative average in EACH course. Additionally, Regents examination grades in both subjects will be reviewed. Those with the best academic standing in these core sciences and that meet all requirements will have first opportunity for admittance.

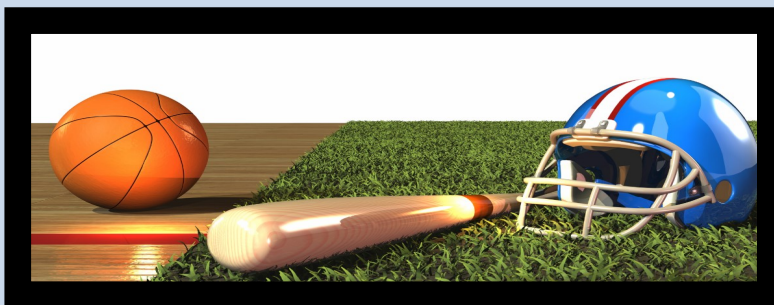
This course will explore the many sport medicine careers available in the health care field today. This course has two main objectives:

Biomedical Instruction Students will explore a multitude of physical fitness training modalities. From this instruction, students will test their current physical fitness levels and devise training plans to improve in strategic areas of need. Physiology of muscle contraction, integration of muscle action, and optimal muscle tension concepts are studied in detail. A very detailed nutrition unit is studied. Students will design a nutrition plan that is tailor made to their unique needs. Focused heavily on over the course of the year are the shoulder, knee, ankle, wrist, hand and forearm anatomy, osteology, mechanisms of injury, range of motion, palpation, diagnostic testing/various technologies, deciphering surgical reports, case studies and rehabilitation procedures.

The student can expect to leave this course with:

- Three college credits granted by Adelphi University. Students must be junior or senior status, and the college credits must be purchased from the university
- CPR, AED, and first aid training
- Data on individual student fitness, VO2 Max, body fat composition
- Knowledge of proper training and lifting procedures
- Experience with creating rehabilitation plans for common joint injuries.

Sports Medicine is a highly activity based course. Outstanding attendance and participation are a must. This course meets every other day for a full block all school year.



### **SAPBIO AP BIOLOGY 1 credit, 1 year**

**Prerequisite:** Successful completion of Living Environment and successful completion or concurrent enrollment Regents Chemistry. (Successful completion is defined as an 85% cumulative average overall in each science course AND above 85% in each course).

This course is the equivalent to a full year college level freshman biology course for biology majors. This full year course will meet 3 out of 4 blocks. Students will have to attend college level lectures, participate in laboratory activities, and complete a considerable amount of outside reading. College credit for this course can be earned by scoring well on the AP examination in May. Credits are determined by the college at which students plan to enroll. A fee of approximately \$85 is required for each examination.

### **SAPPHYS AP PHYSICS 1 1 credit, 1 year**

**Prerequisites:** Enrollment in or completion of Pre-calculus.

**Algebra-Based** is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning is at the heart of the course and exams.

**Students are required to take the AP exam.** This course meets 3 out of 4 blocks.

*A fee of approximately \$85 is required for each AP examination and is due in September.*



**SAPPHYS2 AP PHYSICS 2 1 credit, 1 year****Prerequisites:** Completion of AP Physics 1

**Algebra-Based** is the equivalent to a second semester college course in algebra-based physics. This course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning is at the heart of the course and exams. **Students are required to take both the AP exam.** This course meets 3 out of 4 blocks.

*A fee of approximately \$85 is required for each AP examination and is due in September. Students will be required to purchase online homework access at an approximate cost of ten (10) dollars.*

**SAPCHEM AP CHEMISTRY 1 credit, 1 year**

**Prerequisite:** Successful completion of Regents Chemistry, Living Environment Regents. Successful completion is defined as an 85% cumulative average overall in each science course AND an 85% passing examination grade in each course.

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course would attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis is on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. **A fee of approximately \$90 is required for each AP exam. Students will be required to purchase online homework at approximately \$10.50.**

**SAIS SCIENCE AIS**

This course is designed to support students who need extra and individual help in order to be successful on the New York State Regents exam in Science. Students are scheduled into this course based on previous performance on state assessment exams.

**S200X LIVING ENVIRONMENT—X (Extended) 1 credit, 1/2 year**

The Living Environment course is also commonly known as Biology or Life Science. This introductory course follows the new Living Environment New York State core guide. The areas of study include: similarities and differences among living organisms, homeostasis, genetics, reproduction and development, evolution, ecology, human impact on the ecosystem, scientific inquiry, and laboratory skills. Students are required to successfully complete all the assigned laboratory reports to be eligible to take the Regents examination in January. The course meets 1 block, 4 days a week.

**T099 STEAM 1/2 credit, 1/2 year**

This course is for those students interested in Science, Technology, Engineering, Art, or Technology. The STEAM Lab offers the opportunity to investigate all of these areas while earning high school credit. Students will be provided the opportunity to learn through building, investigating, trial and error, and other forms of hands-on activities.





## Social Studies Courses

**Mission Statement:** Faculty members of the Social Studies Department are committed to the cultivation of each Batavia High School student into being a civic-minded lifelong learner who, upon graduation, will possess the requisite critical thinking, collaborative working and problem solving skills necessary to compete and succeed in the college and/or career path of his or her choice. *The Social Studies program at Batavia High School reflects the requirements established by New York State. In general terms, it requires the following sequence of courses and State Examinations:*



*Grade 9: Global History 9 (1 Unit)*

*Grade 10: Global History 10 (1 Unit) or Global History E (1 Unit)*

*Grade 11: United States History and Government or AP U.S. History (1 Unit)*

*Grade 12: Social Studies 12 (1 Unit) or AP US Government (1 Unit)*

*The social studies teachers, the counseling department and the social studies department chair(s) will review each potential student and make an appropriate recommendation based upon the above criteria. The initial recommendation will be made in February and will be reviewed upon completion of the school year in June.*

Advanced Studies: Courses of study are offered through Genesee Community College's Advanced Studies Program. These courses follow the same curriculum, as students would take at GCC, but are offered on the Batavia City School District campus. Students wishing to earn GCC credit must make arrangements with GCC to register and pay the appropriate tuition.

Course Requirements for New York State Graduation. In addition to the course sequence listed above, in order to graduate from Batavia High School, student must receive a passing grade on the Global History Regents (given at the end of Grade 10) and/or U.S. History and Government Regents (given at the end of Grade 11) Exams.

Opportunities exist for earning college credit through the following courses: AP US History, AP US Government, War in the 20th Century, International Relations, Psychology, Sociology and Sports in American History.

Programs of Advanced Studies. Batavia Senior High School offers several options for advanced studies. Advanced Placement and Global 10E: Global 10E, U.S. History and U.S. Government are offered during the 10, 11th and 12th grade years. Students taking AP courses will prepare for the competitive national AP exams in those courses. Performance on those exams will determine possible college credit. Admission to these courses requires teacher recommendation based on previous academic performance. Criteria for Obtaining a Teacher Recommendation for Entrance into Global 10E, A.P. History and A.P. Government: Entrance into A.P. courses that require a teacher recommendation is based on a combination of many factors as described below. The social studies and counseling department strongly recommend that all of the following criteria be met.

The required social studies average as published in this Course Description Handbook.

Evidence that the student consistently completes quality homework on time.

Evidence that the student consistently participates in and completes the class work that is expected of him/her.

Evidence that the student takes the initiative to seek extra help when it is needed.

Students registered for A.P. U.S. History or A.P. Government will complete a summer assignment before being allowed to attend the class. Demonstration of this requirement must be met by August 1st prior to beginning the course.

### **Global History and Geography**

The curriculum for Global History and Geography consists of a two year sequence during grades 9 and 10. It is arranged chronologically beginning with the Paleolithic Era and continuing through the present.

#### **SS100 GLOBAL HISTORY 9 1 credit, 1 year**

This course of study 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. This course is required for all 9th grade students and culminates with a local final exam whose format aligns with the Regents Examination that will be taken at the end of the 10th grade.

#### **SS200 GLOBAL HISTORY 10 1 credit, 1 year**

This course begins with an overview of the world in 1750 and continues chronologically up to the present. Focus concepts are highlighted throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. This course is required for all 10th grade students. At the end of the course, all students are expected to take the Regents examination in Global History and Geography which covers the curriculum covered during the 10th grade course only. A passing grade on this examination may fulfill a requirement for graduation.

*Admission to this course is based on successful completion of Global History 9 or department permission and consultation with the appropriate school counselor.*

**SS200E GLOBAL HISTORY 10E 1 credit, 1 year**

Global History 10E serves as an introduction to the Programs of Advanced Studies offered in Social Studies at Batavia High School. Like Global History 10, the 10E course continues the curriculum begun in Global History 9 with the addition of more in-depth study. Students are provided with enrichment materials and activities with the goal of skill development in preparation for the AP Courses. At the end of the course, the 10E students will take the Global History and Geography Regents examination.

*Admission to Global 10E includes the following prerequisites:*

*\*A 90% average or higher in Global 9*

*\*A 90% or higher on the Global 9 Local Final Exam*

*\*The recommendation of the student's Global 9 teacher*

**SS300 UNITED STATES HISTORY AND GOVERNMENT 1 credit, 1 year**

The United States History and Government program is organized chronologically. The year begins with an in-depth study of the principles of U.S. government and the historical context in which they developed. The application and of those principles throughout the history of the United States with significant emphasis on the post-Civil War period. This course is required for all 11th grade students. At the end of the course, all students are expected to take the Regents examination in U.S. History and Government. A passing grade on this examination may fulfill a requirement for graduation.

**SS400 SOCIAL STUDIES 12 1 credit, 1 year*****Participation in Government and Economics***

All students are required to take this course in order to satisfy the Participation in Government and Economics requirement. This course is based on the assumption that all citizens should be prepared to participate meaningfully as citizens of the nation, state and locality. Students work to understand how public policy is formed and how citizens can participate in influencing those policies. By using a process to examine various public policy issues, students practice citizen involvement. The first semester focuses on a research/writing assignment examining a public policy issue selected by each student. This project involves collecting data by research, surveys, and interviews. The written product requires analysis of data and formation and defense of a position relative to the policy that is examined. The project grade will count as 66% of the final exam for the course.

Second semester will focus on economics. This course is based on the assumption that all citizens should be prepared to participate in our economic system in an informed manner. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States has developed an economic system and associated institutions to allocate scarce resources. Students examine how major decision-making units function in the United States. Students study how an economy solves the scarcity problem through market and non-market mechanisms. Students will be introduced to the concepts of basic Personal Finance. The Economics semester of the course culminates with a local final exam.

**SS500 Essentials of Global Studies**

This course is designed to support students who need extra and individualized help to find success on the New York State Regents Exam in Global Studies, or students who wish to pursue extra help to earn a higher score on the exam. The course will cover key points and skills from the Global Studies curriculum, combined with test taking strategies to assist students in earning the grade that they desire on the Regents exam.

**SS501 Essentials of US History**

This course is designed to support students who need extra and individualized help to find success on the New York State Regents Exam in US History, or students who wish to pursue extra help to earn a higher score on the exam. The course will cover key points and skills from the US History curriculum, combined with test taking strategies to assist students in earning the grade that they desire on the Regents exam.

**SS510 CONTEMPORARY PROBLEMS I ^^ 1/2 credit, 1/2 year**

This course is designed to permit the student to examine in depth the major news events of the day and the problems that face Americans as a result of these events. The focus of this semester will be on domestic problems. Newspapers, periodicals, the internet and other contemporary reference materials will serve as the "textbook" for this course. Audiovisual materials and library research projects will also be part of the program. Some effort will be made to allow the student to "contract" for the grade he or she wishes to receive. Admission to the course is based on department permission and consultation with the appropriate school counselor.

**SS511 CONTEMPORARY PROBLEMS II ^^ 1/2 credit, 1/2 year**

This course is designed to permit the student to examine in depth the major news events of the day and the problems that face Americans as a result of these events. The focus of this semester will be on international problems. Newspapers, periodicals, the internet and other contemporary reference materials will serve as the "textbook" for this course. Audiovisual materials and library research projects will also be part of the program. Some effort will be made to allow the student to "contract" for the grade he or she wishes to receive.

**SS540 WAR IN THE 20TH CENTURY ^ 1/2 credit, 1/2 year**

This course is designed to explore the causes of the U.S. entry into war in the 20<sup>th</sup> century, the strategy and conduct of these wars, and the consequences of these conflicts. Wartime battles will be discussed on a selection basis. Force structure, equipment and military biographies will also be studied. Attention will also be given to national and international attempts to prevent war. We will examine American military conflict using a wide variety of information sources including video, text, simulation and featured speakers.

Target Students: Students needing BHS credit, planning to go to GCC and/or SUNY school, and/or having an interest or thinking about the military as a career.

**SS560 NEW YORK STATE HISTORY ^^ 1/2 credit, 1/2 year**

This is a twenty-week course on the History of New York State and the Constitution of New York. We will spend approximately 17 weeks studying the history and the culture of New York State and approximately 3 weeks studying the NYS Constitution Convention in 1937. This course will explore the reason New York grew from one of the most influential states in the union to one that is perceived as struggling by it "young people" today.

^ Advanced Study Courses/GCC Credit

^^ Not for GCC Credit

**SS570 PSYCHOLOGY ^ 1/2 credit, 1/2 year**

This course is designed for those students who are going on to college. Topics include psychological experimentation, behavioral conditions, intelligence, learning theory, personality development, and dysfunction. A basic text as well as supplemental readings, audiovisual presentations and simulated experiments on computer disk are important parts of the course.

Target students: Students needing BHS elective credit and/or any planning to go to GCC and/or a SUNY school, contemplating being a History/Political Science major, any student that has an interest in history.

**SS571 SOCIOLOGY ^ 1/2 credit, 1/2 year**

Sociology is the study of an individual's interaction with other people. It explains behavior as the result of the group, not as the result of individual behavior. Roles, status, and social class are related to their impact on the individual personality. Certain areas such as conformity, deviance, subcultures, and population dynamics are given special emphasis. Special topics or areas for individual study may be selected.

Target students: Students needing BHS elective credit and/or any planning to go to GCC and/or a SUNY school

**SS580 LAW AND JUSTICE IN AMERICA 1 / SS581 LAW AND JUSTICE IN AMERICA 2 ^ 1 credit, 1 YEAR (1/2 CREDIT PER SEMESTER)**

This course is designed to be a two-semester course during which will be both exposed to an overview of the various areas of Civil and Criminal Law in our American legal system as well as provided an opportunity to study and critically evaluate and discuss contemporary issues pertaining to Justice in America. The course is primarily designed to be taken by 11th and 12th graders. While it will particularly appeal to students who are interested in potentially exploring law-related careers such as attorney, paralegal, law enforcement, etc., its appeal will be more universal as well since as citizens and consumers, a basic working knowledge of the law and our legal systems is beneficial for all students.

**SS590 HISTORY THROUGH FICTION ^ 1 credit, 1 YEAR (1/2 CREDIT PER SEMESTER)**

This course is designed to be a one-semester course during which students will read several historical fiction novels. As each novel is read, students will consider the accuracy of the story by analyzing primary sources from that time period. Students will study time periods from both American and World History during the 20th century. Students will also have the opportunity to think and write creatively about topics related to the books.

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There have been many instances where race and class intersected, leading to significant impacts on society. This course will explore these pivotal moments in American history in effort to understand how they contribute to modern laws, policies, systems, and culture. Students will demonstrate learning through the creation of digital media projects such as podcasts, mini-documentaries, social media posting, and website development. Topics covered include Jesse Owens, Joe Louis, Muhammad Ali, Jackie Robinson, 1968 Olympics, and Magic Johnson.

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AP U.S. History provides the student with an in-depth chronological study of our nation's history. Using a college text, students will develop their document analysis and writing skills. Students will become familiar with the writings of eminent American historians and engage in seminar debates. All students taking this course are expected to sit for the national AP examination that is offered in May. This exam gives the student an opportunity to earn college credit and/or advanced standing for the work completed.

This course is intended to meet college standards and students should be advised that significant reading and writing would be required. This course is offered to juniors and offers an opportunity for serious students to identify those standards and skills that are necessary to succeed in college.

\*A 92% average or higher in Global 10  
 \*A 92% or higher on the Global Regents  
 \*The recommendation of the student's Global 10 teacher and the social studies department chair  
 \*Successful completion of the summer assignment

This course satisfies the New York State requirements of both Participation in Government and Economics while providing students the opportunity to experience college level work and receive college credit while still enrolled at Batavia High School. Major topics of consideration are: Sources of Government and the Development of Democracy, Constitutional Roots of the American System, Institutions of Government, Role of the Media, and the influence of Money on the Political System. A successful grade on the AP examination may result in college credit for the introductory course of political science at many colleges and universities.

- \*An 92% average or higher in U.S. History and Government
- \*An 92% average or higher on the U.S. History and Government Regents Exam
- \*The recommendation of the student's U.S. History and Government or AP US History and Government teacher is required.
- \*Successful completion of the summer assignment

This course is designed to support students who need extra and individual help in order to be successful on the New York State Regents exam in Global History and/or U.S. History and Government. Students are scheduled into this course based on previous performance on state assessment exams.





## **Special Education**

Students have access to the general education curriculum which is modified and adapted to meet their instructional abilities. Special education teachers work closely with content area teachers to ensure that program accommodations are implemented and curriculum is differentiated. Specialized classroom instruction and remediation is also provided to address the unique learning needs of identified students. Students pursuing a Skills and Achievement Commencement Credential (SACC) or a Career Development and Occupational Studies Commencement Credential (CDOS Credential) may be instructed in a self-contained classroom, general education classrooms, or a combination of both.

Recommendations for placement will be made by the Committee on Special Education depending on the skills and abilities of a particular student.

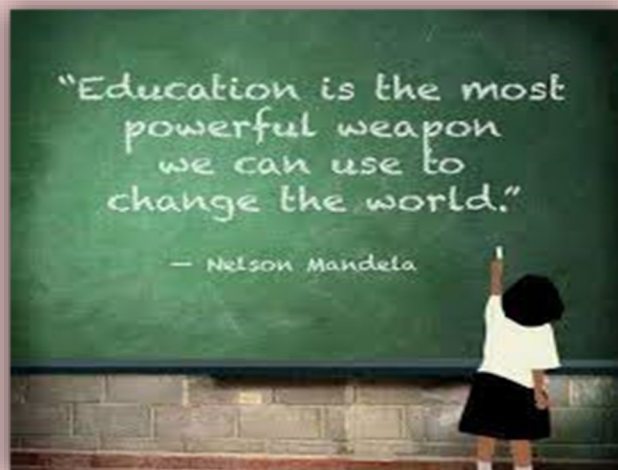
**SPECIAL EDUCATION** Specific special education courses at Batavia High School are developed for students pursuing a variety of post-secondary goals. Content is geared toward preparing students to be contributing and participating members of the community. Offerings may include:

**1207 Work Based Learning Experience - School** – This program is designed to teach students basic work ethics. Students complete work for teachers in the building under the guidance of school personnel. Students are required to be on time, complete time sheets, follow directions, and to keep a daily work journal.

**1206 Work Based Learning Experience - Community** – Students are placed in a work situation within the community based on interest, ability and availability. Students may work up to three hours per school day and are paid minimum wage. Situational assessments and an Employability Profile will be completed during this placement.

**1209 Bridges to Earning, Living and Learning (BELL)** – This comprehensive collection of courses is designed to prepare the student for life after school by improving their reading, writing and math skills. Specific courses will be offered in math and science, social studies and ELA.

Various elective courses may also be offered in collaboration with General Education Teachers.





## **Genesee Valley Educational Partnership Career and Technical Center**

The Career and Technical Education Programs offered at the GVEP Center are an extension of each component secondary school in the Genesee Valley Supervisory District. The Center's intent is to supplement and enrich existing curriculums with career and technical programs that would be impractical to conduct at individual schools. No attempt is made to duplicate existing courses of study.

Students attend academic classes at their home school one-half day and spend one-half day at the center learning theory and basic skills in their selected career and/or technical field.

This combination of academic and career and technical education provides the student with several benefits and options. Skills acquired at the Center enable students to enter the job market immediately upon high school graduation. Those planning further education or training will also find this preparation to be valuable in the career goals.

The Career and Technical Center of the Genesee Valley Educational Partnership has the mission or overall purpose of providing programs and services for persons of all ages and all ability levels in our community, which will enable them to develop their occupational interests, skills, work attitudes and career goals.

**GVEP offerings are dependent upon enrollment and therefore may include the following:**

### **2023-2024 Embedded Credits CTE PROGRAM EMBEDDED ACADEMIC COURSE(S)**

Animal Science - Science & English 12  
Auto Body - Math, Science & English 12  
Auto Technology - Math, Science & English 12  
Building Trades - Math & Science  
Computer Information Systems - Math  
Conservation - Math, Science & English 12  
Cosmetology - Science & English 12  
Criminal Justice - Science & English 12  
Culinary Arts - Math, Science & English 12  
Diesel Mechanics - Math & Science  
Electro-Mechanical Trades - Math & Science  
Graphic Arts - Math  
Health Dimensions - Science & ELA 12  
Metal Trades: Precision Machining/Welding - Math & Science