



## **COURSE DESCRIPTION GUIDE 2020-2021**

***LANCASTER HIGH SCHOOL***

**[www.lancasterschools.org/hs](http://www.lancasterschools.org/hs)**

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## *Message from the Principal*

One of the most important decisions you will make as a student will be the selection of the courses you will take in high school. The variety of course offerings and their degree of difficulty, electives, required courses, as well as completion of a chosen sequence will all have a definite impact on your educational goals.

As you prepare to make these decisions with the help of your parents, counselors and teachers, be sure to challenge yourself - take full advantage of your potential to succeed in school.

The extensive course offerings contained in this Guide provide an opportunity for you to explore, aspire and challenge your interests and talents. Examine these carefully before deciding what is best for you. Once your schedule is finalized it is difficult to have it changed. Your final schedule will be your year-long commitment to the courses you selected.

The administrators, counselors and teaching staff stand ready to assist you in any way to make your experience at Lancaster High School a rewarding and treasured educational experience. Please feel free to contact us for assistance.

Good luck in your planning.

Mr. Cesar Marchioli  
*Principal*

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### **Student course selections must be finalized by June 1.**

**Course offerings are subject to changes or cancellations based on student enrollment.**

**Students are encouraged to select alternates for all courses chosen during the schedule request process.**

**All policies contained in this Guide can be waived or altered with administrative approval.**

## *Course Selection Process*

### *Current Juniors*

- Jan 13: Attend College Planning Night w/ parents
- Jan-Feb: Make individual appointments w/ counselor to discuss future plans and select classes. (Parents invited)
- Print Junior Course Selection Worksheet

### *Current Sophomores*

- Feb 25: Counselors present College Panel and scheduling process in Global II classes
- Mar-Apr: Make individual appointments w/ counselor to discuss future plans and select classes.
- Print Sophomores Course Selection Worksheet

### *Current Freshmen*

- Feb 27: Counselor Presentation in English I classes
- Mar-Apr: Make individual appointments w/ counselor to discuss future plans and select classes.
- Print Freshmen Course Selection Worksheet

### *Current 8<sup>TH</sup> Graders*

- Jan 9<sup>th</sup> – 8<sup>th</sup> Grade Information Night at LHS 6:30pm
- LANCASTER MIDDLE SCHOOL
  - Feb-Mar: Meet w/ counselor to select classes
- ALL OTHER SCHOOLS
  - Enroll w/LCSD Registrar Debi Mascia 686-3218, by Apr 1
  - Schedule meeting w/ LHS Counseling 686-3258, April 20-24
  - Print incoming Freshmen Course Worksheet



## GRADUATION REQUIREMENTS

SUBJECT AREA	REQUIRED CREDITS & SPECIFIC COURSES	NEW YORK STATE EXAM REQUIREMENTS	
		NYS REGENTS DIPLOMA	NYS REGENTS DIPLOMA W/ ADVANCED DESIGNATION
ENGLISH	<b>4 CREDITS</b> English 9, 10, 11, 12	Common Core ELA	Common Core ELA
SOCIAL STUDIES	<b>4 CREDITS</b> 1. Global History I 2. Global History II 3. US History 4. Part Govt/Economics	<b>Regents Exams in both</b> • Global History • US History	<b>Regents Exams in both</b> • Global History • US History
MATH	<b>3 CREDITS</b>	<b>One</b> of these Common Core exams • Algebra • Geometry • Algebra II	<b>Each</b> Common Core Exam 1. Algebra 2. Geometry 3. Algebra II
SCIENCE	<b>3 CREDITS</b> • Living Environment • Two additional Science Courses	<b>One</b> of these Regents exams • Living Environment • Earth Science • Chemistry • Physics	Regents exams in • Living Environment • One additional Regents Science w/lab
LANGUAGE OTHER THAN ENGLISH (LOTE)	<b>1 CREDIT</b> Regents Diploma <b>3 CREDITS</b> Regents Adv Designation	Level 1 Proficiency	Level 1 Proficiency AND Level 3 Comprehensive
ART OR MUSIC	<b>1 CREDIT</b>		
HEALTH	<b>½ CREDIT</b>		
PHYSICAL EDUCATION	<b>2 CREDITS</b>		
<b>Minimum passing course average is 65</b>	<b>22 Credits required to graduate</b>	<b>Regents &amp; Common Core Exams Minimum passing score is 65</b>	

### Honors Designation on Regents or Advanced Regents Diploma

The honors designation requires a 90.0% average on all Regents exams required for the diploma.

### Mastery in Math or Science

Students earning an Advanced Regents diploma who pass three Regents exams in Math or three in Science with scores of 85 or better will earn an annotation of Mastery in Math or Science.

### Alternative Sequence Option

Students pursuing an Advanced Regents diploma may choose to complete 1 credit of a language other than English (LOTE) and a 5-credit sequence in a career or technical area as an alternative to the LOTE requirement.

These areas include Art, Business, Career & Tech Ed (Harkness), Music or Technology



## *General Definitions and Policies*

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### Academic Eligibility

In order to participate unconditionally in any extra-curricular activity at Lancaster High School, a student must maintain an overall minimum average of 72.00. There is no probationary status. The fourth marking period averages of the previous school year determine eligibility for the first marking period of the next school year. Summer school grades and final averages are not used in determining eligibility.

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### Course Credit

#### *Unit of Credit*

A unit of credit is earned by taking a subject for a full year, completing all requirements and by earning

1. A final average of 65% or above, calculated by averaging each of the quarterly grades and the final exam, and
2. Score 55% or above on the final exam

#### *Half-Credit*

A half unit of credit is earned by taking a subject for one semester, completing the same average requirements as a full year course.

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### Course Drops

Once the school year begins, all course drops must be approved by an administrator.

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### Course Level Changes

Students have time during summer recess (last week of June through the second week of August) to make limited types of changes to their course selections and schedules. The only schedule changes that will be allowed during that time are: changes due to errors, adding electives, summer school changes, and elective changes considered based on availability. After this time period, an administrator must approve any and all changes. The final schedule will be the student's commitment to that specific program of courses.

Student course selections are finalized on June 1 of the previous school year.

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### Course Repeat due to Failure or Audit

A student who fails or audits a full year or second semester half-year course has the option to attend summer school or repeat the course and take the final exam in January. If a student audits a course in the first semester of the school year, he/she must wait until summer school or the following school year to repeat the course. In science courses with labs, all lab requirements must also be met.



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### Early Dismissal and Late Arrival for Seniors

Seniors may request the privilege of either an Early Dismissal for 9th period OR a late arrival for after 1st period. A parental permission form will be required and kept on file. Early Dismissals and Late Arrivals are scheduled only if the student's course load and time schedule allows, and is completely dependent on graduation requirements and course offerings. Classes in a student's schedule will not be rearranged to accommodate early dismissal or late arrival.

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### Early Graduation

Students who meet the criteria for approval for early graduation should meet with their school counselor before considering this option.

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### Report Cards

Periodic updates to a teacher's gradebook are published to the Parent Portal by all teachers in a timely manner. Report cards are published to the Parent Portal at the end of the 10th, 20th, 30th and 40th weeks.

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### Sequence

Students who are pursuing an Advanced Regents Diploma and do not wish to take the Comprehensive Exam in a Language other than English are required to fulfill a five-unit sequence requirement by taking a prescribed set of courses in a field of study. Consult your counselor for sequence options.



## Course Type Definitions and Policies

### Advanced Placement

The [College Board's Advanced Placement \(AP\) Program](#) is an opportunity for students to pursue college-level studies while still in high school and to receive advance standings, additional credit, or both in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs. Students are encouraged to take Advanced Placement courses for the purpose of enhancing their educational background in preparation for post high school career opportunities, to challenge themselves academically and to gain possible advanced credit by a college/ university.



### Criteria for Honors and Advanced Placement

- Student course selections are finalized for AP and Honors courses on June 1<sup>st</sup> of the previous school year. Afterwards, the course level change policy is in effect and changes from AP or Honors into Regents level can only be requested after the first marking period is complete. Administrative approval is required for all level changes.
- A teacher recommendation is required for any student intending to register for an AP or Honors course who is not currently taking the precursory course (i.e. Regents Geometry to Honors Algebra II). Teacher Recommendations are completed on the Course Selection Worksheet.

### Advanced Placement Course Offerings 2019-2020

These courses are weighted in the final average by a factor of 1.07.

#### Arts

- Music Theory
- Studio Art: Drawing Portfolio
- 2D Design: Photography

#### English

- English Language and Composition
- English Literature and Composition

#### History and Social Science

- Macroeconomics
- Psychology
- United States Government and Politics
- United States History
- World History

#### Math and Computer Science

- Calculus AB
- Computer Science A
- Computer Science Principles
- Statistics

#### Sciences

- Biology
- Chemistry
- Environmental Science
- Physics C: Mechanics

#### World Languages and Cultures

- Spanish Language and Culture
- French Language and Culture





## College Credit Courses

Students are encouraged to take advantage of the many opportunities to engage in college-level course work while in Lancaster High School. Students can choose from a wide variety of courses that provide a pathway to earn college credit. While individual cases may vary, students can often utilize the credits to reduce tuition costs, upon enrolling in a college.

The courses above are conducted in partnership with Lancaster Central School District and the accrediting institution listed. As a full year course, students who successfully complete the course can earn one unit of high school credit. Students who successfully complete the class and pay the tuition can, additionally, earn college credits for each course. Students who wish to participate in this program should obtain the required paperwork from their classroom teacher at the start of the class. The student is responsible for registering prior to the deadlines as stated by the accrediting institution. Fees for dual-credit are set by the accrediting institution and students will be billed directly by the college.

★**NOTE** - Individual colleges have their own policies regarding the transfer of credit from other colleges. Students should communicate directly with the admissions office of the college to determine eligibility.

### College Course Offerings 2020-2021

#### SUNY: ERIE (ECC)

##### Business

- [Principles of Accounting](#)
- [Business Law](#)
- [Business Math](#)
- AOF: Principles of Accounting
- AOF: Microsoft Office
- AOF: Success Strategies
- AOF: Financial Planning

##### Math

- [Pre-Calculus R](#)

##### Physical Education *\*pending*

- [Physical Education 11/12](#)
- [Lifeguard Certification](#)

#### Trocaire College

##### Family and Consumer Sciences

- Intro to the Hospitality Industry
- Hospitality Information Systems

#### Rochester Institute of Technology (RIT)

##### Technology

- [Design and Drawing for Production](#)
- Principles of Engineering
- Computer Integrated Manufacturing
- Digital Electronics

#### Hilbert College

##### Languages other than English

- [AP French](#)
- [AP Spanish](#)
- [German V](#)

#### Bryant & Stratton College

##### English

- [English 12](#)





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## Honors

These courses follow the New York State Regents/Common Core curriculum with enrichment. These courses are for students who have high motivational skills and seek an academic challenge. Students take the Regents or Common Core exam for these courses when offered.



These courses are weighted in the final average of 1.04.

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## Regents or Common Core

These courses follow the New York State curriculum. Students take the Regents or Common Core exam for these courses when offered.



New York State  
EDUCATION DEPARTMENT  
BOARD OF REGENTS

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## Career and Technical Education (CTE) Endorsement

A high school diploma with Career and Technical Education endorsement is granted to students enrolled in NY State-approved programs of study. The Career and Technical Endorsement is issued on a Regents (or Advanced) Diploma which verifies fulfillment of rigorous and integrated instruction of academic and industry-specific content.







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## *ART Course Descriptions*

Courses in the Arts expose students to complex learning skills that they cannot receive in any other area of study. They present students with the opportunity to critically think, examine and process information. These valuable skills develop and foster students' problem-solving abilities in a capacity that employers seek out. Lancaster High School offers art courses that will prepare students for career choices in the arts after high school such as architect, graphic designer, advertising designer, medical illustrator, fashion illustrator, web designer, art conservator, jeweler, ceramic artist, professional photographer, and many others. We are fortunate to be able to offer a wide range of art courses here at Lancaster. Use this wonderful opportunity, when selecting your course schedule, to take advantage of our exceptional program.

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### Studio in Art

**6130*****Grades 9, 10, 11, 12******1 credit***

This foundation course covers the fundamentals of the visual arts and is a recommended preparation for most art electives. These fundamentals provide students with the knowledge and skills necessary to further explore the linkage between art production, art history and aesthetics and art criticism. Students participating in this course will explore eight main units: The Language of Art, How Artists See the World, Creativity and Imagination, living with Art/Art as Design, Art as Self Expression, Art Tells a Story, Art and Religion/Meditation, and Art and Social Change. The course is aligned with the New York State Standards for the Visual Arts. Students have an opportunity to explore a variety of media as they learn to develop skills, techniques and understanding, which are essential in the visual arts. Hands on studio experiences parallel course content and provide practical application of key concepts. Forming the core of the Art program, Studio in Art is required for a sequence. Can be taken by 11<sup>th</sup> & 12<sup>th</sup> graders who need an Art credit to graduate.

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### Drawing and Painting

**6112*****Grades 10, 11, 12******1 credit***

⊗ Prerequisite: Studio in Art

This in-depth course continues where Studio in Art left off, concentrating primarily on drawing and painting. Exploration of media and techniques is emphasized. Students are encouraged to find personal answers to art problems using skills and techniques acquired in the course. The course is designed to foster deeper understanding of art practices. Art criticism and art assessment help the student to appreciate their own and others' achievements.





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## Illustrating and Cartooning

**6109****Grades 10, 11, 12****1 credit**

⊗ Prerequisite: Studio in Art

This course is for students that love comics, cartoons and the illustrations found in magazines and children's books. It is designed for students who want to discover what makes particular cartooning and illustration styles unique and popular, and how to develop works of art with the same excitement and fun. Students must be willing to push beyond their own existing styles and try things that they have never done before. Students will focus primarily on character design and storytelling, and create a variety of artworks demonstrating these skills.

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## Studio in Graphic Design

**6111****Grades 10, 11, 12****1 credit**

⊗ Prerequisite: Studio in Art

Students will explore the areas of art and graphic design as a vehicle for visually communicating their ideas to others, with emphasis on creativity. Students will use a variety of conventional art materials as well as the computer to develop creative solutions, and will gain hands-on experience on Adobe Photoshop and Adobe Illustrator to explore their applications as an art medium. Areas explored will include: illustration, logo design, layout, lettering and ad design. Later in the year, projects will build in complexity and encompass package design, ad campaigns, and career and college opportunities. Students may have the opportunity to earn college credit through Erie Community College.



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## Ceramics I

**6113****Grades 10, 11, 12****½ credit**

⊗ Prerequisite: Studio in Art

Are you the kind of person who loves to work with their hands? Are you the person who loves craft projects? Then Ceramics I is for you! Clay is one of the oldest and most fun craft materials around. That may explain why people have been choosing careers in clay for centuries. There are millions of ways clay is in our everyday lives. In this class, you will be using the potter's wheel, creating functional as well as sculptural art out of clay and experimenting with all types of hand-building. As the finishing touch you will use a variety of glazing techniques. So come join the class and find out what being a mudpuppy means. As Ceramics 1 is a half year course, if you are interested in completing a full year of Ceramics you must sign up for Ceramics 2 as well (see below).

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## Ceramics II

**6223****Grades 10, 11, 12****½ credit**

⊗ Prerequisite: Ceramics I

The clay is calling you back! So don't ignore it. In Ceramics II you will become an experienced potter and further develop your skills using clay. Projects will once again be a mix of functional and sculptural with a chance to really concentrate on your favorite building techniques. Students who prove their clay mastery will be in the running to compete in the annual Clay Olympics at Buffalo State College.



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## Photography I

**6118****Grades 10, 11, 12****1 credit**

⊗ Prerequisite: Studio in Art

In the first semester of this course, students will learn basic applications of photography as an art form. Composition, single lens reflex camera, Photoshop and digital photography, black/white film developing, printing, enlarger, and presentation are the focus. Classwork will also include photographic and educational field trips, darkroom processing, photo enhancement and alteration techniques. In the second semester, the course will cover a deeper, more specific and detailed understanding of the mechanics of photography. Traditional and digital photography will continue to be explored, along with more advanced Photoshop editing techniques. Students will be encouraged to assemble a photography portfolio and enter local photography exhibits and art shows. Students will need their own camera (exceptions can be made based on individual needs).

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## AP 2D Design (Photography II)

**6124****Grades 11, 12****1 credit**

⊗ Prerequisite: Photography I

This course is a direct follow-up to Photography I. This course is for students who wish to pursue their own independent photographic project in a series of visually related artworks (concentrations). Field trips and professional speakers will add awareness to career opportunities and professions in the diverse field of photography. Student work will be entered into local photo exhibits and art shows. Students will finish their high school photography career with a professional digital and traditional portfolio. Students are strongly encouraged (but not required) to submit this portfolio to the AP College Board for possible College credit in May. Portfolio submission is considered the same as taking any AP exam and therefore the cost of submitting your work is approximately \$100. Please note, even though some colleges still require students to take the college's foundation art courses, most colleges will allow students to use an AP 2D Design credit as a humanities elective.



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## Jewelry I

**6122****Grades 10, 11, 12****½ credit**

⊗ Prerequisite: Studio in Art

Clay, beads, pendants, findings, hemp, earrings, wire, rings... Find out how to create fabulous pieces of exquisite artful jewelry that will make all of your friends jealous. In this class you will learn a variety of basic jewelry construction techniques and use many different materials. The end result will be skills you can use anywhere and the confidence to go with them. As Jewelry 1 is a half year course, if you are interested in completing a full year of Jewelry you must sign up for Jewelry 2 as well (see below).

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## Jewelry II

**6123****Grades 10, 11, 12****½ credit**

⊗ Prerequisite: Jewelry I

Metalsmithing, cutting metal, soldering, polymer clay, necklaces, bracelets, enameling, earrings... Learn how your favorite jewelry stores create one of a-kind-creations. In this class you will be cutting your own metal to use for enameled pendants, creating a ring using the lost wax casting process and many other advanced jewelry techniques. Lab fee with this class based on student choice of materials.



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## Portfolio Development

*6119**Grades 11, 12**1 credit*

- ⊗ Prerequisite: Studio in Art
- ⊗ Prerequisite: Drawing and Painting

This course ties together the student's previous art education experiences. It is designed for the highly motivated student, who is serious about the study of art. It allows students to further explore areas of interest and to critically look at their own work and works of others. Students develop a journal/sketchbook that becomes a personal resource for new work. Preparation and presentation is ongoing as students assess works to be included in a final portfolio.

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## Independent Study

*6230 / 6236**Grades 11, 12**½ or 1 credit*

- ⊗ Prerequisite: Portfolio Development (or presently enrolled)
- ⊗ Required: Contract with permission of Teacher, Principal and Counselor

The Independent Study provides an opportunity for advanced students to work one on one with a specific teacher to develop work in a particular area. This venue is chosen when a student shows strengths and interests that go beyond the prescribed curriculum, and are personally motivated to work independently.



### *Business & Career Education Highlights*

The Lancaster High School Business and Career Education Department is a regional and national model based on its substantial work-based learning opportunities alongside a rigorous and relevant curriculum which includes significant support of local, regional and national partners. Each of the teachers within the Business and Career Education department have relevant professional industry background as well as extensive teaching experience. Students are offered a wide variety of course options with each focusing on both the technical and soft skills required for success in any career field.

### SUNY: Erie (ECC) – Advanced Studies

The Lancaster Business Department has partnered with [SUNY Erie](#) and offers college courses at our school through the Advanced Studies Program. Students are eligible to earn college credit for many classes taken during the normal school day. These classes are SUNY approved transferable courses with a C or better.



### Regents and Advanced Regents Diploma: Career and Technical Education Endorsement (CTE)

The Lancaster Business Department is an accredited CTE program with pathways for students seeking Regents and/or Advanced Regents diplomas. Students learn “hands-on” career skills while earning a Regent’s Diploma in order to prepare for college or other higher education studies. Students apply academic concepts to real-world situations with:



- Internships
- Mentorships
- Job shadowing
- Industry-based certifications
- Opportunity to earn college credit
- Other work-based learning opportunities

### NAF: Academy of Finance

The [Academy of Finance at Lancaster High School](#) is part of [NAF](#), a national network of education, business, and community leaders who work together to ensure that high school students are college, career, and future ready. NAF’s educational design includes industry-specific curricula, work-based learning experiences, and relationships with business professionals, culminating in a paid internship. Lancaster’s AOF has been awarded NAF’s distinguished status each year since 2011 and one 4 academies to have reached this highest level of recognition as often.



### Internship Program

The Internship Program at Lancaster High School is a nationally recognized leader in work-based-learning. The program shapes the direction of our youth by ensuring students are both college and career ready. Internships usually fall within these career themes: Business and Finance, Engineering, Health Care, Hospitality & Tourism, Leadership, General Education, Visual and Performing Arts.





## Microsoft Office Certification

All Computer Applications courses use the Microsoft Office Suite. (Word, Excel, PowerPoint, Access) Students are eligible to become a Microsoft Office Application Specialist; a credential recognized by educators and professionals around the world.



## School Based Enterprises

The best way to learn about business is hands-on at one of our school-based enterprises.

### *The Daily Grind*

Lancaster's very own coffee shop located within the high school is managed, marketed and operated by its students. Open daily for students, faculty and staff.

### *Cyber-Café*

Study, surf the web or read a book in our very own Cyber-Café. Students operate and manage this great new school enterprise.

### *Good Neighbors Credit Union*

This fully functional branch of the [Good Neighbors Credit Union](#) provides financial services to its members and delivers financial literacy lessons throughout the district. Students serve as interns and tellers alongside credit union staff. Open Mon, Thurs & Fri.



## DECA

Advisor: Cindy Gould

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. As a co-curricular organization, students taking marketing or a business course have the opportunity to join. Students compete at regional, state and national levels in over 30 business areas to win scholarships and cash awards. For more details visit the [DECA website](#)



## Community Service Organizations

Business students are encouraged to be active within our community and have partnered with the Lions, Rotary and Zonta clubs.

### *Leo Club (Lions)*

Advisor: Peter Herrscher

### *Interact Club (Rotary)*

Advisor: Lynn Fisher

### *Z-Club (Zonta)*

Advisor: Lynn Fisher

## *Business Course Selection Overview*

### Suggested Pairings

Each business course is one semester long (earning ½ credit); you can pair courses to create a year-long curriculum (earning 1 full credit). We recommend the following course pairings, based on the skill and knowledge level they require and the opportunity



to build on knowledge from one course to the next. Courses may be taken in any order as there are no pre-requisites. This allows a student the flexibility to fit offerings into their schedules or to sample a variety of business disciplines. Paired courses include the ⊕ symbol.

One Semester Course	⊕	One Semester Course
CFM – Career & Success Skills	⊕	CFM – Financial Literacy
Principles of Marketing	⊕	Sports and Entertainment Marketing
Principles of Accounting	⊕	Advanced Accounting
Start it Up! (Entrepreneurship)	⊕	Make it your Business (Business Planning)
Digital Communications	⊕	Applied Digital Skills

## CTE Requirements

Students may pursue a 3.5 credit Regents or the 5.0 credit Advanced Regents Diploma CTE.

### REGENTS DIPLOMA – CTE Endorsement (3.5 credits)

Foundations for Success (.5)  
 CFM – Career & Success Skills (.5)  
 CFM – Financial Literacy (.5)  
 Principles of Marketing (.5)  
 Sports & Entertainment Marketing (.5)  
 Business Mathematics (1) OR Principles of Accounting (.5) and  
 Advanced Accounting (.5)

### ADVANCED REGENTS DIPLOMA – CTE Endorsement (5 credits)

#### ALL OF THE ABOVE PLUS

Career Exploration Internship Program (.5)

#### AND ANY TWO OF THE FOLLOWING (1 full credit needed)

Digital Applications & Communications (.5)  
 Applied Digital Skills (.5)  
 Start it Up! (Entrepreneurship) (.5)  
 Make it your Business (Business Planning) (.5)  
 Business Law (.5)

## Business Course Descriptions

### Principles of Accounting

(Fall) 9030 Grades 10, 11, 12

½ credit

⊕ Suggested Pairing – Advanced Accounting

May serve as a third Math credit required for graduation when paired with Advanced Accounting.





This course is highly recommended for students considering a college major in business. This course is designed to provide a basic knowledge of accounting procedures, including analyzing and journalizing business transactions; constructing worksheets; calculating and recording adjusting entries; preparing financial statements; and finalizing the accounting cycle through closing entries. Emphasis is placed on service businesses organized as a sole proprietorship. All students can benefit from accounting instruction in their own personal business affairs. Basic computer application procedures and related reports are also included in this course.

SUNY ERIE: BU120 – Introduction to Accounting - 3 Credit option available for this course.



### Advanced Accounting

*(Spring) 9031 Grades 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Principles of Accounting*

*May serve as a third Math credit required for graduation when paired with Principles of Accounting.*

This course is based on the fundamentals of Accounting with emphasis on merchandising businesses organized as corporation. This course will give students a strong foundation in advanced accounting theory and procedures including an in-depth approach to preparing income statements and balance sheets along with recording of complex business transactions related to publicly held corporations. Students will continue using computer software applications that can be used to expedite the accounting process. This course is highly recommended for students who are considering any business or accounting major in college.

### Business Mathematics

*9034 Grades 10, 11, 12*

*1 credit*

*May serve as a third Math credit required for graduation.*

How much is this new car going to cost? How can I save enough to pay for a vacation? I know I have to pay taxes, but how much? These are all examples of how math is used in everyday life or in a typical career. In Business Math students gain the skills necessary to make informed decisions on car purchases, loans, credit cards, mortgages, etc. Business Math provides students with a thorough review of all basic mathematical concepts and the applications necessary to effectively manage banking services, credit, loans, insurance, home and personal expenses, owning and operating your own business, automobiles, taxes, employment and much more.

SUNY ERIE: BU233 – Consumer Finance - 3 Credit option available for this course.



### Business and Personal Law

*9035 Grades 10, 11, 12*

*½ credit*

Learn about legal concepts that will impact your life now and in the future on a personal level and within the business community. In this course, you will develop an understanding of your legal rights and responsibilities as a citizen, consumer, and employee. Focus areas include an introduction to law, the structure of the





U.S. and New York State court systems, contract law, consumer law, criminal law, civil law, family/domestic law, employment law and careers in the legal profession.

SUNY ERIE: PA205 – Introduction to Law - 3 Credit option available for this course.

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### Start it Up! Entrepreneurship

*(Fall) 9038 Grades 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Make it your Business! – Business Planning*

This course is designed to introduce students to the role that entrepreneurship and small business play in our economic system. An in-depth study of the various steps involved in starting a new business and the financial, legal and government aspects critical to a successful small business will be covered. Topics include marketing, competition, communication, human resources, type of ownership, location and setting up your business. Students will be involved in a variety of activities including project based learning, guest speakers, visits to local businesses and a field trip to the 43 North Business Plan Competition.

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### Make it Your Business! Business Planning

*(Spring) 9041 Grades 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Start it Up! – Entrepreneurship*

If you like Entrepreneurship and the hit show “Shark Tank”, this is the course for you! This course will go more in-depth and students will create and present a detailed business plan. We will work with Junior Achievement of WNY and students in this course will be eligible to compete in a business plan competition where scholarships and other great prizes are awarded. Other topics include Identifying and meeting a market need, marketing your business, Distribution, Promotion and Selling and Operations Management.

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### CFM: Career Skills and Success

*(Fall) 9032 Grades 9, 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – CFM: Financial Literacy*

What do you want to be when you grow up? Students complete and analyze a variety of assessments which will assist them in investigating and exploring careers based on their interests, values, and skills. Students will explore post-secondary education and training options, learn about the job seeking process; including building a resume and preparing for interviews. They will



gain an understanding of workplace regulations, the importance of lifelong learning, leadership and ethics in the workplace, and workplace readiness skills.

### CFM: Financial Literacy

*(Spring) 9045 Grades 9, 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – CFM: Career Skills and Success*

Learn how to be smart with your money and the importance of managing your money wisely so you don't go broke in the future! Through project-based tasks using true-to-life scenarios, students will learn how to navigate and make financial decisions related to saving & spending, budgeting, money management & banking, credit & loans, investing, insurance, taxes, and becoming a savvy consumer.

### Internship Program (CEIP)

*(Fall) 9050 Grades 11, 12*

*½ credit*

⊗ Required: Student must have their own transportation to and from the mentor's job site

▶ Not all internships are located in Lancaster

▶ **An internship has a time commitment and therefore schedules need to be considered prior to registering.**

The Career Exploration Internship Program (CEIP) is designed to give students hands-on experience in a career field of their choice. It also includes classroom learning on important workplace topics, such as resume preparation and effective interviewing techniques, teamwork, projecting a professional image, career research and experience connections. Students are assisted with the placement of an internship working with an employer at a job site. This experience allows students the opportunity to work with people within a similar career field of their interests and could possibly lead to future job opportunities.



### Digital Communications

*(Fall) 9012 Grades 9, 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Applied Digital Skills*

What is it? A real world course that prepares students for fast, efficient forms of digital communications. Students learn efficient keyboarding skills and become skilled in Microsoft Word 2016 features by completing hands on simulations similar to what would be found in high school, college and business.

Why it matters? Be quick and efficient! Students will be able to use tools that are necessary for high school, college, the workplace and everyday. Successful students will be eligible for Microsoft Office Specialist certifications which are among the most sought after by hiring managers.



### Applied Digital Skills

*(Spring) 7523 Grades 9, 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Digital Communications*

What is it? Microsoft Office, Social Media and Google Applications are how businesses communicate today. Utilize these tools to create spreadsheets and presentations, and learn how to use social media in a professional manner while gaining experience with Google Apps and Future Edge.





Why it matters: With so much competition in the job market, it should come as no surprise that those with Microsoft Office, Social Media skills and experience using Google Apps are often selected over those who do not. This class will give you the expertise in all these critical areas.



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## Principles of Marketing

*(Fall) 9037 Grades 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Marketing Sports and Entertainment*

Marketing provides the bridge between business and consumers. This course will open the student's eyes to the world of marketing that is all around and to become educated decision makers. Content revolves around the basic marketing functions, selling, public service announcements, promotion, market research, social media, customer service and buying behavior. Marketing is a course for anyone to take who is and will continue to be a consumer.

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## Marketing Sports and Entertainment

*(Spring) 9040 Grades 10, 11, 12*

*½ credit*

⊕ *Suggested Pairing – Principles of Marketing*

This course is designed to study marketing principles as it relates to the sports and entertainment industry. Instructional areas will include: marketing, advertising, promotion, internet/social media marketing, sponsorship and endorsements, event marketing, and branding an image. A basic understanding of the principles of marketing is helpful to enroll in this course, but not a requirement. Classroom instruction will be reinforced through the use of group/individual projects, guest speakers, possible field trip experiences, current periodicals, computer work, and lecture/discussions.

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## Technology In Action

*9100 Grades 9, 10, 11, 12*

*½ credit*

**New!** Students involved in the Technology In Action class will learn a variety of innovative and engaging technology tools and assist in their implementation and utilization in the classroom and school district. This is a project-based hands-on experience in which students will be immersed in educational hardware and software applications and provide support and training to students, faculty and parents. To be successful you need to be an independent and self-motivated learner. Proposed Projects include: Individual Digital Portfolio (Video Resume), Website/App/Extension Hardware Review, Resource Development, Faculty Liaison, Technology Workshop

## *Career Development & Occupational Studies*

The Career Development and Occupational Studies Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has developed the knowledge and skills necessary for entry-level employment. This credential can be used as an approved pathway to obtain a Regents Diploma, local diploma or as an exit credential for students with disabilities that are unable to meet the diploma requirement. To be eligible, students will need to complete a career plan each year and obtain 216 hours of career and technical education (CTE) instruction (54 of those hours being work-based learning



being evaluated by an employability profile). The coursework included on this page is an available option created by the district to provide students with meaningful access to the Career Development and Occupational Studies Credential.

## *CDOS - Course Descriptions*

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### CDOS – Business Math

*9987 Grades 9, 10, 11, 12*

*1 credit*

Business Mathematics is a two-semester course of which students learn to use mathematics effectively as a tool in their personal and business lives. After students have completed this course, they will be able to apply mathematical concepts in various personal and business situations. This class shows how math topics apply to real-life situations. In this class, the topics covered include percent, measurement, metric, fractions, unit conversions, checking accounts, bank fees, loans, taxes, work forms, problem solving, consumer purchases, credit, probability, odds, commissions, work related math skills, and more. Everything learned in this class will be put to good use immediately. This course may be used to meet the mathematics requirements for graduation.

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### CDOS – Business Computer Applications

*(Spring) 9982 Grades 9, 10, 11, 12*

*½ credit*

This course will focus on teaching students how to effectively integrate computers into their academic, professional, and personal lives. Students will learn how to efficiently keyboard, identify and explain how the computer components interact, and develop the skills necessary to effectively utilize the Microsoft Word, Excel, PowerPoint and various Google application programs. Prior knowledge about keyboarding basics is strongly suggested but not required for this course.

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### CDOS – Financial Literacy

*(Fall) 9981 Grades 9, 10, 11, 12*

*½ credit*

Financial literacy is critical for students as they progress through their lives. The importance of being financially literate is crucial to success and stability. In this course students will learn to manage money to build wealth, in order to financially attain the lifestyle they desire. Students will attain the knowledge and skills necessary to navigate the financial services industry and begin the financial planning process. Topics include: earning and managing money, completing tax returns, budgeting, strategies of saving and investing, online banking, how to use credit, major purchasing decisions, and ways to protect against risk and financial



loss. Students will also participate in a learning experience that may enable them to gain Work Based Learning towards the required 54 for the CDOS Credential by the end of this course.

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#### CDOS – Keyboarding

*(Fall) 9983 Grades 9, 10, 11, 12*

*½ credit*

This hands-on course focuses on mastery of the keyboard and touch-typing. Emphasis is placed on proper keyboarding techniques during the first ten weeks. Emphasis is placed on the development of speed and accuracy during the second ten weeks. Evaluation of speed and accuracy is based on timed tests throughout the course. Applications of word processing skills will be assessed by submission of correctly formatted, accurate documents and lab assignments.

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#### CDOS – Career Exploration / Skills

*(Spring) 9986 Grades 9, 10, 11, 12*

*½ credit*

This course will allow students to identify their strengths and weaknesses, skills and abilities, explore careers, develop an individual career plan, discover sources of job leads, learn how to apply for and keep a job, develop a resume and cover letter, learn job interviewing techniques, explore higher education options and learn how to handle workplace issues such as human relations, time management and ethics.

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#### CDOS – Intro to CDOS Internship

*9368 Grades 11, 12*

*½ credit*

Recommendation: Required: Pre-approval by CDOS Coordinator

Must also be participating in a minimum 54 hour approved work-based learning experience/internship. Each month there are a variety of required activities to be completed. These components include career planning, career exploration, goal setting, career research and personal skills reflection.

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#### CDOS – Advanced CDOS Internship

*9369 Grades 11, 12*

*½ credit*

Recommendation: Required: Pre-approval by CDOS Coordinator

Must also be participating in a minimum 54 hour approved work-based learning experience/internship. Each month there are a variety of required activities to be completed. These components include connections between skills at the internship and future employment and creating a presentation about internship participation. Students will also create a resume, complete job applications and participate in interview preparation.





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#### CDOS Work-Based Learning HH Nursing Home

*9365 Grades 11, 12*

*1 credit*

Recommendation: Required: Pre-approval by CDOS Coordinator or CDOS Teacher

Enrollment based on student and work site availability Work Based Learning (WBL) course is designed to give students hands-on experience in a career field of their choice. Students are placed with an employer in a local company. This experience allows students the opportunity to work with people in their desired field which may lead to future job opportunities. Out of building placements for work experiences will be provided at our supported internship site Harris Hill Nursing Home. Students will be provided with opportunities to work with mentors in food service/nutrition, building/facilities management, business management, client care, and/or recreation. Considerations will also be made to specialize this experience to the needs of each student. This internship serves as the work-based learning hours to earn credit. In order to receive credit, students must be participating in Intro to CDOS Internship or Advanced CDOS Internship.

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#### CDOS Work-Based Learning Elementary Internship

*9366 Grades 11, 12*

*1 credit*

Recommendation: Required: Pre-approval by CDOS Coordinator or CDOS Teacher

Enrollment based on student and work site availability Work Based Learning (WBL) course is designed to give students hands-on experience in a career field of their choice. Students are placed within the Lancaster School District. This experience allows students the opportunity to work with faculty, staff and students in their desired field of education. Students will be mentored by a teacher at the school and grade level of their interest. Internships are individualized to each student and their schedule. Transportation is provided by the student. This internship serves as the work-based learning hours to earn credit. In order to receive credit, students must be participating in Intro to CDOS Internship or Advanced CDOS Internship.

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#### CDOS Career Focused Research Project

*9367 Grades 9, 10, 11, 12*

*½ credit*

Recommendation: Required: Pre-approval by CDOS Coordinator

This is an independent course of study that requires no internship hours. The course is broken into Fall, Winter and Spring activities to be completed. In the Fall, students will choose a career area of interest and research a variety of careers related in that career area and what skills, abilities, tasks, education etc. are needed to be successful in that field. In the Winter, students will further explore post-secondary training needed for a specific career of interest and create a plan of study to prepare for their future career goals. In the Spring, students will prepare for future employment by exploring qualities of successful employment and financial analysis for desired career.



### CDOS – Work-Based Learning

*9988 Grades 11, 12*

*½ credit*

- ⊗ Required: Pre-approval by CDOS Coordinator or CDOS Teacher
- ▶ Enrollment based on student and work site availability

Work Based Learning (WBL) course is designed to give students hands-on experience in a career field of their choice. It also includes classroom learning on important workplace topics, such as resume preparation and effective interviewing techniques, teamwork, projecting a professional image, and job motivation and benefits. Students are placed with an employer in a local company. This experience allows students the opportunity to work with people in their desired field which may lead to future job opportunities. Out of building placements for work experiences will be provided at our supported internship site Harris Hill Nursing Home. Students will be provided with opportunities to work with mentors in food service/nutrition, building/facilities management, business management, client care, and/or recreation. Considerations will also be made to specialize this experience to the needs of each student.

## English - Course Descriptions

### English 9

*1309 Grade 9*

*1 credit*

In the 9th grade ELA curriculum, students will read, discuss, and analyze contemporary, as well as classic texts, focusing on how complex characters develop through interactions with one another and how authors structure text, to accomplish that development. There will be a strong emphasis on reading closely and responding to text dependent questions, annotating text, and developing academic vocabulary in context. We will also focus on the ability to make evidence-based claims, which will empower students with critical reading and writing skills emphasized in the Common Core. Finally, we will be focusing on research skills and use of proper MLA citations to provide strong, thorough textual evidence to support student claims. Writing assignments are frequent and varied, relying on original thought and analysis. Students will be expected to engage in class discussions and participate in group activities throughout the year.

### English 10

*1310 Grade 10*

*1 credit*

The course is designed to prepare students for college entrance and the Common Core Exam in English. Several literary classics will be read and studied, such as *Fahrenheit 451*, *A Raisin in the Sun*, and *A Midsummer Night's Dream*. Critical thinking and



communication skills will be required for essay responses to literature. All foundational aspects of English Language Arts will be built upon and students will be expected to develop their writing, reading, and thinking skills to meet the needs of a 21st century learner.

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## English 10 - Honors

### *1410 Grade 10*

*1 credit*

★ Recommended: 90% or better average in English 9, a completed writing task, and two teacher recommendations

► This course is strongly recommended for any student interested in taking AP Language and Composition or AP Literature during their Junior and/or Senior years.



Literary topics for study include mythology, non-fiction and fiction prose and poetry. In addition to the above, there are a variety of selected short stories, essays, and articles, Shakespearean comedies and tragedies, all pieces suggested and developed through use of the Common Core Standards. Vocabulary study, several short critical analysis papers, and journal writings are developed from the literature. A major research project is assigned which is focused on evidenced-based research, as well as close reading techniques study. All parts of the English Common Core Exam are major parts of the curriculum study. A completed summer reading assignment is due on the first day of school.

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## English 11

### *1311 Grade 11*

*1 credit - NYSSB*

This course concentrates on fictional and non-fictional American Literature. Close reading and analysis of novels, plays, short stories, and poems will lead to instruction on writing literary analyses, as well as expository, creative, and argument papers. Argument writing will emphasize claim formulation, and the development, defense, and support of argument using textual evidence across genres and rhetoric strategies. The American Dream and other major themes will be looked at through the writing of Fitzgerald, Hemingway, Miller, Whitman, Dickinson, Steinbeck, and Wilson. The range of conventional critical reading and writing skills necessary to show proficiency and mastery on the New York State Common Core Assessment will be honed throughout the year.

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## AP English Language and Composition

### *1426 Grades 11*

*1 credit - NYSSB*

★ Recommended: Successful completion of English 10 Honors with an average of 90% or better



This is an intensive writing course designed to prepare students for the rigors of college writing and for the Advanced Placement Exam in composition. It is modeled after a typical “Freshman Composition” course and focuses primarily on rhetorical analysis of non-fiction books, essays, and articles. Rhetoric can be defined as “the study and the art of using language effectively.” Using Aristotle’s model of the rhetorical triangle (Word/Logos; Author/Ethos; Audience/Pathos), students will learn to analyze the language choices authors use to create meaningful and persuasive texts. Students will write weekly essays focusing on analysis, persuasion, and synthesis while developing their own voice and style. A summer reading/writing assignment will be given in May and will be due the first day of school. Students will be asked to sign a contract upon registering for this course.



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### English 12

*1312 Grade 12*

*1 credit - NYSSB*

For twenty weeks of the course, Seniors enrolled in this course will intensely focus on the technical attributes of the writing process required at both the college and post high school career levels. Individuals will be given the invaluable opportunity to earn three college credits for a College Composition course through Bryant and Stratton college, through their English IV Regents class and no cost to the student. This course will assist in reversing the disturbing trend of incoming freshman and entry level employees who are either being assigned to remedial writing classes, at the college level, or denied employment. Students will master the ability to construct thesis driven papers, develop a college admissions’ writing sample and thoroughly evaluate their own strengths and weakness, within the writing and research process, to ensure their individual success after graduation.

Throughout the second semester, the course will focus on literature and literary criticism of works, which will also help prepare students for what they will experience after high school. Close reading, analysis and evaluation skills will be refined and honed, as these are an integral component of the Common Core Learning Standards. Students will demonstrate their ability to conduct in-depth, critical analysis of literature, appropriate for their post high school studies. Discussion, reflection and evaluation, which will be text dependent, and the aforementioned, will be a major component of the second semester.

All English IV students will be required to complete a senior project which they will choose from a number of different options, in addition to a final project/exam. Students will leave English IV with both the understanding and confidence necessary, to succeed academically and socially, in the rigorous climate of today’s society.



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## AP English Literature and Composition

*1412 Grade 12*

*1 credit - NYSSB*

★ Recommended: Classroom average of 90% or higher at the time of scheduling for senior year

Students have been reading, writing, and studying various forms of prose and poetry throughout high school. The process in English Literature and Composition involves a more in-depth approach to understanding and analyzing what students read, as well as considering structure, style, and specific elements, such as the use of figurative language, imagery, symbolism and tone. This course is geared to prepare the 12th grade student for the National Advanced Placement Exam in Literature and Composition and/or to challenge the above average student of English. Using a comparative analysis approach to literature, students read, analyze and compare works according to subject, form and point of view. Literature is taken from over 600 years of poetry and prose. College application work is focused in September and October in the classroom and in conjunction with counseling using Naviance. Literature analysis, comparative study of writing styles, and techniques used through various centuries is studied. A summer reading, writing, and research project is given in June and is due on the first day of class.



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## Journalism I

*1316 Grades 10,11,12*

*½ credit*

The student will learn the fundamentals of print journalism: writing, editing, and producing a paper. Evidence of this knowledge will be shown in the staffing and production of the school's newspaper. This is a "hands-on" course.

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## Journalism II

*1336 Grades 10,11,12*

*½ credit*

Broadcast media is the focus of this course. The course will address current media issues including television advertising, radio and television news, talk shows, and entertainment news. Students will have an opportunity to create their own commercials and talk shows. The goal is for students to be more aware of the way broadcasters and media outlets try to influence and shape their decisions, from current news events to which products they buy. Students DO NOT need to take Journalism I in order to sign up for this course.

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## Prep For Success

*1004 Grade 12*

*½ credit*

This course is designed for college-bound seniors looking to prepare for life after LHS. The first semester curriculum will include assistance with college applications, resumes, college selection, career choices, job and interview skills, and discussions on how to choose the college/career path that is right for you. Several guest speakers from local colleges will speak. The second semester covers topics such as budgeting, time management, life skills, campus life, mental health, and "adulting". This class meets every other day for the full year and is graded P/F. This is the course to prepare you for the rest of your life!



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### Public Speaking

*1414 Grades 10, 11, 12*

*½ credit*

This course provides students with a variety of public speaking experiences. It focuses on all aspects of Public Speaking including Active Listening, Speech Writing, Audience Awareness, coping with Stage Fright, Physical & Vocal Delivery Concerns, & Evaluating Feedback. Fun class activities are meant to increase self-confidence in the student. Speeches will include a variety of Impromptu, Extemporaneous, Prepared Manuscripts, and Memorized speeches. The final exam will consist of one prepared 10-minute presentation.

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### Sports in Literature

*1275 Grades 10, 11, 12*

*1 credit*

This course will focus on various topics of athletics as they are portrayed in literature. Students will study themes such as: Definition of Sport, Hazing, Steroids/PED, Females in Athletics, Positive/Negative Role Models, Out of Control Fans, and Current Events. These themes will be viewed through various magazines, newspapers, online sources, and novels. Students will complete various writing assignments on these topics. Students enrolling in this class should have an interest in athletics and literature.





## *Family & Consumer Sciences (FACS) - Overview*

Courses in Family and Consumer Science teach valuable life-management skills. They are assets to students considering any of the following career choices after high school: food service industry, dietetics, hotel/restaurant/hospitality management, nursing, health care, child care worker, nursery school teacher aide, food marketing, sports nutritionist and many others.

## *Family & Consumer Sciences (FACS) - Course Descriptions*

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### Career and Financial Management (CFM)

*9911 Grades 9,10,11,12*

*½ credit*

Students will acquire the lifelong skills necessary to manage their personal and professional lives. Students are given the opportunity to explore careers based upon their interests and aptitudes. An emphasis will be placed on providing students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate. Students will realize the significance of their part in the economic system. Important management and economic concepts are defined in relation to business transactions and to the individual as an entrepreneur, employee, consumer, and citizen.

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### Food and Fitness

*9912 Grades 9,10,11,12*

*½ credit*

Are you interested in living a healthy lifestyle without sacrificing flavor in the foods you eat? Do you have specific personal fitness goals or are you interested in developing such goals? In this course, students will learn to plan and prepare foods for good health that will fit a teenager's preference and performance goals. Students will develop nutrition awareness, examine their eating habits and learn their own individual requirements for improving overall physical health and fitness as they design a personal fitness plan. The focus of the course is connecting eating habits with fitness goals, however, topics including fad diets, body image and eating disorders will also be discussed. This course is an excellent choice for anyone participating in sports programs or those interested in developing a personal health and fitness routine.

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### Food and Nutrition

*9926 Grades 9,10,11,12*

*½ credit*

If you like to cook and eat, experiment with your own recipes, are planning to go away to college or be on your own soon, this course offers necessary skills you will use for a lifetime. Through participation in cooking lab activities, students will learn basic food preparation and safe food handling techniques including how to read and follow a recipe and proper ingredient measuring. Students will also explore a variety of careers related to food, nutrition, and the hospitality industry as they learn about the nutritional value of foods eaten in our daily lives, meal management, food purchasing and meal service techniques. You will participate in the preparation of many different food items including fruits, vegetables, quick breads, yeast breads, cakes, pastries, cookies, eggs, meats, and various grain products.



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### Food and Culture

*9950 Grades 9,10,11,12*

*½ credit*

Are you adventurous? Do you like to travel? Do you find other people's customs and traditions interesting? Do you like to cook? If you answered yes to these questions, then join us as we cook our way around the world! The influence of culture on foreign and American cuisine is the focus of this course. First, we will explore regional cooking in the United States, including Tex-Mex, Creole, Cajun, Southern, New England and Western foods. Then we'll take our taste buds abroad to learn about food customs and traditions in other countries such as France, Italy, Germany, England, Ireland, Greece, China, and Japan to name a few. This course is great for students wishing to expand their cooking know-how and taste experiences. Students who enjoy Social Studies and Foreign Languages may find this course especially interesting.

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### Event Planning and Management

*9918 Grades 9,10,11, 12*

*½ credit*

★ Recommended: Students should have taken one FACS cooking class

This course will give you a look into the almost invisible but greatly important career of event planning. This course will explore the various aspects of event planning as well as the characteristics and skills necessary to be a successful event planner. Topics include: Defining event planning and its characteristics, exploring why clients use event planners, types of events, your job as an event planner, financial aspects, contracts, and insurance issues, and the importance of networking. Students will assist with planning and managing an event relevant to the course topics.

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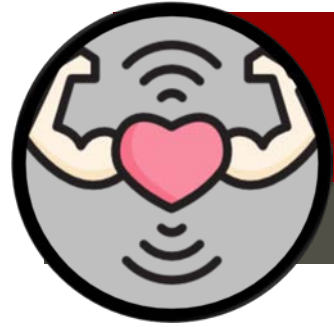
### Advanced Food and Beverage

*9920 Grades 10,11,12*

*½ credit*

⊗ Required: Students must have taken one FACS cooking class

Have you previously taken a cooking class here at LHS and loved it? Are you looking for a class that would further challenge you and build your culinary skills? If you answered yes to these questions, this course is for you! Students will build upon the prior information and activities from their previous Family and Consumer Science cooking classes. Food labs will include preparation of meat and poultry, soups, salads, pastries, candies and seasonal specialties. Additional topics include the role of science in the world of food, meal management and food purchasing, careers in the food industry, advanced culinary and gourmet food techniques.



## Health - Course Descriptions

### Health

*7610 Grade 9*

*½ credit*

The Health course at Lancaster High School is designed to assist students in obtaining accurate information, developing positive attitudes and acceptance of personal responsibility in making wise decisions concerning lifelong health. A variety of topics are explored with a focus on how lifestyle choices impact our quality of life. There are guest speakers for various topics concerning teen wellness. This course is a general overview of Health. New York State requires the successful completion of this course for graduation. How will the choices you make today impact your life tomorrow?

## Physical Education - Course Descriptions

### Physical Education 9/10

*8539 Grade 9,10*

*½ credit each year*

Students in 9th and 10th grade will receive a core program based on the philosophy that a physically educated student needs the experience of a wide variety of activities before their junior year. This means that ALL ninth and tenth graders will receive the exact same activities over a two year period. The emphasis of this course will be on developing and improving skills and will be supported by assessments.

### Physical Education 11/12

*New for 2020-2021*

The Lancaster Physical Education Department has partnered with SUNY Erie and offers college courses at our school through the Advanced Studies Program. Students may be eligible to earn college credit for their physical education classes taken during the school day, as part of their physical education curriculum, during Grade 11 and/or Grade 12. In order to receive SUNY Erie credit, students must register and pay tuition for the courses.



► SUNY ERIE credits that may be available for this course

- PE101 – Physical Fitness I (1 credit hour)
- PE102 – Physical Fitness II (1 credit hour)

★ All grade 11, 12 students, including those that choose to register for SUNY: ERIE course credit (PE101, PE102, PE103) take the course as outlined below. Registration forms are distributed during class.

*8540 Grades 11,12*

*½ credit each year*

Students in the 11th and 12th grades will receive a program that is elective based, with each grouping having a particular intensity level. The emphasis of this course will be on demonstrating competency and proficiency in performance and cognitive assessments. Students will be asked to choose their level of intensity and take four different electives over the course of their junior and senior years. One fitness center and pool elective is mandatory.



## LANCASTER HIGH SCHOOL – COURSE DESCRIPTIONS

### 2020-2021 HEALTH AND PHYSICAL EDUCATION

**Competitive Intensity:** This level is designed for students who want to participate in a variety of team games. These games are designed to provide highly skilled students an opportunity to advance their skills in such games but not limited to, softball, lacrosse, floor hockey, volleyball, basketball, wall ball, team handball, ultimate games, rugby, flag football, tennis and juice box. *(Activities may vary based on facilities)*

**Moderate I Intensity:** This level is designed for students who want to participate in a variety of team games. These games are designed to enhance skill level in a less competitive environment in such activities but not limited to, softball, lacrosse, floor hockey, volleyball, basketball, wall ball, team handball, ultimate games, flag football, badminton and juice box. This level is also more geared to learning the rules of the game for possible officiating opportunities. *(Activities may vary based on facilities)*

**Moderate II Intensity:** This level is designed for students who want to participate in a variety activities that are not competitive in nature and focus more on lifelong fitness activities. These activities are designed to provide the student with the experience of participating in a group setting for the enjoyment of physical activity. These activities are but not limited to, yoga, table tennis, cardio kickboxing, dance, Kin Ball, pickleball, snowshoeing, KanJam and frisbee golf. *(Activities may vary based on facilities)*

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#### Lifeguard Training

**8550 Grades 10\*,11,12**

**½ credit**

★ Recommendation: American Red Cross requires students to be age 15+ at start of course and must demonstrate an above average proficiency in swimming. Students must swim a minimum of 300 yards continuously, then swim an additional 25 yards holding a 10 pound weight (brick) without stopping and also have the ability to tread water for 2 minutes, no arms.

⊗ Required: Grade 10 students must receive instructor permission

▶ SUNY ERIE credit may be available for this course

The purpose of this class is to teach students the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare students to recognize and respond quickly and effectively to emergencies. Upon successful completion of all course requirements, students will earn American Red Cross certification for Lifeguarding for the Professional Rescuer (includes CPR/AED/First Aid).



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#### Mental Strength Training

**8545 Grades 11,12**

**½ credit**

*New for 2020-21*

This course will teach stress and emotion management using coping and focus strategies, meditation, and other life-long skills. You will learn how low-impact exercise can greatly improve your health and overall well being. We will explore the benefits of communication, resiliency, and taking reasoned action in achieving a goal. Additionally, we will develop a reasoned understanding of the importance of physical activity as related to mental health. All students will design an individualized fitness plan relating to wellness, weight control, and stress management.



### *Languages other than English (LOTE) - Overview*

Students must have two units of study and earn one high school credit in Language other than English by the completion of grade 9. This meets the minimum requirement for NYS Checkpoint A (Level I) proficiency. To earn a Regents Diploma with Advanced Designation, students must complete Checkpoint B (Levels II & III) of the same language and pass the Comprehensive Exam in a Language other than English.

The emphasis of beginning courses is on communication in the context of the target language's culture. The student will be able to comprehend simple statements and questions, understand short simple written material and create simple sentences and phrases with basic vocabulary.

NYS Seal of Biliteracy ([NYSSB](#)) candidates should continue their foreign language study with Level 4/4H (11th) and Level 5/AP (12th). NYSSB candidates should also continue their ELA studies with AP English (11 & 12th).



**NEW ELECTIVE COURSES!** The LOTE Department is very pleased to announce our new electives designed for all students no matter what your future career choices may be. Be sure to check out Cultural Awareness and Competency, World Tourism, and Beginning French.

### *Languages other than English (LOTE) – Course Descriptions*

#### World Tourism (World Language Connection Program)

*5026 Grade 10, 11, 12*

*½ credit*

Is world travel part of your bucket list? Then this course is made for you. This course will provide real world skills for all aspects of the tourism industry including: air transportation, the cruise industry, all-inclusives, the tour and travel agency industry, geography of travel and various skills needed for a career in travel and tourism. The world will be explored through Google Maps and Tour Builder and virtual reality, integrating current travel trends as Airbnb and Hostels. Travel safety concerns will also be addressed. Project based learning will be used to explore European castles. Throughout this 20 week course, The Amazing Race to Berlin, Rome, Paris and Prague will be played as class competitions. Classroom lessons will be engaging, student centered and will take you on a journey around the world. This course will end in a final project instead of an exam. This course is taught in English.

#### Cultural Awareness & Competency (World Language Connections Program)

*5027 Grade 10, 11, 12*

*½ credit*

View the world's cultures through a different and unique lens! Understand the phenomena that occur when cultures come into contact! This course is for students who truly wish to examine similarities and differences among the world's cultures, build relationships, empathize and establish trust with people from diverse backgrounds. Throughout this 20-week course, students will develop a thorough understanding of the concept of culture and cultural diversity by examining language, education and work philosophies, religion, history, symbols, family values, physical environment, and societal influences. Students will learn how to successfully interpret the behaviors of and interact with someone from a different culture as well as increase awareness of their own cultural backgrounds. Daily classroom activities will be fun, lively, reflective and engaging. This course is taught in English.



### Beginning French (World Language Connection Program)

*NEW FOR 2019-2020*

**\*\*\*\* Grades 10, 11, 12**

**1 credit**

⊗ Note: You may NOT take this course as an alternative to completing the NYS mandated Second Language Proficiency LOTE requirement for graduation credit.

Foreign Languages are FUN! Your résumé is going to look SWEET (no matter what your career choice becomes) when you add another foreign language to it! Beginning LOTE WLC is offered in French, German, and Spanish. It is designed to equip the learner with the foundational skills of a foreign language all within the framework of a fun exploratory approach. Students will join with other motivated peers to conduct conversational role-playing about a variety of topics (ex. leisure activities, ethnic foods, travel, shopping, technology, weather, etc.), design their own unit of learning, create maps, calendars, recipes...! You'll be excited by the rewarding nature of this course. And you will be ready for Level 2 of the same language after taking this course. Good attendance and your participation in class is essential. This course will end in a final project instead of an exam.

### AP French Language and Culture / Hilbert College Credit Option

**5051 Grade 12**

**1 credit - NYSSB**

★ Recommended: Written recommendation by French Level IV teacher, average of 90+ in French, completion of summer assignment due on first day of school.

★ This is an advanced college level course which follows the French IV level course

At the end of the course the students will have the option to take the AP French Language and Culture exam and/or the Hilbert College exam to earn college credits. (Hilbert exam is \$200, AP exam is \$94). The AP French course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., movies, books, music, news, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). The students will attain a higher level of fluency in oral communication. Students may potentially earn up to six college credits after successfully taking both exams.

**HILBERT  
COLLEGE**

**AP** CollegeBoard  
Advanced Placement  
Program







### Honors French IV

*5062 Grades 11, 12*

*1 credit - NYSSB*

★ Recommended: Average of 90+ in French III, Regents exam score of 85+

⊗ Note: This course is subject to cancellation based on number of registrants

This course offers the student an opportunity to master the French IV course content. The student will be expected to use the language in all four skill areas while expanding upon basic thoughts, polishing pronunciation, and distinguishing between regional accents. The final assessment is determined by teacher. Students will receive weighted credit for this course.



### Honors French III

*5049 Grades 10, 11, 12*

*1 credit*

⊗ Note: This course is subject to cancellation based on number of registrants

This course offers the student an opportunity to master the French III materials at an accelerated pace. Emphasis is placed on the four major skills of language learning: listening, speaking, reading and writing and the grammar and vocabulary necessary to acquire this skills. In addition, the student will complete independent work including supplementary readings, compositions and vocabulary expansion. Spontaneous conversational activities are an integral part of this course. This course focuses on increased verbal communication. Final assessment is a locally-developed, state-credit exam plus project. Completed summer assignment is due on the first day of school. Students can earn a Regents Diploma with Advanced Designation by successfully completing the final exam in French III. Students will receive weighted credit for this course.



### French III

*5033 Grades 10,11,12*

*1 credit*

This course completes Checkpoint B of the NYS syllabus and prepares students for both a locally-developed, state-credit exam and for upper-level study. There is increased emphasis placed on the grammar and writing skills necessary for success in French in addition to greater development of listening, speaking, and conversational skills. Students can earn a Regents Diploma with Advanced Designation by successfully completing the final exam in French III.

### French II

*5031 Grades 9, 10*

*1 credit*

Students improve their skills of speaking, reading, listening, and writing. Written work becomes longer and more polished with more emphasis given to spelling. Students are encouraged to place more effort into improving grammar. This course covers half of Checkpoint B of the NYS syllabus. Local exam in June.







### AP Spanish / Hilbert College Credit Option

*5047 Grade 12*

*1 credit - NYSSB*

★ Recommended: Written recommendation by Spanish Level IV teacher, average of 90+ in Spanish, completion of summer assignment due on first day of school.

★ This is an advanced college level course which follows the Spanish IV level course

At the end of the course the students will take the AP Spanish exam to earn college credit (Hilbert exam is \$200, AP exam is \$94). This course is conducted almost solely in Spanish. The students are expected to comprehend Spanish spoken at a natural speed and to express themselves in the language. The students will explore in depth the fine points of Spanish grammar as well as review concepts that they have already studied. Their vocabulary and reading skills will be reinforced through the study of authentic newspaper, internet and magazine articles. The students will study literary language and themes through the reading of short stories. Listening comprehension will be reinforced with authentic recordings and videos. The students will attain a higher level of fluency in oral communication. Students may potentially earn up to six college credits after successfully taking both exams.



### Spanish V

*5046 Grade 12*

*1 credit - NYSSB*

Do you want to continue learning Spanish without the pressure of a state exam? Wouldn't you like to pretend that you are in a Spanish café with friends eating "tapas" and chatting? Spanish V is for those students who wish to continue the study of the Spanish language without receiving college credit, while enhancing their Spanish knowledge to enter a college level course after high school graduation. This course will develop higher-level vocabulary and grammar through explorations of culture including art, film and literature, and projects designed to help communication skills. There will be a local exam, comprehensive project or yearlong portfolio collected at the end of the course.

### Honors Spanish IV

*5054 Grades 11, 12*

*1 credit - NYSSB*

⊗ Required: Average of 90+ in Spanish III, Regents exam score of 85+

⊗ Note: This course is subject to cancellation based on number of registrants

This course offers the student an opportunity to master the Spanish IV course content, but the student will be expected to use the language in all four skill areas while expanding upon basic thoughts, polishing pronunciation, and distinguishing between regional accents. The final assessment is determined by teacher, but typically involves a portfolio or other cumulative project. Students will receive weighted credit for this course.





### Spanish IV

*5042 Grades 11, 12*

*1 credit - NYSSB*

This is a post-Regents course for those students interested in continuing with the study of the language by putting to use those skills learned in levels I through III. There are numerous projects in all four language skills in addition to further study of cultural topics. Additional grammar and vocabulary are added as needed to each area of investigation. Specific subject areas and content are determined in September based as upon the interests and needs of the students involved. There is a local exam in June or a year-long portfolio assessment.

### Honors Spanish III

*5053 Grades 10, 11, 12*

*1 credit*

★ Recommended: Written recommendation by Spanish II teacher, average of 90+ in Spanish II

⊗ Note: This course is subject to cancellation based on number of registrants

This course offers the student an opportunity to master the Spanish III materials at an accelerated pace. Emphasis is placed on the four major skills of language learning: listening, speaking, reading and writing and the grammar and vocabulary necessary to acquire these skills. In addition, the student will complete independent work including supplementary readings, compositions and vocabulary expansion. Spontaneous conversational activities are an integral part of this course. This course focuses on increased verbal communication. Final assessment is a locally-developed, state-credit exam plus project. Completed summer assignment is due on the first day of school. Students can earn a Regents Diploma with Advanced Designation by successfully completing the final exam in Spanish III. Students will receive weighted credit for this course.



### Spanish III

*5043 Grades 10, 11, 12*

*1 credit*

This course completes Checkpoint B of the NYS syllabus and prepares students for both a locally-developed, state-credit exam and for upper-level study. There is increased emphasis placed on the grammar and writing skills necessary for success in Spanish in addition to greater development of listening, speaking, and conversational skills. Students can earn a Regents Diploma with Advanced Designation by successfully completing the final exam in Spanish III.

### Spanish II

*5041 Grades 9, 10, 11, 12*

*1 credit*

Students improve their skills of speaking, reading, listening and writing. Written work becomes longer and more polished with more emphasis given to spelling. Students are encouraged to place more effort into improving grammar. This course covers half of Checkpoint B of the NY State syllabus. Local exam in June.

### Spanish I

*5039 Grades 9, 10, 11, 12*

*1 credit*

This course combines A1–A2 Spanish and is designed for students who are beginning the study of the Spanish language. Students will work on pronunciation, listening skills, vocabulary, conversational skills and learn various aspects of the Hispanic culture. Authentic sources will be used. A locally-developed, state credit exam is given to all students in June.





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**H German V / Hilbert College Credit Option****5040 Grades 11, 12****1 credit - NYSSB**

⊗ Note: This course may be combined with level IV based on number of registrants

This is a post-Regents course for those student interested in continuing with the study of the language by putting to use those skills learned in Levels 1, 2, 3, and 4. In German V, there are numerous projects in all four language skill areas in addition to further study of cultural topics. Additional grammar and vocabulary are added as needed to each area of investigation. Specific subject areas and content are determined in September based upon the interests and needs of the student involved. There is a local exam in June. Upon successful completion of German V, student may be offered the opportunity to take the Hilbert College German Exam to earn college credit. (Hilbert exam is \$200)

**HILBERT  
COLLEGE**

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**German IV****5037 Grades 11, 12****1 credit - NYSSB**

⊗ Note: This course may be combined with level V based on number of registrants

This is a post-Regents course for those student interested in continuing with the study of the language by putting to use those skills learned in Levels 1, 2, and 3. In German IV, there are numerous projects in all four language skill areas in addition to further study of cultural topics. Additional grammar and vocabulary are added as needed to each area of investigation. Specific subject areas and content are determined in September based upon the interests and needs of the student involved. There is a local exam in June.

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**German III****5038 Grades 10, 11, 12****1 credit**

This course completes Checkpoint B of the New York State syllabus and prepares students for a locally-developed, state credit exam in German at the end of the year with special emphasis on authentic materials. There is increased emphasis on the grammar and writing skills necessary for success on this exam in addition to continued development of listening, speaking, and conversational skills. A locally-developed, state credit exam is given to all students in June.

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**German II****5036 Grades 9, 10, 11, 12****1 credit**

Students improve their skills of speaking, reading, listening and writing. Written work becomes longer and more polished with more emphasis given to spelling and students are encouraged to place more effort into improving grammar. This course covers half of Checkpoint B of the New York State syllabus. There is a local exam in June.





## Math - Course Descriptions

### Algebra

*3538 Grade 9*

*1 credit*

★ *Passing the NYS Regents Algebra Common Core exam is required for graduation*

⊗ Required: TI-83+, TI-84, or TI-84+ Graphing Calculator

Algebra is the first mathematics course in the high school. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines. This course will assist students in developing skills and processes to be applied using a variety of techniques, including technology, to successfully solve problems in a variety of settings including: linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Students will take the NYS Regents Algebra Common Core exam in June. Passing this exam is required for graduation.

### Double Block Algebra

*Grade 9*

*1 credit*

★ *Passing the NYS Regents Algebra Common Core exam is required for graduation*

⊗ NOTE: Teacher's work directly with counselors to determine placement

⊗ Required: TI-83+, TI-84 or TI-84+ Graphing Calculator

Double Block Algebra is an Algebra course in which students have math two consecutive periods every day. Algebra is the first math course that students take in high school, and students must take the NYS Algebra Common Core Exam in June as it is a requirement for graduation. This course will assist students in developing skills and techniques, including technology, to successfully solve problems in a variety of settings. Major topics include linear functions, quadratic functions and exponential functions. In Double Block, students will have extra time to participate in team building activities, work on white boards, complete math games and projects, and participate in other hands-on activities to enhance understanding.

### Honors Geometry

*3433 Grade 9*

*1 credit*

★ Recommendation: Successful completion of accelerated Algebra with a final average of 83%+ and NYS Regents Algebra Common Core final exam score of 80%+

★ *Passing the NYS Regents Geometry Common Core exam is the second of three required for an Advanced Regents Diploma*

⊗ Required: TI-83+, TI-84 or TI-84+ Graphing Calculator

Geometry is the second course in mathematics for high school students. 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. Students will use the traditional tools of compass and straightedge. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. Students will take the NYS Regents Geometry Common Core exam in June.

This exam is the second of three math exams required for an Advanced Regents diploma.





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## Geometry Regents

**3422 Grade 10**

**1 credit**

★ *Passing the NYS Regents Geometry Common Core exam is the second of three required for an Advanced Regents Diploma*

⊗ Required: TI-83+, TI-84 or TI-84+ Graphing Calculator

Geometry is the second course in mathematics for high school students. 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. Students will use the traditional tools of compass and straightedge. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. Students will take the NYS Regents Geometry Common Core exam in June. This exam is the second of three math exams required for an Advanced Regents diploma.

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## Geometry Regents Lab

**Grade 10**

**1 credit**

★ *Passing the NYS Regents Geometry Common Core exam is the second of three required for an Advanced Regents Diploma*

⊗ NOTE: Teacher's work directly with counselors to determine placement

⊗ Required: TI-83+, TI-84 or TI-84+ Graphing Calculator

Geometry is the second course in mathematics for high school students. Students will have a lab period for reinforcement every other day. 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. Students will use the traditional tools of compass and straightedge. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. In addition to meeting on a daily basis, students will have an additional reinforcement period every other day. Students will take the NYS Regents Geometry Common Core exam in June. This exam is the second of three math exams required for an Advanced Regents diploma.

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## Honors Algebra II Regents

**3521 Grades 10,11**

**1 credit**

★ Recommendation: Successful completion of Honors Geometry & NYS Regents Algebra Common Core final exam score of 80%+

★ *Passing the NYS Regents Algebra II Common Core exam is the capstone of three required for an Advanced Regents Diploma*

⊗ Required: TI-83+, TI-84, or TI-84+ (preferred) Graphing Calculator

Algebra II an upper-level course and a continuation and extension of the two courses that precede it. While developing the algebraic techniques that will be required of students who continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Technology will provide students the means to address a problem situation to which they might not otherwise have access. Students will take the NYS Regents Algebra II Common Core exam in June.





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## Algebra II Regents

*3522 Grades 10, 11*

*1 credit*

★ *Passing the NYS Regents Algebra II Common Core exam is the capstone of three required for an Advanced Regents Diploma*

⊗ Required: TI-83+, TI-84, or TI-84+ (preferred) Graphing Calculator

Algebra II an upper-level math course and is a continuation and extension of Algebra I and Geometry. While developing the algebraic techniques that will be required of students who continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Technology will provide students the means to address a problem situation to which they might not otherwise have access. Students will take the NYS Regents Algebra II Common Core exam in June.

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## Algebra II Regents Lab

*3523 Grades 10, 11*

*1 credit*

★ *Passing the NYS Regents Algebra II Common Core exam is the capstone of three required for an Advanced Regents Diploma*

⊗ NOTE: Teacher's work directly with counselors to determine placement

⊗ Required: TI-83+, TI-84, or TI-84+ (preferred) Graphing Calculator

Algebra II an upper-level math course and is a continuation and extension of Algebra I and Geometry. While developing the algebraic techniques that will be required of students who continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Technology will provide students the means to address a problem situation to which they might not otherwise have access. In addition to meeting on a daily basis, students will have an additional reinforcement period every other day. Students will take the NYS Regents Algebra II Common Core exam in June.

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## Honors Pre-Calculus

*3014 Grade 11*

*1 credit*

★ Recommendation: A final average of 85%+ in Honors Algebra II and NYS Regents Algebra II Common Core exam.

★ *This course should be considered only by highly motivated students*

⊗ Required: TI-83+, TI-84 or TI-84+ Graphing Calculator

The objective of this course is to keep the students who are planning to take AP Calculus in their senior year together for two years so the needless repetition of topics can be eliminated and the students can gain an appreciation for rigorous mathematical investigation. Chapter 1 of AP Calculus will be covered. This course should be considered only by highly motivated students and will include the first 2 chapters of AP Calc. Students will take a teacher made assessment in June.







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### Pre-Calculus (SUNY MT180)

*3013 Grades 11, 12*

*1 credit*

★ Recommendation: A final average of 75%+ in Algebra II and 65%+ on NYS Algebra II Common Core exam.

⊗ Required: TI-83+, TI-84, or TI-84+ Graphing Calculator

This course is designed to provide a sound foundation for seniors who are planning to enter a four-year college after graduation. Students in this class will deepen their algebraic skills as this course will emphasize mathematical thinking, the use of mathematical models and the understanding of mathematical functions and graphs. Beginning concepts of Calculus will be introduced. Students will have the opportunity to take this course for 4 SUNY college credits. Students will take a teacher made assessment in June.



SUNY: Erie – 4 credits available for this course.

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### AP Calculus (AB)

*3412 Grade 12*

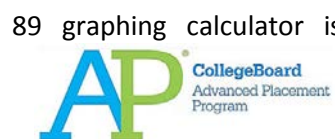
*1 credit*

★ Recommendation: A final average of 85%+ in Pre-Calculus Honors or with permission of both instructors

★ *This course should be considered only by highly motivated and mature students*

⊗ Required: TI-89 Graphing Calculator

This course consists of a full high school academic year of work that is comparable to 1.5 semesters of calculus in colleges and universities. It is expected that students who take AP Calculus will seek college credit, college placement, or both from post-secondary institutions of higher learning. Topics covered in this course include functions, graphs, limits, differential calculus and integral calculus. Applications of each topic are explored and the use of the TI-89 graphing calculator is mandatory. In addition to the AP Exam in May, there will be a final assessment given by the instructor in June. This is a college level course and should be considered only by highly motivated and mature students. Students will have the opportunity to take this course for 4 SUNY college credits.



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### Calculus

*3411 Grade 12*

*1 credit*

⊗ Recommendation: Successful completion of Pre-Calculus

⊗ Required: TI-83+, TI-84, or TI-84+ Graphing Calculator

This course is designed for students who successfully completed Pre-Calculus and are going to a four year college but are not planning on taking AP Calculus. The course consists of a full high school academic year of work that is comparable to one semester of calculus in colleges and universities. Topics covered in this course include functions, graphs, limits, differential calculus and integral calculus. This is a college level course and a great foundation for success in college calculus. Students will take a teacher made assessment in June.





## AP Statistics

*3513 Grades 11, 12*

*1 credit*

- ★ Recommendation: A final average of 85%+ in Algebra II Regents
- ★ *This course should be considered only by highly motivated and mature students*
- ⊗ Required: TI-83+ Graphing Calculator

This is a full high school academic year course that is comparable to 1-2 semesters of introductory college statistics. Students who take AP Statistics seek to receive college credit, college placement, or both, from post secondary institutions. This course covers such topics as exploratory statistical analysis, proper methods for data collection, probability of anticipating outcomes from given models, and applying statistical inference guides when researching data. In addition to the AP Exam in May, there will be a final assessment given by the instructor in June. This is a college level course and should only be considered by highly motivated, mature students who possess above average math and writing skills.



## AP Computer Science

*3513 Grades 11, 12*

*1 credit*

- ★ Suggested Preparation: Successful completion of AP Computer Science Principles (Technology Department)

AP Computer Science A is designed to be an introductory college-level course in computer science. It emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. The coursework will include the following topics: object-oriented program design, program implementation, program analysis, the study of standard data structures and abstraction, standard algorithms, and computing in context. Current offerings of the AP Computer Science A Exam require the use of Java (those sections of the exam that require the reading or writing of actual programs), and therefore the AP Computer Science A course focuses on Java for coding. The course is based on numerous problem solving exercises, labs, and case studies, which require students to design and implement Java classes. The course requires 40-50 hours of hands-on work in a computer lab.



## College Math

*1420 Grade 12*

*1 credit*

- ★ Recommendation: Successful completion of a Geometry-level course
- ⊗ NOTE: Teacher's work directly with counselors to determine placement
- ⊗ Required: Graphing Calculator

This course is designed to provide a sound foundation for seniors who are planning to enter a two or four-year college after graduation. Algebra II skills are reviewed and extended. Functions, and their inverses are studied along with the properties, graphs and transformations of linear, quadratic absolute value, radical rational, logarithmic and exponential functions. Equations of the above functions as well as linear systems of equations and linear and absolute value inequalities are solved. Related application problems and projects are incorporated throughout. Students will have the opportunity to take this course FOR 4 suny COLLEGE CREDITS. Students will retake the Regents Algebra II Common Core exam in January and take a teacher made assessment in June.





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### Life Math

*3424 Grades 11, 12*

*1 credit*

★ Recommendation: Successful completion of a Geometry-level course

This class shows how math topics apply to real-life situations. In this class, the topics covered include percentages, measurements, metric, fractions, unit conversions, checking accounts, bank fees, loans, taxes, work forms, problem solving, consumer purchases, credit, probability, odds, commissions, work related math skills, and much more. We will also work on listening, teamwork, and communication skills. Everything learned in this class will be put to good use immediately. This math class is truly for life.



## *Music Highlights*

### Music Major

To successfully complete a 5-credit major in Music, a student must participate in an in-school musical organization for four years and earn one credit of Music Theory.

### Music Letter Criteria

- ✓ Satisfactory completion of 3-years of an In-school performing organization. This may include a combination of band, orchestra or choir.
- ✓ Satisfactory completion of 3-years in an Extra-Curricular performing organization. These include any combination of:
  - Marching Band
  - Jazz Ensemble
  - Show Choir
  - School Musical
  - Steel Band
  - Musical Pit
- ✓ Performance at one NYSSMA/ECMEA sponsored solo festival
- ✓ Satisfactory completion of Music Theory

### Extra-Curricular Music Activities

- [Academy of the Visual and Performing Arts – Dinner Theatre Ensemble](#)
- [Brass Choir](#)
- [Jazz Ensemble](#)
- [Marching Band](#)
- [Men's Choir](#)
- [Musical – Performing Arts](#)
- [Pit Orchestra](#)
- [Show Choir](#)
- [Stage Crew](#)
- [Steel Band \(CKSO\)](#)
- [Vocal Jazz](#)
- [Winter Guard – Varsity](#)
- [Woodwind Choir](#)



## Performance Ensembles

### Choral Program

All types and forms of music are studied and performed for the development of skills. Seasonal and competitive concerts involving mandatory attendance are held.

ALL CHORAL COURSES: 1 credit

#### *Concert Choir 6532*

⊗ Pre-requisite: Audition  
Advanced Music Ensemble  
Grades 10,11,12

#### *Mixed Choir 6536*

⊗ Pre-requisite: Audition  
Training Ensemble  
Grades 9 (men), 10,11,12

#### *Women's Choir 6533*

Training Ensemble  
Grades 9, 10,11,12

### Instrumental Program

These groups study and perform all styles and types of music to develop skills. Four seasonal concerts, guest artists, competitions and festivals comprise the performance schedule. Participation during rehearsals, lessons and concerts is mandatory. Lessons once weekly required.

ALL INSTRUMENTAL COURSES: 1 credit

#### *Symphonic Band 6535*

⊗ Pre-requisite: Audition  
Advanced Music Ensemble  
Grades 9,10,11,12

#### *Wind Symphony 6537*

⊗ Pre-requisite: Audition  
Intermediate Ensemble  
Grades 9, 10,11,12

#### *Concert Band 6531*

Training Ensemble  
Grades 9, 10,11,12

#### *String Orchestra 6534*

⊗ Pre-requisite: Previous experience in orchestra playing a string instrument  
This course is open to all string instrumental students. Orchestra will perform music from various genres including classical and contemporary.  
Grades 9,10,11,12

#### *Symphony Orchestra 6538*

⊗ Pre-requisite: Audition  
This course is an advanced orchestra for the more serious string student. The Orchestra will perform music from various genres including classical and contemporary. Students will have the opportunity to perform both string and full orchestra music.  
Grades 9, 10,11,12



## Music - Course Descriptions

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### Music Theory 1

*6530 Grades 10,11,12*

*1 credit*

★ Recommended: Band, Orchestra or Choir experience

This course helps students develop an understanding of the elements of music while putting those elements to practical use. Students will learn more about reading, writing, and analyzing music utilizing written and aural examples from all time periods of music. Basic piano skills, an overview of music history, and the incorporation of music technology will enhance each student's learning experience.

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### AP Music Theory

*6528 Grade 11.12*

*1 credit*

★ Recommendation: Music Theory 1

AP Music Theory is an expansion and continuation of topics covered in Music Theory I. This college level course includes instruction in musical terminology as well as notational, compositional, musical analysis, and aural skills. Students may take the AP Music Theory Exam in the spring to earn college credit.



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### Tech in Music

*6543 Grades 11,12*

*¼ credit*

★ Recommended: Music Theory 1

► Course meets every other day for 20 weeks

This course is a hands on class that will expand your knowledge and skills in music technology! Students will learn to compose, arrange and edit with notation software. They will create multi-track compositions and recordings using a digital audio workstation (DAW). Ensemble experience and a background in music theory are highly recommended.

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### Piano and Guitar Performance

*6544 Grades 11,12*

*¼ credit*

★ Recommended: Music Theory 1

► Course meets every other day for 20 weeks

Are you currently enrolled in a performing ensemble? Have you always wished you could learn to play piano or guitar? This course is for you! This course is designed for students who have completed Music Theory I but have little/no experience playing piano and guitar. Students will have basic performance skills on both instruments and present a short recital (in class) at the end of the semester.



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### Music Composition and Improvisation

*6545 Grades 11,12*

*¼ credit*

★ Recommended: Music Theory 1 and Tech in Music

► Course meets every other day for 20 weeks

Did you ever wish you could create a song to the melody in your head? This course is designed to introduce advancing music students to the creative world of composition and improvisation. Students will develop skills in the areas of writing and performing original music. The students will serve as the creators, critics and performers of their own material!! Students will learn the compositional elements of style and form as they explore the rhythmic, melodic and harmonic aspects of creating music.

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### Beginning Guitar

*6546 Grades 9,10,11,12*

*½ credit*

This class is an opportunity for students without performance experience to increase their knowledge and understanding of music while learning to play the guitar. Course topics include basic theory skills and guitar performance. No previous musical experience required! This course may be taken with other music courses to earn a ½ or full credit in music.

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### Beginning Piano

*6547 Grades 9,10,11,12*

*½ credit*

This class is an opportunity for students without performance experience to increase their knowledge and understanding of music while learning to play the piano. Course topics include basic theory skills and piano performance. No previous musical experience required! This course may be taken with other music courses to earn a ½ or full credit in music..



## Science - Course Descriptions

### Honors – Principles of Biomedical Sciences (Project Lead the Way)

*9160 Grades 10,11,12*

*1 credit*

★ Recommended: Credit for Living Environment and Algebra

This is the introductory course of the Project Lead the Way Biomedical Sciences program. In this hands-on, problem-based, real-world application course students will explore the human body systems and various diseases as they investigate the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Student's work includes: the study of human medicine, research processes, bioinformatics, the use of computer science, mathematics, modeling and analyzing biological systems.



### AP Environmental Science

*4512 Grades 10,11,12*

*1 credit – Physical Science*

★ Recommendation: Regents credit for Living Environment, Earth Science, AND credit for OR concurrent enrollment in Regents or Honors Chemistry

Advanced Placement Environmental Science is designed for students with an interest in a college degree in environmental science, environmental engineering, environmental planning, environmental policy or other science fields and wish to gain a college-level experience. Topics covered in this course include Earth system concepts and resources, ecosystem studies, population studies, land and water use, energy resources and consumption, pollution, and global climate change. The class format consists of lecture and discussion with extensive reading, writing, and practice problems assigned outside of class. AP Environmental Science includes a strong laboratory and field investigation component, complementing the classroom portion of the course, involving the collection, compilation, analysis, modeling, and presentation of environmental data. This course includes an independent summer project to review fundamental concepts which will be assessed during the first week of school. Students are expected to take the AP Exam and may be able to earn college credit for the course. Double period labs alternate with single class periods.



### Oceanography

*4577 Grades 10,11,12*

*1 credit – Physical Science*

★ Recommended: Regents exam credit for one science course and credit for Living Environment and Physical Setting - Earth Science

This course is designed to develop an understanding of the fundamentals of Earth's Oceans. Oceans cover three quarters of Earth's surface. The impact of ocean environments on the atmosphere and land areas of Earth is tremendous. Topics in this course include but are not limited to the importance of coral reefs; marine animals and their habitats; causes and effects of ocean currents; exploration of oceans including remote sensing and personal exploration; the nature of the seafloor, and the effects human activities have on the oceans. Lab activities will be included. It meets for one period every day. The final assessment for this course is written by the instructor.





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### Science in the Media / Forensics

*4578 Grades 10,11,12*

*1 credit – Physical Science*

★ Recommended: Regents exam credit for one science course

This course covers both biology and principles of physics as well as an extensive Forensic Science unit. Several science fiction films will be viewed and critiqued as to the authenticity of the science portrayed. Students will have to complete several independent studies of commercials, films, or television shows, as well as individual scientific experiments. A research paper will also be required. The Forensic portion will include the study of crime scene investigation, evidence collection and analysis, case studies and crime processing techniques. Blood spatter, fingerprinting, and DNA analysis will be included in a laboratory setting. Class meets for one period every day. The final assessment for the course is written by the instructor.

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### Meteorology

*4025 Grades 10,11,12*

*1 credit – Physical Science*

★ Recommended: Regents exam credit for Physical Setting – Earth Science and course credit in two science courses (Regents level or higher).

Do you want to learn more about the weather? Join us for a year-long adventure in the science of meteorology. Outdoor and indoor experiments supplement the topics studied in this course including: lake-effect snow, tornadoes, hurricanes, weather forecasting, severe weather and climate change. This class will meet for one period each day. The final assessment for this course is written by the instructor.

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### Astronomy

*4015 Grades 10,11,12*

*1 credit – Physical Science*

★ Recommended: Regents exam credit for Physical Setting – Earth Science and course credit in two science courses (Regents level or higher).

This is a basic course studying one of the oldest sciences. History and the tools of astronomy will be studied. Extensive examination of the solar system, including information received from our most recent probes, orbiters, and landers. Evolution of stars, galaxies, and deep space will be covered. History and current status of the space program as well as the future of space will be thoroughly examined. Math concepts are not emphasized and will be developed as needed. It meets for one period every day. The final assessment for this course is written by the instructor.

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### General Anatomy and Physiology

*4011 Grades 11,12*

*1 credit – Life Science*

★ Recommended: Regents exam credit for Living Environment and course credit for Living Environment and Physical Setting – Earth Science

This course involves an in-depth study of the structure and function of the human body. Topics include integumentary, skeletal, muscular and nervous systems and current topics in medicine/Allied health. It meets for one period every day. The final assessment for this course is written by the instructor.



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## General Chemistry

*4211 Grades 10, 11,12*

*1 credit - Physical Science*

★ Recommended: Regents exam credit for one science course and course credit for two science courses (Regents level or higher).

This course provides an excellent background in the practical aspects of chemistry without great emphasis on the theoretical or mathematical aspects. Topics investigated include atomic structure, periodic table of elements, formulas and equations, bonding, acids and bases, forensics, and the study of chemistry in living organisms. It meets for one period every day. The final assessment for this course is written by the instructor.

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## AP Physics C

*4333 Grades 11,12*

*1 credit – Physical Science*

★ Recommendation: Course credit in Honors Physics (Regents Physics by teacher recommendation only)

This course is designed for students who desire a college degree in engineering, mathematics, physics or related scientific field, or for those who plan to enter highly competitive college academic programs. Students enrolled in the Project Lead the Way program are highly encouraged to take this course. AP Physics C will engage students in studies of Newtonian Mechanics which correspond to a first year, calculus-based physics course designed for scientists and engineers. Along with knowledge of physics concepts, the main spirit of this course is the development and practice of mathematical application and problem-solving skills. Solid foundations in algebra and trigonometry are essential; the needed calculus tools will be explored as part of the curriculum. Topics covered in this course include vector and graphical analysis, kinematics, dynamics, work & energy, momentum, circular & rotational motion, oscillations, and gravitation. The laboratory section of this course is designed to engage students in the investigation of scientific phenomena so as to develop sophisticated models and understandings of the physical world. This course includes independent summer studies to review physics concepts which will be assessed during the first week of school. Students are expected to take the AP Exam and may be able to earn college credit for the course. Double period labs alternate with single class periods.



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## AP Chemistry

*4511 Grades 11,12*

*1 credit – Physical Science*

★ Recommendation: Final average of 85% or better in Honors Chemistry or 90% or better in Regents Chemistry.

This course is designed for students who plan on pursuing careers in chemistry, medicine, engineering, pharmacy, or other science fields and wish to gain a college-level experience. Students will extend their knowledge and skills in various areas of chemistry explored in their previous chemistry course. The class consists of a “flipped” format in which notes are taken from video lectures at home and practice problems and labs are performed in class. Students should not only possess an interest and ability in chemistry, but also be highly motivated with a strong work ethic. A project involving the topics of Electronic Structure and the Periodic Table will be assigned over the summer and tested on the second week of school. Double periods alternate with single period classes.





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## AP Biology

*4410 Grades 11,12*

*1 credit – Life Science*

★ Recommendation: Regents credit for Living Environment and credit for Regents or Honors Chemistry.

Advanced Placement Biology is a college level course designed for students with an interest in a college degree in biology or a biology related field. Topics that are covered are Cells, Heredity, Molecular Genetics, Evolution, Diversity of Organisms, Structure and Function of Plants and Animals and Ecology. Students will participate in college level labs exploring such areas as diffusion and osmosis, gel electrophoresis, genetics, animal behavior and photosynthesis. This course includes a summer reading assignment to review some basic concepts learned in Living Environment. Students are expected to take the AP exam in May. Double periods alternate with single period classes.



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## Honors Physics – Physical Setting

*4323 Grades 11,12*

*1 credit – Physical Science*

★ Recommendation: Grade of at least 72 on Chemistry Regents Exam and at least 82 on both the Earth Science and Living Environment Exams or recommendation of most recent Regents science teacher.

This course is intended to enrich a student's study of physics beyond the Regents syllabus. Satisfactory completion of laboratory work and written reports are required. This course is designed for students with an interest in physics and engineering and a very good understanding of math. This course has four class periods, one study hall and two double lab periods every six days. The final assessment for this course is the New York State Regents exam.



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## Physics – Physical Setting

*4312 Grades 10,11,12*

*1 credit – Physical Science*

★ Recommendation: Grade of at least 72 on Chemistry Regents Exam and at least 82 on both the Earth Science and Living Environment Exams or recommendation of most recent Regents science teacher.

This course focuses on mathematical applications and problem solving of physical phenomena. A solid foundation in algebra and basic trigonometry is critical for success in this course. Physics is for students with a strong work ethic and an interest in engineering and science. Topics covered include Mechanics, Energy, Electricity, Magnetism, Waves and Modern Physics including the Standard Model. Satisfactory completion of laboratory work and written reports are required. This course has four class periods, one study hall and two double lab periods every six days. The final assessment for this course is the New York State Regents exam. This course is highly recommended for students enrolled in Project Lead the Way.





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### Honors Chemistry – Physical Setting

**4411** *Grades 10,11,12*

**1 credit – Physical Science**

★ Recommendation: Grade of at least 85 on Earth Science Regents Exam AND grade of at least 85 in Geometry AND credit for or concurrent enrollment in Algebra 2.

This course is intended as a college and AP preparatory class. This course includes all requirements for the Physical Setting: Chemistry course plus additional topics, advanced problem solving, and higher level mathematical skills. Students must have a good working knowledge of ratios, algebra, unit conversions, scientific notation, and logarithms. In addition, students must have the ability to communicate scientific concepts in written form. Students will be required to design and perform laboratory experiments and complete written lab reports. Double periods alternate with single period classes. The final assessment for this course is the New York State Regents Exam.



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### Chemistry – Physical Setting

**4311** *Grades 10,11,12*

**1 credit – Physical Science**

★ Recommendation: Grade of at least 70 on the Earth Science Regents Exam. Grade of at least 70 on the Integrated Algebra and Geometry Common Core Exams. Credit or concurrent enrollment in Algebra 2 or Applied Algebra 2.

This course deals with both the theoretical foundations of chemistry and its many applications to everyday life. Topics include matter and energy, phases of matter, atomic structure, nuclear chemistry, the periodic table, bonding, kinetics and equilibrium, acids and bases, electrochemistry, and organic chemistry. Students must have a working knowledge of ratios, proportions and algebra along with the ability to express themselves in writing. Skills to be developed during the course include making connections between concepts and everyday life, problem solving, characterizing concepts and ideas in written form, and carrying out laboratory procedures. Students will be actively participating in inquiry based labs and completing written lab reports. Double periods alternate with single period classes. The final assessment for this course is the New York State Regents exam.



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### Honors Earth Science – Physical Setting

**4409** *Grade 9*

**1 credit – Physical Science**

★ Recommendation: Course average of at least 85 in Living Environment and score of at least 85 on Regents exam in Living Environment.

This rigorous course is designed for highly motivated, science-oriented students with both the interest and potential to major in science in college. In addition to meeting all requirements for the Physical Setting – Earth Science course, this fast-paced course will provide a broader and more in-depth study of Astronomy, Meteorology, and Geology. This course has four class periods, one study hall and two double lab periods every six days. The final assessment for this course is the New York State Regents exam.





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### Earth Science – Physical Setting

*4309 Grades 9,10*

*1 credit – Physical Science*

★ Recommendation: Course credit for Living Environment

This course includes the study of three general areas: Astronomy, the study of the sun, moon and planets; Meteorology, the mechanics, description and prediction of weather and climates; and Geology, the study of Earth materials, their formation, movements, and history. Written lab reports are required. This course has four class periods, one study hall and two double lab periods every six days. The final assessment for this course is the New York State Regents exam.

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### Living Environment

*4310 Grades 9,10*

*1 credit – Life Science*

This course is an introductory study of the living world. Topics covered include classification of living things, life activities, cell structure and function, biochemistry, genetics, plants, animals, ecology and evolution. Laboratory work, including written lab reports, is required. This course has four class periods, one study hall and two double lab periods every six days. The final assessment for this course is the New York State Regents exam



## *Social Studies Overview*

The Social Studies Department at Lancaster High School is proud to provide our motivated students with the opportunity to earn the equivalent of at least 12 college credits upon completion of all AP courses offered at LHS.

## *Social Studies - Course Descriptions*

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### Advanced World History 9 Honors

*2509 Grade 9*

*1 credit*

AP World History is a college level course that extends over two years. This course develops a greater understanding of the evolution of global processes and the contacts in interaction with different types of human societies from the earliest human societies to the present. This course is designed for college bound students who are highly motivated in Social Studies. Students should have high academic standing and exhibit strong reading, writing and comprehension skills. College level readings, major written assignments, projects including a mandatory summer reading project will all be emphasized. Students will be given a local exam at the end of the year that mirrors the state and AP requirements for this course. Successful completion of this course prepares students for AP World History in 10th grade.



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### Global History I

*2309 Grade 9*

*1 credit*

Global Studies I provides for a chronological study of the world from prehistoric times to approximately 1750. It emphasizes physical settings, cultural development and interdependence. The final is a school-generated exam. The second half of this course, Global Studies II, continues in Grade 10, concluding with a State Regents exam, the passing of which is required for graduation.

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### AP World History 10

*2510 Grade 10*

*1 credit*

★ Recommended: Successful completion of Advanced World History 9 Honors OR Global I average of 90% and recommendation of Global I teacher

AP World History is a college level course that extends over two years. This course develops a greater understanding of the evolution of global processes and the contacts in interaction with different types of human societies from the earliest human societies to the present. AP World History is designed for college bound students who are highly motivated in Social Studies. Students should have high academic standing and exhibit strong reading, writing and comprehension skills. College level readings, major written assignments and projects will all be emphasized. This course prepares students for the AP World History Exam that will be offered in the spring. Students will also be required to take the New York State Regents Exam for Global History and Geography that will be given in June during exam week.







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## Global History II

*2310 Grade 10*

*1 credit*

A chronological study of the units of Global History which include the Middle East, Latin America, Africa, South/Southeast Asia, Western Europe, Russia/Eastern Europe, China and Japan. Global History 10 will examine the period from 1750 to the present. Topics within this time period will include physical and historical setting; dynamics of change; contemporary nations and cultures; economic development; and the areas within the global context. The course will culminate with the New York State Comprehensive Regents exam in June.

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## AP United States History

*2411 Grades 11, 12*

*1 credit*

★ Recommended: Global II average of 90% and recommendation from Global teacher.

This course is for highly motivated and dedicated students and will make demands on them similar to those of an introductory college course. The history of the United States is presented in chronological fashion with particular attention paid to significance and varying interpretation of events. Students will use a college level text and learn study and research skills necessary for success in college. Extensive summer reading and outside research are required. AP exam given in May and the Regents exam in June.



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## United States History and Government

*2311 Grade 11*

*1 credit*

A chronological survey starting with the development of the British colonies in America and leading up to the present. Emphasis is placed on the structure of the American government, economic development after the Civil War, and international relations. Regents exam is taken in June.

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## AP American Government and Politics

*2026 Grade 12*

*½ credit*

★ Recommended: Regents or AP American History and/or teacher recommendation

American Government & Politics is designed for the highly motivated student and is the equivalent of a college entry level course. College level textbooks, readings and resources will be used. The course replaces the state mandated Participation in Government course normally required for graduation. This course focuses on a variety of current topics in U.S. government. They include changing American demographics, voter participation, the media, political parties, interest groups & PAC's, the powers designated to each branch of government, the bureaucracy, the constitution, federalism and civil rights. The AP exam is offered for this course in May. A school-prepared final exam will be given in January.







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## AP Macroeconomics

*2027 Grade 12*

*½ credit*

★ Recommended: Regents or AP American History and/or teacher recommendation

Macroeconomics is designed for the highly motivated student and is equivalent to a college level introductory course. College level textbooks, readings and resources will be used. This special honors program replaces the state mandated Economics course normally required for graduation. The course analyzes changes in aggregate supply and demand, the role of government in the economy, and the impact of foreign trade. Outside research and class presentations are required. AP exam offered in May, and school-prepared exam is given at the end of the semester.



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## Economics

*2023 Grade 12*

*½ credit*

This one-semester course in micro- and macro-economics provides an understanding of the principles of economics and how they apply to various elements of the economy, including consumers, business, labor and the government. Comparisons of competing economic systems and major components of the global economy will be made. In addition, students will compete with other schools in a stock market simulation. A local final exam is given at the end of the course. This course is a graduation requirement per New York State.

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## Participation in Government

*2012 Grade 12*

*½ credit*

Focus is current national and international problems affecting the United States. Discussion is directed toward conflicting opinions on these issues and possible resolution of disagreement. Much emphasis on daily current events. Reports required on daily news topics and also broader issues based on media center research. Final exam is a school exam.

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## AP Psychology

*2029 Grades 11,12*

*1 credit*

★ Recommended: Regents or AP American History and/or teacher recommendation

The course work is rigorous, with high expectations regarding student commitment and motivation. Students who have a history of attendance issues are discouraged from registering for this course. Students will be required to master psychology concepts and vocabulary terms. Course work includes outside reading from the college level textbook, upper-level writing, and projects with deadlines, which will count as test grades. Enrichment activities include guest speakers, debates, videos and presentations. Students will also be given the opportunity to earn college credit in May with the AP exam.





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## Criminal Law

*2030 Grades 11,12*

*½ credit*

This course offers an examination of causes, effects, and possible solutions to crime in the United States. Debates, guest speakers, a mock trial, and a field trip are used to offer real-world examples of the problems facing the criminal justice system and society in America today.

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## Leadership in Action

*1416 Grade 12*

*1 credit*

This one-credit course is project-based, with students utilizing a project-planning model to make a positive difference in the school and community. Students will exhibit responsibility, perseverance, respect and integrity while working as teams to set goals, design timelines, write proposals, create publicity, evaluate outcomes and write final reports. Leadership in Action students work in teams and complete one major project per quarter. Examples of past projects include:

- Lancaster-Depew Week and Spirit Week activities such as the Bonfire, Motorcade, Spirit Assemblies, Powder Puff Game, Homecoming Dance, Spirit Bowl, Mr. Lancaster, Building Decorations, etc.
- Social activities such as the Courtyard Dance, Freshman Mixer, Spring Courtyard Dance, Prom, Homecoming, etc.
- Holiday projects such as Jingle Links, Cookie Marathon, Coloring Contest, Holiday Food Drive, Santa Grams, Christmas Tree Contest, Building Decorations, etc.
- Senior Class projects such as Red Cross Blood Drives, Senior Mural, Senior Dinner Dance, Senior Apparel Sale, Senior Day, Senior Recognition Program, etc.
- Community service projects such as Group Home Socials, Food Drives, US Troop Support Program, Project Clean Your Locker, Lancaster Youth Bureau Holiday Distribution, etc.
- School service projects such as Freshman Orientation, 8<sup>th</sup> Grade Information Night, Recycling, and Appreciation Luncheons for various LCSD employee groups, Class Mural Revitalization, SOAR, etc.

Students must complete assignments outside of class time as a component of their quarterly grade. During each quarter, students must complete 15 school and 10 community service hours.

### *Goals of the Course*

- To further develop and enhance your leadership skills
- To learn and grow through experience
- To foster the development of life-long community servants
- To help you discover your passion
- To make a positive impact on your school and community
- To successfully develop projects in a small group setting
- To understand and utilize a Project Planning Model
- To help you practice creative problem solving methods
- To give you the opportunity to work with different individuals in a small group
- To cultivate your communication and listening skills
- To carry on traditional LHS events/programs
- To develop and institute new programs which meet the needs of LHS students, our school, and or community.

Over the years the Leadership in Action class has become a very active and high profile class, but it should be noted that it also places students in **high-stress** situations that demand much time and effort as well as constant commitment. This course will be rewarding to those who enjoy a mental, emotional and physical challenge. It may be too stressful for those students who would like to enjoy a relaxing senior year. .



**Follow our Twitter page @LHSNYtech**

Take charge of your future with the successful completion of a CTE track in Technology.

Some technology courses are offered every other year, please check the descriptions to see if your favorite course is available next year.

### *The Career Path Road Map*

#### Trade/CTE (Hands on Focus)

*Courses marked with an \* are not offered for 2020-2021*

- Drawing and Design for Production (Tech or Engineering)
- Home Repair and Maintenance I - ½ year
- Home Repair and Maintenance II – ½ year
- Construction Systems – ½ year
- \*Manufacturing Systems – ½ year
- Design and Fabrication Lab – ½ year
- Basic Electricity and Electronics – ½ year
- \*Transportation Systems – ½ year
- Architectural Drafting – ½ year
- 3D Architectural Design – ½ year

#### Trade/CTE (Computer Focus)

*Courses marked with an \* are not offered for 2020-2021*

- Drawing and Design for Production (Tech or Engineering)
- Computer Graphics - ½ year
- Computer Animation – ½ year
- Media Productions
- \*CG3 Animation Studio
- Computer Science Engineering (Honors)
- Basic Electricity and Electronics – ½ year
- Architectural Drafting – ½ year
- 3D Architectural Design – ½ year
- \*Communication Systems – ½ year

#### Project Lead the Way (Honors)



- Gr 09: Drawing and Design for Production (DDP)
- Gr 09: Computer Science Essentials ½ year
- Gr 10: Principles of Engineering (POE)
- Gr 10: AP Computer Science Principles (APCSP)
- Gr 11: Digital Electronics (DE)
- Gr 11: Computer Integrated Manufacturing (CIM)
- Gr 12: Design and Prototyping Lab (DPL) ½ year
- Gr 12: Engineering Design and Development

#### Manufacturing & Skilled Trades Academy



- Gr 10: Trade Apprentice Survey
- Gr 10: Trade Apprentice Tech
- Gr 11: Trade Journeyman Survey
- Gr 11: Trade Journeyman Tech
- Gr 11: Manufacturing Trades
- Gr 11: Print Trades
- Gr 12: Trades Senior Project 1
- Gr 12: Trades Senior Project 2



## *Trade / CTE Technology - Course Descriptions*

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### Design and Prototyping Lab

*9113 Grades 11,12*

*½ credit*

All Trades and engineering students will benefit greatly from this class.

Fabrication Studio is a hands-on experience in designing and manufacturing a product. Students will work as a team to design a product and organize all of the production needs from materials needed to processing tools and machines. Students may be exposed to cutting edge production methods like CNC Machining, Laser Cutting, and 3D Printing.

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### Home Repair and Maintenance I

*9115 (Fall) Grades 9, 10, 11, 12*

*½ credit*

Learn how construction is done. A variety of hand and power tools will be used to complete laboratory activities. The student will also have an opportunity to become familiar with the various materials and fasteners used in home repair and maintenance. Various systems in the home will also be studied: heating, water, electrical, security, sound, etc. Student can develop entry-level skills for future employment in the construction industry.

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### Home Repair and Maintenance II

*9225 (Spring) Grades 9, 10, 11, 12*

*½ credit*

This is a hands-on course covering residential structures. Students will learn basics in carpentry, masonry, plumbing and electrical skills used to build a residential structure. Maintenance and repair of various systems will be stressed. Local building codes and new materials will be investigated. Student can develop entry-level skills for future employment in the construction industry.

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### Basic Electricity / Electronics

*9110 Grades 9, 10, 11, 12*

*½ credit*

This course is designed to introduce students to the elements of electricity and electronics. This course offers a hands on experience in building various projects, house wiring, and Basic Electricity/Electronics using circuit boards. This offers an overview of the largest growing field today.

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### Construction Systems

*9122 (Fall and Spring) Grades 9, 10, 11, 12*

*½ credit*

Hands-on experience in construction. Students will experience building a structure which may include Floors, Walls, Roofing, Ceiling, Wiring, Insulation and Plumbing. This course will explore career clusters in the construction industry.



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### Architectural Drafting and Design

*9177 Fall Grades 9, 10, 11, 12*

*½ credit*

This course will introduce students to the basic elements of the Architectural profession and the work of an Architect. Students will be introduced to drafting Architectural plans, such as site plans, floor plans, front elevations, and foundation plans. We will also focus on construction techniques and terminology used to create a building and standards used in the industry. Architectural Drafting & Design is a project-based course that involves drawing and model building. This course prepares students for college courses in the areas of architecture, interior design, structural/civil engineering, and drafting.

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### 3D Architectural Design

*9174 Spring Grades 9, 10, 11, 12*

*½ credit*

★ Recommendation: Architectural Drafting

This course will build upon the basic elements learned in Architectural Drafting by introducing cutting edge 3-Dimensional software that will be used to create Architectural structures. Students will produce computer-generated drawing sheets that contain items such as floor plans, elevations, schedules, and 3D realistic renderings. We will utilize *Autodesk Revit* software.

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### Computer Graphics

*9127 Fall Grades 9, 10, 11, 12*

*½ credit*

Interested in creating images for a game or internet site? This course is your starting place! Learn the CGI basics of Adobe Photoshop and Illustrator while getting hands on experience using scanner applications, image correction, and illustration layout. Students will use a variety of Adobe software programs to develop layouts which are used in the CGI industry today.

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### Computer Animation

*9128 Spring Grades 9, 10, 11, 12*

*½ credit*

Make your images move! The basics of cell frame animation, movement in a 3-D space, adding sound to a project, recording and editing your own audio will be taught. Use your Multi-media projects for a college application, or you can use your new knowledge to create great presentations for your other classes. Adobe Photoshop, Adobe After Effects, Audacity, Adobe Audition and other CGI industry standard programs will be used.

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### Media Productions

*9131 Grades 10, 11, 12*

*1 credit*

⊗ Required: Computer Graphics, Computer Animation or teacher permission

Making Movies! Media Productions will show you what it takes to create various media for the Internet, a business, or for your own enjoyment. Included will be the study of the design elements (scenery, sound and lighting), Green/Blue screen work, and enhancing the video editing techniques learned in Computer Animation (including special effects!). The Adobe Creative Suite will be used throughout the course and you'll create a DVD of your projects for future use.



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Design and Drawing for Production (DDP) – Tech (3D Modeling Approach)

*9175 Spring Grades 9, 10, 11, 12*

*1 credit*

★ Course will satisfy the 1 unit of Regents credit for Art/Music

► Upon successful completion of Tech DDP (this course), an interested and competent student, with the instructor's permission, may apply for the Project Lead the Way Academy.

An introductory course, focusing on utilizing the design process to solve technical problems with 2 dimensional drawing techniques and 3 dimensional modeling capabilities. DDP Tech has been designed to replace the traditional CAD class, and offers the skills developed in the Engineering DDP course for students interested in 3-D modeling, but not necessarily in the pre-engineering program (PLTW)