



Curriculum Guide 2023-2024

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GENERAL INFORMATION

GRADING POLICY

At Tapestry Charter School, the primary purpose of grades is to communicate academic progress to parents, students and colleges. With the Parent Portal, families have access to their child's grades in real time. You will receive information about the parent portal at grade level orientations.

Grades are issued quarterly. Students will receive a percentage grade for every class. Habits of Work grades will constitute 20% of a student's academic grade. The minimum passing score on assessments, assignments and as a final average will be 65%.

*55 on report cards indicate that the students grade in the class is lower than 55%. The final average for the class will average the *55 and not the actual quarterly grade.

It is important to note that final grades are a determination of student performance towards learning targets, not simply a calculation of assignments.

Overall GPAs are calculated using grades from math, science, social studies, English, Spanish, electives and physical education. A *55 indicates that the actual grade is below a 55. Students of Distinction have earned a GPA of 92% - 100%. Students of Merit have earned a GPA of 85% - 91%.

Students who are not granted course credit in June must repeat the class or participate in Summer Extension to reach mastery level and "recover credit". Summer recovery is only offered at Tapestry for a limited number of classes. Buffalo Public Schools offers a summer recovery program for Regents courses only.

ADVANCED PLACEMENT, DUAL ENROLLMENT AND COLLEGE COURSES

By their junior or senior year, students who have successfully completed prerequisite courses will have the opportunity to enroll in college level courses. These college courses take three forms:

1. **Dual Enrollment Course** - Students are enrolled in a college course and complete college level coursework. However, this coursework takes place during the normal school day and is taught by a Tapestry Charter School teacher. A student has the option to not pay for college credit yet still be enrolled in the course to earn high school credit if they choose. This course will carry a 1.03 weight when calculating final GPAs.

2. **Advanced Placement (AP) Courses** - Students who register for an AP course will be provided a rigorous opportunity to dig deeper into a specific subject area. If a student registers for the AP exam and scores a 3 or higher they may earn college credit. Courses are taken during

normal school hours and taught by a Tapestry Charter School teacher. These courses will carry a 1.03 weight when calculating final GPAs.

3. **College course** - At the site principal's discretion, students who are in the Honors program and who have successfully completed all prerequisite courses may be released from school early in order to take a college course on a college campus. Students who choose to go off site for a college course will not receive high school credit for taking the course, but they will receive college credit upon successful completion for a reduced cost.

HIGH SCHOOL HONORS PROGRAM

Tapestry Charter High School is committed to providing a rigorous college preparatory program that encourages all students to demonstrate intellectual and character growth, as well as provide the widest range of options for their futures. At Tapestry, we believe in the power and importance of diversity, and that all students bring a unique set of individual talents to each classroom they enter into. While we maintain this commitment, we also recognize that some students desire, seek, and need to be pushed even further—beyond the high expectations our regular classes already set. It is upon this premise that the Tapestry Honors Extension Program is based. All students are encouraged to and eligible to enter the honors program.

Students enrolled in the Honors Program have the opportunity to earn an Honors Diploma from Tapestry along multiple pathways: spanish, mathematics, science, humanities, and visual arts. In order to receive an Honors Diploma, students must successfully complete the necessary advanced coursework in their subject area, two years of a writing enrichment course, and one college-level advanced course. Ambitious students are eligible to receive diplomas along multiple pathways, and students are welcome to enroll in multiple college-credit bearing courses.

The Honors Program will engage and prepare students by:

- Emphasizing experiential learning, creating life-transforming experiences in and outside of school by encouraging and emphasizing community service, social justice, local issues and concerns, current events and global concerns, and broad intellectual development.
- Requiring an in-depth study and discussion of local, national and global events.
- Offering a range of community events to introduce students to the broad palette of artistic and intellectual offering within the Buffalo community.
- Challenging students to work independently in their own pursuit of intellectual gain and understanding.
- Expecting students to become well-read across genres and time periods.
- Creating real-life opportunities to engage in intellectually stimulating conversations with adults.

SCHEDULE CHANGE POLICY

Students and parents are urged to request courses carefully, with the support of the school counselor. While we do our best to schedule students for their first choice electives, there may be times when we will need to go to their second or third choice. Students will have the opportunity to request a schedule change within the first 2 weeks of school if they would like to explore other elective options. Students may drop one elective to take another elective and while we do our best to accommodate requests, changes are subject to availability and we cannot guarantee elective placement. After the first 2 weeks of school, no course change requests will be honored. Students may not drop a class for study hall.

SENIOR COURSE POLICY

Tapestry Charter High School recognizes that all students graduating from high school need the real world thinking skills required to be successful in college and career. We require that all students take four years of science and math classes in an effort to be more college and career ready. We recognize, however, that there may be other classes that students can take that may better prepare them for their future goals once they graduate. If there is a senior that has a clear idea of their post graduation plans and they feel Tapestry offers a dual enrollment or AP course that would be more beneficial to them, instead of an additional math or science class, seniors are encouraged to set up a meeting within the first 2 weeks of the school year with their counselor and an administrator to seek approval. Seniors will be expected to present a strong case as to how they will benefit from the class substitution and what they hope to gain from the experience. Please note that not all seniors seeking this class substitution will be granted a course change. Students can not opt out of a science or math course for an additional free period or to take a class of lesser rigor.

Equitable Course Access

At Tapestry Charter High School we believe that all students deserve a high quality, rigorous education which includes equitable and supportive access to higher level course offerings. The following document outlines how we, as a school community, ensure access for all students.

COURSE SEQUENCING

All students begin their ninth grade year taking the first level of all regents level courses with the exception of students who come in with high school credits in Algebra or Spanish. There are no tracked or remedial courses in ninth grade.

If a student enters 9th grade having earned a course and regents credit in Algebra they will be enrolled in Geometry for 9th grade. There is no earned grade prerequisite in Algebra for students to advance to Geometry. If students enter 9th grade with Spanish 1 Credit they are placed in Spanish 2. If students enter 9th grade with Earth Science they enter Living

Environment (all 9th graders enroll in Living Environment) but in tenth grade will enroll in Chemistry rather than Earth Science.

As students progress through their four years of high school they advance to the next level in each of their courses. As students enter 11th and 12th grade they are provided more choice in what they want to study through the introduction of electives and advanced courses. At no point in the high school program do we intentionally track students.

All students have access to an honors diploma by successfully completing the honors program. In 9th grade the honors program is open to all students who are interested with no GPA requirement. All honors courses are additional courses, not tracked courses. Once enrolled in the additional courses required in the honors program students must complete the course work to remain in the honors program.

ACCESS POINTS TO ADVANCED COURSES/PREREQUISITES

As a school community we strongly believe that all students have the right to and the capacity for advanced courses. In order to ensure access to these classes we limit our criteria for enrollment to only that criteria that is deemed educationally necessary to access the course material. An outline of prerequisites and course offerings can be found below. Unless otherwise noted all criteria is based only on enrollment in previous courses with no teacher recommendation or GPA criteria.

Social Studies

Current Course Offerings	Courses	List prerequisites
	Global 9	N/A
	Global 10	Full year enrolled in Global 9
	US History	Full year enrolled in Global 10
	Econ/PIG	Full year enrolled in US History
	Junior Seminar	Elective Course
	"Say it Loud!" -- Social Justice and Me	Elective Course
	Global Tutorial	Full year enrolled in Global 10 and unsuccessful attempt at NYS regents
Dual Enrollment/AP	Western Civilization/Humanities 100 (Dual Enrollment)	Required for all students enrolled in honors program;

		open to any student who has completed Global 10 and US History

ELA

Current Course Offerings	Courses	List prerequisites
	English 9	N/A
	English 10	Full year enrolled in English 9
	English 11	Full year enrolled in English 10
	English 12	Full year enrolled in English 11
	Honors 9	Open to all students
	Honors 10	Completion of Honors 9
	Honors 11	Completion of Honors 10
	Creative Writing	Elective
Dual Enrollment/AP	Humanities 100 (dual enrollment)	Required for honors 12 students; open to all 12th graders

Math

Current Course Offerings	Courses	List prerequisites
	Algebra I	none
	Geometry	Passed Algebra I Course and Regents Exam
	Algebra 2 (dual credit with ECC)	Passed Algebra I, Geometry course and regents exam

	Financial Math	Passed Algebra I or Applied Algebra course and regents exam and Geometry course
AP/Dual Enrollment	Survey of Math (Math in the Real World)	Passed Algebra 1 (Course and Regents Exam)
	Pre-Calculus (dual credit with ECC)	Passed Algebra I, Geometry, Algebra 2 (Course and Regents Exam)
	Calculus (dual credit with ECC)	Passed Algebra I, Geometry, Algebra 2, (Course and Regents Exam) and Pre-Calculus course ** in some cases a student may advance from Algebra 2 directly to Calculus

Science

Current Course Offerings	Courses	List prerequisites
	Living Environment	N/A
	Earth Science	Enrollment in Living Environment
	Chemistry NR	Passed Living Environment Regents exam
	Chemistry	Passed Living Environment or Earth Science Regents Exam
	STEAM	Elective
	Biomedical Science	Elective
AP/Dual Enrollment	AP Biology	Passed Living Environment course and regents exam, and Algebra 1 regents exam and course
	AP Physics	Passed one science regents

		exam and Algebra 1 regents exam and course

Spanish

Current Course Offerings	Courses	List prerequisites
	Spanish 1	N/A
	Spanish 2	Full year enrollment in Spanish 1
	Spanish 3 (Regents)	Full year enrollment in Spanish 1 & 2
AP/Dual Enrollment	Spanish 4 (dual credit)	Spanish 1, 2 & 3
	Spanish 5 (dual credit)	Spanish 1, 2, 3 & 4

Arts

Current Course Offerings	Courses	List prerequisites
	Studio Art 1 (Grade 9)	½ year
	Studio Art 2 (Grade 10)	½ year
	Illustration Elective	Studio Art 1 & 2 (all year)
	Drawing & Painting Elective	Studio Art 1 & 2 (all year)
	Art of Hustle and Public Art	Studio Art 1 & 2 (all year)
	Graphic Design I	(all year)
	Graphic Design II	Graphic Design I (all year)

	Modern Band 1 (Grades 9 & 10)	None (all year)
	Modern Band 2 (grades 11 & 12)	Prior instrumental or vocal experience
	Rap & Hip Hop	Elective
	Drums	Elective
	Guitar	Elective

Technology

Current Course Offerings	Courses	List prerequisites
	Drones	Elective
	Social Media Marketing	Elective

STUDENT SUPPORTS

All Tapestry students are offered a variety of supports that help prepare them for rigorous course offerings and instruction. In Algebra 1 students can be placed into a math lab. This lab is meant to reinforce skills and concepts that are being taught in the course. Students can be removed from the math lab based on assessment data halfway through the first quarter. This “co-requisite” model ensures that all students are given support in what can be considered lynchpin courses that ensure they are staying on track for higher level courses later in high school.

In addition, we offer small group literacy based instruction in grades 9-11. Students are placed in literacy classes based on reading assessment data as well as data from interim assessments in core content area classes. Literacy instructors work closely with humanities and science teachers to ensure that foundational literacy skills are taught but embedded through content that is relevant to students' current course work.

For the five required courses needed to graduate we offer tutorial and/or additional courses for course credit that prepare students to retake the regents exam. Enrollment in these courses do not preclude a student from enrolling in the higher level courses unless the successful passing of the regents exam is a prerequisite for the following course.

In addition, all students are enrolled in a “Crew.” Crew is a foundational structure at Tapestry in which students focus on SEL standards specifically around character, college and career and citizenship. These daily small groups are essential for keeping students engaged and focused and parent communication clear.

PUBLISHING COURSE OFFERINGS

Preparing students for their future beyond high school starts in 9th grade at Tapestry. Course offerings are shared with students each year through individual meetings with guidance counselors. In addition, students and families engage twice yearly in Student Led Conferences that focus on College, Career, Citizenship and Character. In these meetings students present scaffolded information on their strengths and areas for growth in regards to their future plans. Course catalogs are presented to families in the spring conference so students can see a direct link between their future goals and the courses offered at Tapestry. Our attendance at these conferences are over 90% each year.

GRADUATION & DIPLOMA REQUIREMENTS

REQUIRED COURSES

Curricular Area	Local Diploma*	Regents Diploma	Regents with Advanced Designation
English	4 credits	4 credits	4 credits
Social Studies	4 credits	4 credits	4 credits
Math	3 credits**	3 credits**	3 credits**
Science	3 credits**	3 credits**	3 credits**
Language Other Than English	1 credit	1 credit	3 credits
Art/Music	1 credit	1 credit	1 credit
Health	.50 credit	.50 credit	.50 credit
Physical Education	2 credits	2 credits	2 credits
Electives	3.5 credits	3.5 credits	1.5 credits

Total Credits	22.0	22.0	22.0
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*Students who entered Grade 9 in 2005 and thereafter are only eligible to receive a Local Diploma if they receive Special Education services through identification by the Committee on Special Education or through approved Section 504 services.

** While only 3 credits are required to graduate in NYS Tapestry does require that students take Math and Science all 4 years in an effort to support college and career readiness.

REQUIRED EXAMS*

State Regents Exam	Local Diploma (See Note Below)	Regents Diploma (All exams must be passed with a score of 65% or higher)	Regents Diploma with Advanced Distinction (All exams must be passed with a score of 65% or higher)
Science	X	X	X
Math	X	X	X
English Language Arts	X	X	X
Global Studies	X	X	X
US History	X	X	X
Living Environment			X
LOTE Comprehensive			X
Algebra II			X
Geometry			X

*Other pathways may be used towards graduation. Your school counselor will communicate these options to you if they are applicable to your situation.

Honors Distinction (on diploma)

- A student may receive a Regents Diploma with Honors if the average of his or her scores on the five required exams equals a 90 or higher.
- A student may receive a Regents with Advanced Designation Diploma with Honors if the average of his or her scores on the nine required exams equals a 90 or higher.

**Please note, HIGH SCHOOL GRADUATION REQUIREMENTS ARE NOT THE SAME AS
COLLEGE ENTRANCE REQUIREMENTS**

COURSE OFFERINGS

Course offerings are subject to change based on teacher availability, student demand and schedule restrictions.

English

Course	Credit	Length	Grade
Eng 9: Intro to Lit	1	Full Year	9
Eng 10: Reading the World	1	Full Year	10
Eng 11: American Literature	1	Full Year	11
Eng 12: Capstone	1	Full Year	12
Creative Writing	.5	Full Year	10, 11, 12
Story & Character Creation	.5	Full Year	9-12

*College Credit opportunity.

Eng 9: Intro to Lit

ELA 9 emphasizes the close examination of both fiction and non-fiction texts and the intensive development of writing skills. Students study a variety of texts including novels, short stories, poems, plays, and newspaper/journal articles. Through the practices of close readings and text-analyses, students will develop the reading skills that are aligned to the common core standards. Students will complete three text-analysis writing responses and one intensive writing project in which they will investigate a topic, gather and evaluate evidence, and establish a position on the topic. Throughout this course, students will also make text-to-self and text-to-world connections by studying themes that are relevant to our lives. Through research, students will study how certain thematic topics are relevant specifically to the Buffalo community and will work within the community to inspire positive change.

Eng 10: Reading the World

This course builds on the literacy skills learned in English 9 – further developing students’ literacy skills and regents preparation. Through the use of various literary lenses students will develop the ability to view the world from, and make arguments from, various perspectives. This class will also help students to develop their empathy skills while addressing issues of inequity in our lives.

Eng 11: American Literature

The purpose of this course is to explore, examine, explain, and educate students in English Language Arts and Reading as aligned with the New York Department of Education's Language Arts/English Framework. Reading and Language Arts are designed to involve and engage the students in applying reading, writing, listening, speaking, and viewing skills in an independent approach through meaningful interdisciplinary tasks.

The curriculum engages students in analyzing autobiographical nonfiction, speeches, poetry, drama, fiction classic, complex literary and informational texts, and reading works from authors as diverse as William Shakespeare, Virginia Woolf, Kate Chopin, W.E.B. Du Bois, Booker T. Washington, Elie Wiesel, Tim O'Brien Louise Erdrich, Henry David Thoreau, Tennessee Williams, Nikolai Gogol, Malcolm X, and Alex Haley.

American Literature completes the preparation of students for the Comprehensive Examination in English. Skills in vocabulary, spelling, grammar and reading comprehension are reviewed and strengthened. Literature focuses on recurring themes and commentary on American history and culture, with an emphasis on close reading and critical theory. Composition skills such as the organization and development of a multi-paragraph essay will encompass most of the year. Students will research and write a properly documented essay and advocacy campaigns as a major portion of their grade.

English 12: Capstone

English 12 is a course for high school seniors designed to instill the skills necessary for success in college and careers, as well as challenge students to examine who they are and how they fit into the world. Students in English 12, a requirement for graduation in New York State, leave the course being able to do the following:

1. Reflect on basic questions of life with the goal of understanding the world and one's place in it;
2. Articulate and defend critically informed values;
3. Recognize and demonstrate creative thought in producing answers to individual and social questions;
4. Employ close reading, analysis and discussion (oral and written) of significant primary texts in literature, philosophy, rhetoric and journalism;
5. Write powerful, beautiful, and engaging sentences.

Creative Writing:

In Creative Writing we will explore various modes of storytelling including, drama, short-stories, poetry, and personal essays. Students will be welcome to use their voices to direct the course of the class throughout the year. Students who sign up for this class should expect to read and write, daily.

Story & Character Creation

This elective is an introductory course on not only creative writing & story boarding, but also character illustration as well. Students will learn different elements of structuring a story from

plot & settings, to character development while also learning technical drawing skills like portraiture work and anatomy to accurately draw and design the characters they imagine and create. Throughout the course students will watch and read different stories, shows, movies, and novels to examine and deconstruct examples of 3 act story structures and other elements of successful storytelling. Students will regularly participate in group critiques, and creative writing prompts to increase skills in phonics, art, self awareness & expression.

Health

Course	Credit	Length	Grade
Health Education	.5	Full Year	9

Health Education

This course focuses on at-risk behaviors and emphasizes how students can develop prevention skills that ensure health and wellness. With the unhealthy state of our nation, Health gives students strategies to not only improve teen health but to become health literate for a productive, healthy future. This course develops attitudes, skills and behaviors that enhance the quality of life through all aspects of social, mental and physical health. Students will become more knowledgeable regarding decision-making, mental health issues, nutrition, physical fitness, stress management, human sexuality and disease prevention. The effects of all drugs on the human body and on society as a whole are also investigated.

Honors

Course	Credit	Length	Grade
Honors 9	.25	Half Year	9
Honors 10	.5	Full Year	10
Honors 11	1	Full Year	11

Honors 9

Honors 9 is an elective course offered to interested 9th grade students who show, through grades and teacher recommendations, that they are particularly suited for an additional level of expectations and responsibility, even as freshman. As the opening course offering, the 9th grade class establishes the early expectations necessary to complete 4 years of the Honors Program, particularly the critical reading, writing and thinking skills that are the foundation for the courses. Additionally, students examine mindset and the brain, the unique attributes of human beings, and the fundamental notions of intelligence, ability, and success.

Honors 10

Honors 10 is an elective course that is required for students in the honors program. In HON 10, students focus on the use of language. We look at the rhyme, rhythm and meter in poetry as well as sentence structures and the use of language in great speeches and a Shakespearean play. Students learn the fundamentals of rhetoric and the rhetorical situation. Students are required to write reflections for independent reading (two books per year) as well as engage in civic community events, lectures, readings, volunteering etc. (two per year).

Honors 11

In Honors 11, students build on their knowledge base from the previous year and develop their skills in the arena of persuasive writing. Students learn about logical arguments, logical fallacies, and how to write a research paper, as well as reading and writing in various genres, such as allegory and satire. Students are required to write reflections for independent reading (one book per quarter) as well as engage in civic community events, lectures, readings, volunteering etc. (one per quarter).

Humanities

Course	Credit	Length	Grade
Humanities 100*	1	Full Year	12
Junior Seminar*	.5	Full Year	11

*College Credit opportunity.

Humanities 100 (Buffalo State College)

Humanities 100--a year-long college preparatory seminar course taught at Tapestry and offered as a dual-credit opportunity to seniors, in conjunction with Buffalo State College--is divided into two sessions: Session A is taught by the English Department, and focuses on authentic inquiry and the research process; Session B is run by the History Department, focusing on the development of Western thought and civilization.

Honors students at Tapestry are required to complete this course to receive an Honors Diploma through Tapestry; additionally, students preparing to attend a 4-year college are strongly encouraged to complete both sections of this course. Students wishing to receive college credit through Buffalo State must successfully pass both portions of the course. Tuition for credit is \$250 (NOTE: Students are not required to pay for the college credit and can still enroll in the class).

Tapestry seniors are expected to graduate with a deep sense of history, a strong understanding of their community, an emerging understanding of their values, as well as a framework for understanding their place in the world, a wish to make improve the world around them, and an abiding sense of what is required to do so.

Students enrolled in Humanities 100 are also preparing for college, and in doing so are expected to think critically, write properly, and research meaningfully. Humanities 100 imbeds the skills required for college within a meaningful and authentic framework of inquiry.

For half of this course, students will look locally for ways to become advocates for real change. They will learn what it means to examine our community needs, become experts on a specific topic, advocate for change, and propose policy solutions. Specifically, a strong focus on the research process is designed to prepare students for the quality and rigor of work required at the college/university level.

For the other half of this course, students will be examining the history of western thought, art, and culture. This will include three case studies of ancient civilizations - Rome, Greece, and Egypt. We will investigate the ways in which we know about these civilizations including the latest technology that gives us access to the aesthetics of the great thinkers, writers, and artists of the times. We will explore the geography of these cultures and how the civilizations intersected, what effect they had on each other and how new and rich hybrids were created. Finally, we will discover and analyze the ways in which these cultures continue to influence our cultural and intellectual lives.

Junior Seminar (Erie Community College)

This course provides an Advanced Studies Student Skills course given in conjunction with Erie Community College (ECC) designed to provide Tapestry Charter High School (TCHS) students an opportunity to learn and adopt methods and strategies that promote personal growth and success in high school, college, and in life. Topics include, but not limited to: learning styles, problem-solving and creativity, cultural diversity, time/task management, financial literacy, bibliographic instruction, methods of inquiry and critical thinking, academic policies, and procedures.

Math

Course	Credit	Length	Grade
Common Core Algebra I (with lab)	1	Full Year	9
Common Core Geometry	1	Full Year	9, 10, 11
Common Core Algebra II*	1	Full Year	10, 11, 12
Financial Algebra	1	Full Year	11, 12
Applied Algebra	1	Full Year	10, 11, 12
Pre Calculus*	1	Full Year	11, 12

Survey of Mathematics*	1	Full Year	12
Calculus I*	1	Full Year	12
Statistics*	1	Full Year	12

*College Credit opportunity.

Common Core Algebra I (with lab)

This course is aligned to the New York State Standards and is a prerequisite for taking the Algebra I Regents exam. This course will assist students in developing skills and processes necessary to think abstractly in subsequent mathematics courses.

Common Core Geometry

Prerequisites: Successful completion of Common Core Algebra I

This course is aligned to the New York State Standards and is a prerequisite for taking the Geometry Regents exam. This course is meant to deepen students' intuitive understandings of geometric relationships and teach students how to logically prove that their conclusions follow from their hypotheses.

Common Core Algebra II *Erie Community College*

Prerequisites: Successful completion of Common Core Algebra I and Geometry

This course is aligned to the New York State Standards and is a prerequisite for taking the Common Core Algebra II regents exam. This course is a continuation and extension of Geometry and Common Core Algebra I.

Financial Algebra

Prerequisites: Successful completion of Common Core Algebra I, Pre-Geometry, or Applied Algebra

Financial Algebra is a course that investigates Algebra concepts through the lens of finance. In this course, students will learn about bank accounts, credit cards, loans, and other finance topics.

Applied Algebra

This course is aligned to the New York State Standards and prepares students to take the Common Core Algebra I exam. Through an extension of the Common Core Algebra curriculum students will be able to apply their knowledge of algebra to their daily lives and real life events.

Pre-Calculus *Erie Community College*

Prerequisites: Successful completion of Common Core Algebra, Geometry and Common Core Algebra II

Pre-Calculus is a course designed to bridge the gap between Algebra II and Calculus. Students will be exposed to advanced mathematical concepts, including conics, matrices, vectors, and limits, that will prepare them for advanced college level math courses.

Survey of Mathematics *Erie Community College*

Prerequisites: Successful completion of Common Core Algebra 1, Pre-Geometry, or Applied Algebra

This course is intended to enable students to view mathematics as a part of their life experience by solving real-world problems using a modeling and function approach. Major topics include an introduction to functions; an investigation of elementary functions through modeling and analyzing real data, and an applications approach to building and solving systems of linear equations.

Calculus I *Erie Community College*

Prerequisites: successful completion of Common Core Algebra 1, Common Core Geometry, Common Core Algebra II, and Pre-Calculus

The first of a sequence of college math calculus classes. This course focuses on functions in a single variable with topics including limits, differentiation, continuity, graphing, logarithm, exponential and inverse trigonometric functions, related rates, optimization problems, mean value theorem, l'Hospital's rule, anti-differentiation, and the definite integral.

Statistics *Erie Community College*

This course is a focused study on introductory statistics that will deepen and strengthen the skills learned previously in high school. The course will include graphing statistical data, determining measures of central tendency and dispersion, probability, normal distribution, as well as analyzing data.

Music

Course	Credit	Length	Grade
Modern Band	.5	Full Year	9, 10
Guitar	.5	Full Year	11, 12
Drumset	.5	Full Year	11, 12
Rap and Hip Hop	.5	Full Year	11, 12

Modern Band

Intended for grades 9-10. No prior experience needed.

Modern band refers to a performing ensemble that specializes in studying, playing, learning, rehearsing, and presenting popular music styles from the 1960s to the present. The primary focus is on areas such as rock, pop, hip hop, rap, folk, r & b, and blues. Prominent instruments include electric guitar, acoustic guitar, piano, drums, bass, and vocals. Classes will generally fall into two categories: A) skill acquisition, and B) rehearsal. Skill acquisition refers to the rudiments of playing a particular instrument. These rudiments include basic note reading,

rhythmic imitation, simple improvisation, and technical practice. We work on skills through method books, etudes, and musical exercises. The second category, rehearsal, refers to taking parts from various instruments and putting them together into a cohesive musical unit. The rehearsal component cannot happen until the student has a rudimentary understanding of the instrument. Rehearsal will involve following the conductor (teacher) to help the instruments play together.

NOTE - We must limit the capacity of this class due to limited resources. We only have three amps, two drum sets, two speakers, and limited microphones. I cannot conduct a rehearsal with more than 14 students because we will not have enough resources to have each student fully participate.

Guitar

This class is open to students who have never played guitar but are curious to learn, as well as students who have been playing for years and would like to learn more. We will cover the basics of guitar technique and performance, including playing melodies and chords. The goal of this class is for students to leave at the end of the term with the ability to perform one or more of their favorite songs with ease.

Drumset

This class is open to students who have never played drums but are curious to learn, as well as students who have been playing for years and would like to learn more. We will cover the basics of drumset technique and performance and learn a variety of different drum beats from styles including hip hop, rock, and pop. The goal of this class is for students to leave at the end of the term with the ability to play a variety of drum beats and to feel comfortable playing them in the context of a band.

Rap and Hip Hop

In this class, we will learn about, discuss, and have opportunities to compose and perform a variety of Hip Hop styles. Open to all students who are curious to learn more about Rap and Hip Hop’s history and development, as well as those who are interested in developing their skills as artists in this great American musical genre.

Physical Education

Course	Credit	Length	Grade
Physical Education 9-12	.5	Full Year	9, 10, 11, 12
Physical Fitness*	.5	Full Year	11, 12
Weight Training I*	.5	Full Year	11, 12
Yoga and Meditation*	.5	Full Year	11, 12

*College Credit Opportunity

Physical Education

Physical Education is a required subject for all students in grades K-12. At the high school level, students will obtain the knowledge and essential skills to participate in a variety of healthy activities; understand and appreciate the benefits of maintaining a healthy lifestyle; understand how to evaluate and access resources in their community to pursue a healthy and active life while experiencing a wide range of physical activities.

Physical Fitness (Erie Community College)

This course in physical fitness is designed to be a combination of vigorous activity and lifetime activities. Areas to be incorporated will be fitness testing, flexibility, cardiovascular endurance training and circuit training. Lifetime activities to be incorporated include power walking, golf, archery, snowshoeing.

Course Outcomes

Upon completion of this course, the student will be able to:

- State the purpose and methods to perform fitness testing.
- Analyze fitness testing results and recommend appropriate areas of improvement.
- Explain the differences between the different types of training: endurance, circuit, strength, flexibility.
- Demonstrate proper technique in 5 different lifetime activities.
- State the importance of an active lifestyle.
- Identify places in the community where they can continue to practice.

Weight Training I (Erie Community College)

A course designed to provide the student with a basic knowledge of proper weight training techniques and the relationship of weight training to achieve overall fitness using weight training machines.

Course Outcomes

Upon completion of this course, the student will be able to:

- Demonstrate proper form for 15 exercises.
- Explain the basics of weight training techniques
- Demonstrate proper spotting techniques
- Demonstrate and explain property etiquette in a weight room
- State the benefits of weight training and how it helps achieve overall fitness
- Create a 8 week weight training program.

Yoga and Meditation (Erie Community College)

A course designed to teach the student a variety of yoga postures and yoga breathing techniques to help contribute to their overall fitness, with an emphasis on stretching the muscles and strengthening the body's core.

Course Outcomes

Upon completion of this course, the student will be able to:

- state the eight limbs of yoga with greater emphasis on the first four; yamas, niyamas, asana, pranayama;
- state the benefits of a daily practice and what constitutes a balanced practice;
- state the benefits of integrating a holistic yoga practice into their daily life, including healthy eating;
- demonstrate 15 basic poses, identifying the muscles involved in the pose, benefits of the pose, proper alignment and integration of the breath while coming into and out of the pose;
- state the importance of and demonstrate the complete breath; diaphragmatic breathing, 2:1 breathing and kapalabhati breathing;
- state the benefits of and demonstrate the methods available to focus, still and quiet the mind.

Science

Course	Credit	Length	Grade
Regents Living Environment (with lab)	1	Full Year	9
Regents Earth Science (with lab)	1	Full Year	10
Regents Chemistry (with lab)	1	Full Year	9, 10, 11
Regents Physics (with lab)	1	Full Year	10, 11, 12
Chemistry Non- Regents	1	Full Year	11, 12
STEAM	1	Full Year	11, 12
Biomedical Science	1	Full Year	12
AP Biology (with lab)**	1	Full Year	11, 12
AP Physics (with lab)**	1	Full Year	11, 12

**Potential College Credit Opportunity

Regents Living Environment (with lab)

This course is designed to increase the students' understanding of the living world in which they live. Students will be able to explain and contrast important biological concepts such as the living cell, human physiology, reproduction, genetics, and ecology. Students will become adept at generating and running scientific experiments.

Regents Earth Science (with lab)

This course presents a modern view of Earth Science that includes the study of astronomy, meteorology, climatology, and geology. Major concepts studied include: the conservation of mass energy; the sun earth energy system; dynamic equilibrium; cyclic changes; the principle of uniformitarianism - the present is the key to the past and the future. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of the natural phenomena.

Regents Chemistry (with lab)

This course will study the basics of chemistry, including: the composition of matter, properties and structure of matter and the change which matter undergoes and the energy accompanying those changes.

Regents Physics (with lab)

This course will study the application of mathematics to the natural world. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena.

Chemistry Non- Regents

Chemistry is an inquiry-based course that studies matter and the changes that matter undergoes. Many of the course concepts will be explored in a safe, structured laboratory setting, giving students hands-on experience as they develop an understanding of the interconnections between science, technology, society, and the environment.

STEAM

This course is designed to expose students to an arts-integrated exploration of physics, engineering, robotics, and programming with an emphasis on social justice issues in science-related topics. Students will learn to use various programming platforms, build their own robots using Lego Mindstorms and Arduino, create crash test cars, and pointlessly complex machines. Students will also engage with culturally relevant topics as they learn about who does science and then embark on their own independent science projects.

Biomedical Science

Biomedical science includes scientific knowledge of biology as it relates to health care. In this course, you will study anatomy and physiology of the human body, look at epidemiology and the study of diseases, nutrition and kinesiology. You will learn skills that will help develop a

foundation in a future career within the biomedical field. The course culminates with a hands-on laboratory practical.

AP Biology (with lab)**

AP Biology is an introductory college-level biology course. Students expand their knowledge of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions of organisms. The course ends with a cumulative AP exam which may grant college credit depending on your college choice. Students enrolled in this course are expected to take the AP Bio exam and will be responsible for the \$97 exam fee.

AP Physics (with lab)**

In this advanced placement course (for potential college credit), students will Learn about the foundational principles of physics as you explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. You’ll do hands-on laboratory work to investigate phenomena. Students enrolled in this course are expected to take the AP Bio exam and will be responsible for the \$97 exam fee.

Social Studies

Course	Credit	Length	Grade
Global History & Geography I	1	Full Year	9
Global History & Geography II	1	Full Year	10
US History & Government	1	Full Year	11
Participation in Economics & Government	1	Full Year	12
“Say it Loud!” -- Social Justice and Me	.5	Full Year	11, 12
History of WWII	.5	Full Year	10, 11, 12
Western Civilization*	.5	Full Year	11, 12

*College Credit Opportunity

Global History & Geography I

Prerequisite: Enrollment as a freshman

Global History and Geography is designed to meet the state syllabus that requires a Regents exam to be passed following completion of Global History and Geography II. This course is taught in a chronological format and covers ancient times to the Age of Absolutism.

Global History & Geography II

Prerequisite: Prior enrollment in Global I class

This course is designed to continue the work begun in Global History & Geography I and its emphasis is on the modern era. This being said, this course examines history through three lenses: “revolutions”, “imperialism leads to war” and “history of human rights”. This course concludes with all students sitting for the NYS Global History and Geography II Regents exam.

US History & Government

Prerequisite: Prior enrollment in Global I and Global II classes

This course is designed to meet the requirements of the revised New York State syllabus in U.S. History & Government. Current events and their relationship to concepts in U.S. History are included with an emphasis on sharpening the basic skills of reading comprehension, writing, graph interpretation, and map reading. A Regents exam in U.S. History & Government will be given following the completion of this course.

Participation in Economics & Government

Prerequisite: Prior enrollment in Global I and II, and US History classes

Participation in Government and Economics is the civics and economics capstone of a student’s K–12 social studies experience. Students will learn concepts of government and politics including the electoral process, rights and responsibilities of citizenship, civil liberties, the three branches of government, separation of powers and checks and balances. Students will also learn about the fundamental concepts of economics as well as a unit on personal finance. The focus of the course is to develop critical thinking skills that will serve the student in college and career choices.

“Say it Loud!” -- Social Justice and Me

This course is designed to introduce students to the intersection of Black History and social justice issues. This course is grounded in a historical perspective of how the world has shaped our past and our present, with a critical outlook to how we can impact our future. This course will enable students to analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. In addition, this course will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries.

Through a social justice lens, this course will provide a foundation for participants to explore justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice of structures. Through multiple learning opportunities including media sources, community engagement, guest presenters and selected texts participants will understand how individuals operate within our world through various interactions and relationships structured by sociability, belonging, and responsibility. Course participants will be challenged to think critically and expansively about the social world and the conditions of humanity and assist them in discovering their ability to create positive change in their own world.

History of WWII

This class is designed to give students a comprehensive understanding of the causes leading up to WWII, major events during the war itself, and major shifts in global politics, society, economics, and technology as a result of the war. Students will use research based methods to gain a deeper understanding of five major themes regarding the Second World War. Students will demonstrate research during “conferences” where they will give a “Ted Talk” on their research.

Western Civilization *Erie Community College*

Prerequisite: Prior enrollment in Global I and II classes

Through the study of archaeology, literature, art, historical and scholarly text, students will learn about the cultures of the Classical Age including Egypt, Greece, and Rome and their role in shaping Western Civilization. We will analyze how geography affected these civilizations as well as how these civilizations interacted and affected each other through the process of cultural diffusion.

Spanish

Course	Credit	Length	Grade
Spanish 1	1	Full Year	9
Spanish 2	1	Full Year	9, 10
Spanish 3	1	Full Year	10, 11, 12
Spanish 4*	1	Full Year	11, 12
Spanish 5*	1	Full Year	11, 12

*College Credit Opportunity

Spanish 1

Spanish 1 balances grammar and communication in Spanish. Relevant themes such as friends, family, school, and leisure activities, are designed around the students and the world around them to facilitate language learning. Students also study cultural aspects of various Spanish speaking countries and regions. *For students taking Spanish 1 in 8th grade, they are required to pass **both** the course and the Spanish proficiency exam with a 65 or higher in order to receive course credit and will not move on to Spanish 2 without passing of these.

Spanish 2

Prerequisite: Spanish 1 and successful completion of Spanish Proficiency

Spanish 2 revisits the themes of students and the world around them while balancing grammar and communication in Spanish. The students expand their vocabulary, grammar, and cultural

understanding as they revisit each theme in greater depth, and engage in cross-curricular units of study as connected to Learning Expeditions.

Spanish 3

Prerequisite: Successful completion of Spanish 2

Spanish 3 consists of more abstract grammar and more variety in vocabulary, including travel, vacation planning, clothing and shopping. Activities combine communication, grammar study, and cross-curricular content as connected to Learning Expeditions. Students must earn course credit and pass the year-end exam as part of their requirements for an Advanced Regents diploma.

Spanish 4 *Buffalo State College 201*

Prerequisite: Successful completion of Spanish 3

This elective-level course is a review of grammar and an evaluation in the reading of Spanish texts. Students will prepare written and oral presentations. The aim of the course is to expand the vocabulary and improve oral comprehension and communication, as well as units of study connected to Learning Expeditions.

Spanish 5 *Buffalo State College 202*

Prerequisite: Successful completion of Spanish 4

This elective-level course challenges students with continuation of the grammar structure of the Spanish language with emphasis on the subjunctive mood and compound indicative tenses. Students will be required to prepare written and oral work that is focused on comprehension of the text with a level of vocabulary and sentence structure that is at a level of fluency.

Technology

Course	Credit	Length	Grade
Drones	.5	Full Year	10, 11, 12
Social Media Marketing 101	.5	Full Year	10, 11, 12

Drones

The goal of the course will be to prepare our HS students to take the *FAA Part 107 UAS Pilot Exam*. The course will cover topics such as: Advanced Safety Features, Video and Photography, Basic Mapping, Charts & Airspace, Drone Purchase Decision, Fixed Wing or MultiRotor, How to Fly, Insurance, Job Market, Payload, Safety Guidelines, Sensors, Typical Advanced Features, and Uses and Applications. Once a student is FAA Certified, there are many opportunities to gain.

Social Media Marketing 101

This elective course is structured to give students a deep dive in the already familiar world of social media, but from the lens of an entrepreneur/content creator. Students will be exposed to advertising, and marketing techniques and how social media can be a tool to reach and connect

with a target market that has an interest in their specific niche of personal brand or business. This course would be most beneficial to students who have an interest in marketing their skill/passions, growing their social media following, or plan to create content as a form of income online.

Visual Art

Course	Credit	Length	Grade
Studio Art 1	.5	Full Year	9
Studio Art 2	.5	Full Year	10
Public Art	.25	Half Year	11, 12
Art of Hustle	.25	Half Year	11,12
Drawing & Painting	1	Full Year	11, 12
Illustration	1	Full Year	11, 12
Graphic Design I	1	Full Year	11, 12
Graphic Design II	1	Full Year	11, 12

Studio in Art 1 (grade 9)

This is a foundation course with a thematic approach that covers history, aesthetics, criticism and the production of art. A sampling of all media, 2-dimensional and 3-dimensional is offered. Students not only create work's, but also have the opportunity to reflect orally and in writing about the nature and content of their art. Artworks will be created with digital and traditional mediums.

Studio in Art 2 (grade 10)

In this course students continue to explore 2-dimensional art work in a variety of media with a focus on drawing and painting. Through the creative process, art history, aesthetics, and criticism, students further develop and strengthen their skills and individual style. This continuation of visual art foundations offers students a thematic approach to the production of art through a series of projects designed to broaden knowledge and build confidence. Students participate in written design reflections and peer critique to communicate the nature and content of their art and that of master works.

Public Art (grades 11 & 12)

Public Art is an interactive and project-based elective that provides students the opportunity to work collaboratively with peers and the school community. Public Art extends the opportunity for community engagement and integrating a wide range of artwork into publicly accessible

spaces. Students will work in a variety of mediums including but not limited to: murals, poster design, street art/ graffiti art, beautification of spaces (indoor/outdoor), and much more. The goal is to create spaces for dialogue where diverse communities can socially engage. ***Students in this course should have previously taken Studio in Art 1 and 2. This class is offered Semester 2.***

Art of Hustle (grades 11 & 12)

In this course, students will learn the fundamentals of creating products for marketing and commercial use. Students will explore how the design process focuses on creating ideas, generating prototypes, and ultimately, understanding how to turn them into products. The essential elements of the design process - ideation (finding connections); conceptualization (sketching, sketch modeling); and prototyping (modeling for testing concepts) - are unpacked and experienced through a series of projects that expand the students' 2D and 3D skills in preparation for marketing and commercial products. ***Students in this course should have previously taken Studio in Art 1 and 2. This class is offered Semester 1.***

Drawing & Painting (grades 11& 12)

A third year course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Studio in Art. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. Students in this course should have already taken Studio in Art 1 and 2. Students interested in receiving college credit for Drawing 1 & Painting 2 through ECC need to speak to the instructor and guidance to determine eligibility and submit the required application.

Illustration (grades 11 & 12)

This course introduces students to more advanced drawing strategies, concepts, and specialized illustration techniques. Students will study and analyze popular illustration styles and techniques from a variety of historical works, movies, comics, and graphic novels. Students will expand their skills and learn the necessary tools to create illustrations in both traditional and digital formats. Subject matter ranging from still life, nature, perspective, human forms, and character design will be covered. ***Students should have completed Studio in Art 1 prior to this course.***

Graphic Design I (grades 11 & 12)

This course introduces students to graphic design principles and explores the fundamentals of various software applications, such as Adobe Photoshop and Illustrator. Students will expand their digital art skills and learn the necessary tools and techniques to create art using digital media. Students work primarily on Mac computers to create works of art. Subject matter includes photography, photo manipulation, advertisement layouts, working with digital art tools, working in layers, perspective, human forms, design, thematic art projects, and art history.

Graphic Design II (grades 11 & 12)

This course is a continuation of Graphic Design I. It is designed to give the student more hands-on experiences in developing skills with tools, materials and professional methods for creating professional visuals. Students will use problem solving skills and techniques, and gain an understanding of basic layout composition and color theories in print, web, and video. Students develop concepts with rough layouts and comprehensive layouts on assigned projects including creation of their own business package. ***Students in this course should have previously taken Graphic Design I or Photoshop.***