

**BHS
PROGRAM OF STUDIES
2023-2024**

BRIGHTON



BELIEVES

**INTEGRITY
RESPECT
RESPONSIBILITY
KINDNESS
SELF-CONTROL**

ADMINISTRATION & STAFF

Main Office

242-5000

Principal:	Tom Hall	242-5000 ext. 4500
Administrative Assistant:	Deborah Kapp	242-5000 ext. 4507

Assistant Principals:

Grade 9-12 (A-G)	Matt Comeau	242-5000 ext. 4501
Grade 9-12 (H-O)	Teresa Mosher	242-5000 ext. 4503
Grade 9-12 (P-Z)	Ashley Edwards	242-5000 ext. 4502
Administrative Assistants:	Tonia Armstrong	242-5000 ext. 4505
	TBD	242-5000 ext. 4506

Directors:

Physical Education and Health	Nate Merritt	242-5000 ext. 4575
Administrative Assistant:	Lori Minnehan	242-5000 ext. 4576

VPA, Instructional Technology, and Data Compliance

	Tracie Glazer	242-5000 ext. 4585
Administrative Assistant:	Charlotte Kimberly-Haag	242-5000 ext. 4586

Department Coordinators & Facilitators:

Art	Sarah Jezsu	242-5000 ext. 3436
Business	Sam Rizzo	242-5000 ext. 4607
Computer Science	Tracy Pearce	242-5000 ext. 4611
Counseling	Jennie Viggiani	242-5000 ext. 4608
English	Trish Annese	242-5000 ext. 4609
Foreign Language	Rachel Rivera	242-5000 ext. 4610
Mathematics	Tracy Pearce	242-5000 ext. 4611
Music	Sarah Staebell	242-5000 ext. 4612
Physical Education	Sara Feltes & Juli Molnar	242-5000 ext. 4613 242-5000 ext. 4580
Science	Sean Metz	242-5000 ext. 4614
Social Studies	Adam Hiller	242-5000 ext. 4615
Special Education	Erin Vanstrom & Ben Vick	242-5000 ext. 4616 242-5000 ext. 4616
Technology Education	Brian Darling	242-5000 ext. 4617
Instructional Leaders:	Becky Wiggins (ELA)	242-5000 ext. 7444
	Andrea Doyle (Math)	242-5000 ext. 7175
	Alpa Khandhar (Science)	242-5000 ext. 7252
	Jennifer Pacatte (SS)	242-5000 ext. 7339

SUPPORT PERSONNEL

High School Counselors:

Keri Crowley	242-5000 ext. 4530
TBD	242-5000 ext. 4528
Holly Juliano	242-5000 ext. 4531
Travis Figueroa	242-5000 ext. 4532
Courtney Stern	242-5000 ext. 4529
Jennie Viggiani	242-5000 ext. 4527
Tricia Zeller (AIM)	242-5000 ext. 4536

Family Navigator:

Meg Goodman	242-5000 ext. 4537
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Prevention/Intervention Specialist:

Lance Mitchell	242-5000 ext. 4535
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School Psychologists:

Erin Merydith	242-5000 ext. 4533
Heather Gabriel	242-5000 ext. 4534

Counseling Center Secretaries:

Sandy Hellman	242-5000 ext. 4525
Jane Ingle	242-5000 ext. 4526

High School Registrars:

Mary Ellen Schultz	242-5000 ext. 4509
Josie Leyens	242-5000 ext. 4510

2023-2024 Program of Studies

Table of Contents

Administration & Staff List	1
Diploma Guidelines and Graduation Requirements	4
Course Level Classification	8
Program Planning/Schedule Changes	9
Optional Opportunities	11
Support and Intervention	13
Business	17
Work Based Learning	22
English	25
English as a New Language (ENL)	34
Health	37
Math	38
Computer Science	44
Mountain Bound	47
Physical Education	49
Science	50
Social Studies	57
Technology	67
Visual and Performing Arts	73
Visual Arts	73
Music	79
Theatre Arts	84
Language	85
World	85
EMCC	95
Course Master List	100

FORMAT OF THE PROGRAM OF STUDIES BOOKLET

Course descriptions are grouped by departments. Each department's section begins with an introductory paragraph outlining the general purposes of instruction pertaining to all courses in that department. Each course description begins with the course title, course number, level designation where applicable, meeting pattern, and is followed by a paragraph outlining the content of the course. Charts diagramming the curriculum of some departments will be found within their respective sections of the *Program of Studies*. These charts show sequential groupings or recommend programs within a subject area.

GRADUATION REQUIREMENTS

Class of 2024 (Students entering Grade 9 in September 2015 and beyond)

Local Diploma	Regents Diploma	Regents Diploma with Advanced Designation
Required Courses English4 Social Studies.....4 Math**3 Science**3 LOTE* 1 The Arts (Music, Theater, Art).....1 Physical Education.....2 Health.....½ Electives.....3 ½ TOTALS..... 22	Required Courses English.....4 Social Studies.....4 Math**3 Science**3 LOTE*1 The Arts (Music, Theater, Art).....1 Physical Education.....2 Health.....½ Electives.....3 ½ TOTALS..... 22	Required Courses English4 Social Studies.....4 Math**3 Science**3 LOTE*3 The Arts (Music, Theater, Art).....1 Physical Education.....2 Health..... ½ Electives.....1 ½ TOTALS.....22
Required Regents Exams*** English Language Arts Global History & Geography U.S. History & Government One Mathematics exam (Integrated Algebra, Geometry, or Algebra 2) One Science exam Notes: • Students with disabilities who score 55-64 on any of the required Regents exams may earn a local diploma. • Students who successfully appeal two Regents examination scores within 3 points of the 65 passing score and who meet the other requirements of the appeals process may earn a local diploma. • Students with disabilities may use the Compensatory Safety Net. (see below)****	Required Regents Exams (passing score of 65)*** English Language Arts Global History and Geography U.S. History and Government One Mathematics exam (Integrated Algebra, Geometry, or Algebra 2) One Science exam	Required Regents Exams (passing score of 65)*** English Language Arts Global History and Geography U.S. History and Government Three Mathematics exams (Integrated Algebra, Geometry and Algebra 2 /Trigonometry) Two Science exams (one in Life Science and one in Physical Science) LOTE Notes: • Students earning a five-unit sequence in Career and Technical Education or The Arts are exempt from the LOTE requirements. Students with disabilities who are exempt from the LOTE requirements as indicated on the IEP may earn the Advanced Designation as long as the required number of credits to graduate is met.

* A student identified as having a disability which adversely affects the ability to learn a language may be exempted from the LOTE requirements if the student's Individualized Education Program states that such requirements are not appropriate.

** An integrated course in Mathematics/Science/Technology may be used as the third required unit of credit in either mathematics or science when the course is taught by a certified MST teacher and it meets the commencement level of the NYS standards for Math, Science, and Technology.

*** Alternative assessments approved by the Commission of Education may be used in place of the required state assessments.

**** Students with disabilities who score 45-54 on a required Regents exam (except ELA and Math) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or higher on the ELA and Math Regents exams. In addition, the student must pass the course in which he/she earned a score of 45-54 and have satisfactory attendance.

Diploma “With Advanced” Designation

The words “with advanced” may be added to the Regents Diploma or the Regents Diploma with Advanced Distinction. To earn honors, a student must achieve an average of 90% or higher in all Regents examinations, or their equivalent, required for the diploma. Averages below 90% shall not be rounded upward to 90%.

DUAL CREDIT OPPORTUNITIES WITH LOCAL COLLEGES

The Brighton Central School District has partnered with Syracuse University and Monroe Community College to offer our students the opportunity to earn college credit at a reduced tuition rate while earning their high school diplomas. Dual credit courses are taught by Brighton High School faculty who are approved by and work closely with college faculty to ensure that our courses are equivalent to those offered on the college campuses. Students wishing to obtain dual credit will be required to pay tuition at the reduced rate and register with the college associated with the course offering. Details will be provided to students by their teachers.

The following dual credit courses will be offered:

Syracuse University: College Economics

Monroe Community College: Personal Keyboarding/Microsoft Office, Entrepreneurship, Personal Finance & Careers, Leadership Seminar, Technical Drawing (CAD), Calculus III, Optics and Physics Principles, French 4 and 4H, Senior French, AP French, German 4 and 4H, AP German, Spanish 4 and 4H, Senior Spanish, and AP Spanish

NCAA COURSE REQUIREMENTS

Athletes considering playing a sport for a Division I or Division II college should pay careful attention to the courses they choose and whether or not they meet NCAA eligibility requirements. NCAA now requires that 10 core subject credits be earned by the end of junior year with a GPA of 2.3 to play. The following courses DO NOT meet NCAA requirements:

Leadership Seminar
Essentials of Algebra
Principles of Economics
Principles of Chemistry

Introduction to Film Studies
Essentials of Living Environment
Optics and Physics Principles

STUDENTS WITH DISABILITIES

SKILLS & ACHIEVEMENT COMMENCEMENT CREDENTIAL

Beginning with the 2013-14 school year and thereafter, the NYS individualized education program (IEP) diploma has been replaced with the Skills & Achievement Commencement Credential for students who are eligible to take the NYS Alternate Assessment (NYSAA).

The Skills & Achievement Commencement Credential will provide this group of students who are exiting school after attending at least twelve years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills & Achievement Commencement credential must be accompanied by the documentation for the student's skills, strengths, and levels of independence in academic, career development and foundation skills needed for post-high school living, learning, and working.

NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES COMMENCEMENT CREDENTIAL (CDOS)

This is for students other than those who are assessed using the NYS Alternate Assessment.

- The student is required to complete a career plan; demonstrate attainment of the commencement level CDOS learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily complete the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work based learning (54 hours) and to have at least one completed employability profile;

-OR-

- The student meets criteria for a national word readiness credential. This credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding kindergarten.

GUIDELINES FOR GRANTING BRIGHTON HIGH SCHOOL DIPLOMAS

A Brighton High School diploma will be granted only to students registered in Brighton High School at the time of completion of New York State graduation requirements. In general, all such requirements for graduation shall be completed through the program of studies approved by the Board of Education in the *Program of Studies* booklet.

Exceptions to the above may be considered by the principal. Requests for exceptions must be submitted in writing to the principal and approval must be granted prior to the beginning of the course or courses in question.

Exceptions shall include, but are not be limited to the following:

- a) Students may complete up to one (1) high school unit or equivalent at any accredited institution in the summer following their senior year and still be a member of that graduating class. If completed later, date of graduation would be the June following the completion of graduation requirements.
- b) Students may complete up to one (1) high school unit or equivalent at any accredited college while enrolled in high school and have this credit used to meet the graduation requirements at Brighton High School.

STUDENT LOAD REQUIREMENTS

All students shall carry a minimum of five (5) subjects plus physical education per semester. **Taking six courses is strongly recommended.**

MEANING OF CREDIT

A student earns a credit for successfully completing a course. After successful completion of a full-year course, a student earns 1 credit, and for a semester course a student earns 1/2 credit.

PROMOTION

Guidelines for grade level classification are based on the following table:

5 credits	10 th grade standing
11 credits	11 th grade standing
16 credits	12 th grade standing

COURSE LEVEL CLASSIFICATION

To assist students and parents in making course selections, all courses at Brighton High School have been categorized into levels based on the degree of teacher support, expectations for student independence, and academic rigor inherent to the course.

- Level 1 -** Courses at this level are designed for students who need targeted academic support from teachers as they develop independence with essential skills in the subject area. These classes are typically smaller so more individual assistance can be given to students.
- Level 2 -** Courses at this level are designed for students who have developed basic skills in the subject area, but continue to benefit from focused teacher support as they move towards greater degrees of independence.
- Level 3 -** Courses at this level are designed for students who have developed independence in the essential skills in the subject area and who seek out opportunities to be challenged academically.
- Level 4 -** Courses at this level are designed for students who are highly independent learners and who are prepared to engage in rigorous academic work.

HONORS

These are special sections of courses in some subject areas offered to selected students who possess the necessary capability and interest to go beyond the normal course of study and to more deeply explore related topics.

ADVANCED PLACEMENT COURSES (AP)

Advanced Placement (AP) courses are recommended for students who have excelled in previous courses of the same or similar discipline. A student taking an AP course is expected to take the AP exam. The fee for each exam (set by the Education Testing Service) for the 2022-2023 academic year was \$97.

Advanced Placement courses and examinations are developed for the College Board by the Educational Testing Service (ETS), a private non-profit agency in Princeton, NJ. The exams are administered in May in schools throughout the world.

In June, the examinations are graded on a five-point scale: 5 = extremely well qualified, 4 = well qualified, 3 = qualified, 2 = possibly qualified, 1 = no recommendation. In July, the grades are sent to the students, their designated colleges, and their high schools. High achievement in these courses may result in college credit, advanced placement in college courses, or both. AP courses cannot be taken pass-not passed.

STEPS IN PROGRAM PLANNING

Each year, with the help of their parents, teachers, and counselors, students plan their high school program for the year ahead. The steps in this process are outlined below:

STEP 1: December - Teachers present information about course offerings for the coming school year to students. Options for the next school year are shared with students through their current classes in each discipline. Teachers make recommendations to the counseling staff based upon the student's current progress, interest, motivation, and potential in that discipline. The middle school invites the high school counselors to meet with current eighth graders to inform and advise them about ninth grade options.

STEP 2: December - The *Program of Studies* booklet is made available on-line. Students study the booklet with their parents and develop a tentative program for the coming year. Teachers and department coordinators provide further details about curricula. Once the *Program of Studies* is published, a letter will be sent home advising you to begin discussions with your student about possible course selections for the following year.

STEP 3: December/January - Departmental recommendations are prepared by teachers. These recommendations are based upon past achievement, test data, estimates of interest and motivation. These recommendations represent the best judgment of the school regarding the student's educational program. The choice of accepting these departmental recommendations rests with the student and their parents/guardian. **The course recommended by the teacher will be used to plan a student's schedule, unless a parent/guardian requests otherwise.**

STEP 4: January-March - Through counseling seminars, students in ninth, tenth, and eleventh grades complete their program plans for the following year, choose electives, and answer questions under the advisement of their current teachers and counselor. The 8th grade counselor assists the eighth graders in the completion of final program plans during the same period. Once course selections are made, parents and students will be informed of current course request details by March 25th. Please review these course selections with your student and contact their counselor by April 26th.

STEP 5: Course requests for the entire school are tabulated and these enrollment figures are used by department coordinators and administrators to make final decisions about course offerings and the number of sections required for the coming school year. **In general, courses with fewer than 15 students will not be offered.** Students who elected to take courses that are not offered due to low enrollment will be notified so alternate selections can be made. Based upon this information, the master schedule for the school is designed.

PROGRAM CHANGES

Throughout program planning, stress the importance of making wise and sound decisions regarding course selections.

Program Planning Timetable

<i>Program of Studies</i> booklet made available	December
Teachers discuss course recommendations with students	December/January
Students make initial course selections for 2023-2024	January-March
Student verification forms mailed home	March
Final copy of schedule on Parent Portal	Mid-August

Students are permitted to change schedules (add/drop a class) for the first two cycles (12 school days) of the school year/semester. After the completion of the second cycle, students must submit a request to the Schedule Change Committee. There is no guarantee that a request will be approved. Level changes require the completion of a Level Change Form. Students should meet with their counselor to discuss the submission of a level change form.

**The Schedule Change Committee is made up of a parent, teacher, student, assistant principal, and school counselor.*

OTHER SCHEDULING OPTIONS

PASS-NOT PASS GRADING OPTION (P-NP)

Juniors and seniors may elect one unit of credit each year on a Pass-Not Passed grading basis. Sophomores may take 1/2 unit of credit per year on a Pass-Not Passed basis. Freshmen are not allowed to take any courses on a P-NP basis. Credit for P-NP courses will count toward the 22 credits needed to graduate. However, it may not be used for any courses required for graduation, nor can it be used for AP classes. Pass-Not Passed course grades are not included in computation of cumulative average.

CREDIT BY EXAMINATION

As part of the REGENTS ACTION PLAN, students may earn a maximum of 6 1/2 units of credit for either a Regents or local diploma through the credit by examination alternative. Students interested in this option should discuss the option with a counselor and department coordinator. Requirements for the credit by examination include a pretest, application, completion of a project, and by scoring 85% in class, 85% on the pretest, and 85% on the state-prepared or approved examination. The credit by examination is for students who have received substantially equivalent instruction to that offered at Brighton High School.

OTHER CREDIT OPPORTUNITIES

VOCATIONAL-TECHNICAL COURSES

Vocational-Technical courses for Brighton High School students are provided at the Eastern Monroe Career Center (EMCC). Students interested in any of the variety of offerings should make arrangements through their counselor after studying the course description appearing in this booklet and at www.monroe.edu/emcc. Students planning to attend the EMCC should allow approximately 4 periods per day of class time at Brighton High School. (A student must show evidence of strong interest in the occupational area and be passing required subjects for graduation, in grades 9 and 10).

HIGH SCHOOL IN ISRAEL PROGRAM

AMHSI Semester Program

Alexander Muss High School in Israel is the only non-denominational, co-educational English language study abroad program for high school students in Israel. The Alexander Muss High School in Israel program was founded in 1972 and boasts over 20,000 alumni. AMHSI provides high school sophomores, juniors and seniors with the opportunity to spend their first or second semester in Israel at the Eshel Hanassi campus.

Students enrolled at the Alexander Muss High School in Israel enjoy independence and freedom within a structured and supportive system with professional staff, caring teachers and dedicated counselors. Our General Studies department is designed to help students' complete assignments in subjects, mandatory or elective, required by their home school. General Studies courses are taught by highly qualified teachers, ensuring that when students return to the U.S., they are immediately able to re-enter home school classes at a level commensurate with their classmates. AMHSI students develop valuable new learning skills and perspectives which prepare them for college and for life.

AMHSI is internationally recognized and fully accredited by the Middle States Association of Colleges and Schools. Upon completion of the semester, AMHSI participants receive two official transcripts; one for the Core curriculum and a second indicating the general studies classes that they have taken while in Israel. Eligible students can also receive 6 college credits from the University of Miami.

If you want to explore this opportunity further, please see your counselor.

INDEPENDENT STUDY PROGRAM 83400

What is Independent Study?

Independent Study is a self-directed learning activity in which students are able to involve themselves in projects of special interest. They work on a one-to-one basis with a consultant from the faculty or the community who serves as a resource person. Independent Study expands the offerings beyond those courses which can be offered in a regular curriculum. It is an elective, and there are no limitations in subject matter except that a student may not undertake independent study for a course which is available through a scheduled class. Also, credit for independent study cannot be used as part of the 22 credits needed to meet graduation requirements.

What Types of Independent Study are Possible?

Many Independent Study projects are school-based and associated with one of the instructional departments. These are carried on primarily in the school or at home, utilizing such facilities as labs, art studios, or the Media Center. Some projects are community-based and are carried out in association with community organizations or resource persons. Some examples of Independent Studies are Advanced Architecture, Computer Languages, Advertising and Fashion Design.

What is the Procedure for Doing Independent Study?

Students should first review their interest with their counselor and then see the Internship/Independent Studies Coordinator. A review of the requirements for the successful completion of the program will be given. Applications should be completed and returned to the Internship/Independent Studies Coordinator.

EXTENDED STUDIES

EXTENDED STUDIES SEMINAR

91800

Level 1

The seminar meets once per six-day cycle with potential online components. Along with whole class experiences, this enrichment opportunity allows for student-directed projects based on interests that have included web design, movie making, and community service projects. Students may also focus on process learning, such as developing skills in communication or research. Many of these opportunities connect to other subject areas and extend beyond the class meeting times.

Grade: 9-12

Meeting Pattern: full year, 1 out of 6 days

Credit: 1

Prerequisite: Prior participation in the program

SUPPORT AND INTERVENTION

ALTERNATIVE INSTRUCTIONAL MODEL (AIM) PROGRAM

The AIM program is for students whose needs expand beyond the scope of the traditional high school setting. The AIM program is a highly structured and closely monitored learning environment. This type of environment is geared towards those students lacking the necessary pro-social skills needed to function in a traditional high school setting.

The AIM program provides a smaller, more personal learning environment for struggling learners. Students are afforded intensive support through group, and individual counseling with the AIM school counselor. The program is designed to offer support for students that are experiencing extreme difficulty with a less structured school environment (drop days, free periods, etc.) and /or demonstrate behaviors including lack of motivation or connection to their current academic program. Students with behavioral issues can be considered appropriate for the AIM program. Some AIM students need help managing their emotions and behaviors in the context of a learning environment. In response to these student needs, intensive counseling is a built-in component of the AIM program.

The program is a **regular education program** that meets the same academic standards set forth by the New York State Board of Regents. The academic teachers for the AIM program are teachers who are certified by New York State in their corresponding subject areas and masters of their craft. Special education services are provided to students with IEP's through our consultant special education teacher. Entry into the AIM program is based on the recommendation of BHS staff and the Brighton Support Team (BST).

ACHIEVEMENT CENTERED EDUCATION (ACE)

ACE is a 15:1:1 program for classified students that are in need of an intensive academic program with modified curriculum and assignments in order to meet the minimum graduation requirements. Students will receive the four core classes (Math, Science, English, and Social Studies) within the ACE program. Students will also have opportunities to take courses required for graduation either within the program or through classes outside of the program. Placement into the ACE program is determined at CSE.

RESOURCE ROOM 81000

The Resource Room (RR) provides support for students classified by the Committee on Special Education who participate in regular education classes who require supplementary instruction and strategies to maintain or improve academic performance. The focus of the Resource Room is to reinforce, review, and encourage skills necessary to study, organize, problem solve, reason, read, write, compute, and communicate. Students participate in activities that help determine appropriate post-secondary options by evaluating their general interests and future goals. The Resource Room promotes self-advocacy, enhances self-reliance, fosters independent learning, and guides students to plan for their transition from high school to post-high school choices. Students with a variety of disabilities are supported by their Resource Room teachers and staff. These services are tailored to individual student needs and may include services and programs from community agencies in addition to their BHS special education services.

LEARNING LAB

82000

Learning Lab (LL) provides support for students classified by the Committee on Special Education who require indirect/direct consultation services. These students participate in regular education classes and require supplemental support to improve academic performance. The focus of LL is to reinforce, review, and encourage the skills necessary to study, organize, problem solve, and communicate. LL promotes self-advocacy, enhances self-reliance, fosters independent learning, and guides students to plan for their transition from high school to post-high school choices. Students with a variety of disabilities are supported by their LL teacher.

ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services are designed to help students achieve the learning standards in English Language Arts, Mathematics, Social Studies, and Science. Students failing a course that has implications for failing a state assessment required for graduation will also receive services. Some examples of academic intervention services are as follows:

- Subject-based Student Help
- FLEX
- Brighton Support Center

BRIGHTON SUPPORT CENTER (BSC)

The Brighton Support Center (BSC) is a service available to students through the BST (Brighton Support Team) recommendation and review process. This support is a Tier 2 intervention, which means that Tier 1 (in-classroom) supports have proven insufficient in meeting the student's need prior to the BSC recommendation. The addition of BSC to a student's schedule may be short-term or long-term, depending on student need and the focus of the intervention needed. The frequency at which students are scheduled in the BSC will also be tailored to student need but is subject to scheduling restrictions.

Some of the services available to students through BST are:

- Executive Functioning (organizational strategies, monitoring, supplementary supports)
- Test prep (for state exams)
- Credit recovery
- Course recovery
- Grade monitoring (transfer students)
- Transition supports
- Other academic support

Students are assigned through recommendations of a high school faculty member, parental or self-advocacy, or because of state mandated AIS support.

The Brighton Support Center staff also serves as case managers to students with 504 plans. Students are instructed in small groups with a certified teacher. Teachers in the Support Center identify areas of academic need within core subjects and provide students with effective strategies and support for reaching success. Once scheduled, attendance is required.

COUNSELING CENTER PROGRAM

As part of the Career Development Program at Brighton High School, the Counseling Department will meet with all students in small groups to discuss the topics listed below. Through these programs, we will stress the importance of decision-making and post high school planning. This curriculum will help students obtain information and skills needed to start this important process.

9th Grade Counseling Seminar

- Role of the counselors
- Academic, social and emotional adjustment to high school life
- College & Career Exploration or Post-Secondary Exploration:
 - Naviance Program, Resume Building, Multiple intelligences
- Program planning for sophomore year

10th Grade Counseling Seminar

- Self-assessment for career planning
- College & Career Exploration or Post-Secondary Exploration
 - Career interest inventory, process of researching an occupation and career
 - Decision-Making
 - Naviance: update resume
- EMCC
- PSAT/SAT/SAT II
- Program planning for junior year

11th Grade Counseling Seminar

- Review of graduation requirements, credits, and examinations
- College & Career or Post-Secondary Planning
 - Post high school options
 - Naviance: resume, junior survey, college & career exploration
 - College Fairs
 - SAT, ACT, SAT II
 - Program Planning

12th Grade Counseling Seminar

- Graduation requirements and transcript check
- College & Career or Post-Secondary Planning
 - Application procedure for work or college including submission of school documents through the registrar
 - Resources available for decision-making
- Transition to college or work
- Financial Aid and Scholarship resources

COUNSELING DEPARTMENT PARENT NIGHTS

Informational “Parent Nights” are held for all grade levels based on the schedule below:

- 12th Grade: September
- 9th Grade: September or October
- Financial Aid Night: October
- 9-11th Grade: College, Career & Post-secondary Exploration Night, January
- 11th Grade: April

At these presentations, counselors review the programs outlined above so that parents will have a better understanding of the program. There is also a “Financial Aid Night” for parents. These meetings provide the opportunity to get better acquainted and for parents to ask questions or raise concerns that they may have.

BUSINESS EDUCATION DEPARTMENT

History has proven that Business majors continue to be some of the most popular areas for incoming college freshmen. Accounting, Marketing, Management, etc... are popular choices for both men and women. As a result, BHS Business Education aims to provide our students with the opportunity to get a head start on their future goals. Our Business curriculum contains a wide variety of courses from which to choose.

Did you know that over 70% of college students wish they had more knowledge in the areas of personal banking, debt management, and managing expenses? Regardless of any future career choices, BHS students can increase their **Financial Literacy**, as well as obtain some **Real-Life** learning experiences, by enrolling in our Business Education courses. Our department also offers some valuable clubs for each student to take a part in. Our award-winning options include Distributive Education Club of America (DECA), Future Business Leaders of America (FBLA), Finance Club, and the Junior Achievement Titans of Business. In each of these clubs, students can test their skills when competing against students from across the state while, at the same time, obtaining some valuable future career skills.

CTE – Career and Technical Endorsement – Marketing Management Pathway



If a student happens to enroll in a series of Business Education classes, he or she may be able to graduate with a CTE distinction on their diploma. ***Our Business Education Department is one of only a handful in the area to be CTE-certified by New York State!***

If a student wishes to obtain a CTE distinction, he/she must follow a certified pathway. Our pathway is a “Marketing Management” one, whereas a student must obtain 3.5 total Business Education credits. They will also participate in a job shadowing opportunity allowing them a real-life learning experience.

A CTE Endorsement shows prospective colleges, as well as employers, that a student has essential skills and is prepared to enter the workplace!

INTRODUCTION TO ACCOUNTING

50370

Level 1-4

Accounting is called “The Language of Business.” This one semester course will be an introductory course in double entry accounting procedures. Students will learn to keep financial records for a service or retail business. Principles covered include accounting cycle, debit/credit theory, financial statements, use of various journals and ledgers, worksheets, accounts receivable and payable, and payroll systems. Computer simulations will be used in the course. Most

college business programs include accounting and this course will acclimate the students to the language of business.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

BUSINESS AND PERSONAL LAW**50500****Level 2-4**

Business and Personal Law is designed for students who have a desire to learn more about legal issues that will affect them in the present and in the future. It will acquaint students with basic legal principles common to business and personal issues. Ethics, the origin of law, our court system structure, contracting, buying and selling, employment, organizing a business, and other topics will be explored. Students will leave the course with an understanding of legal issues impacting their lives in today's world. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.**

Grade: 10-12 Meeting Pattern: one semester, 5 out of 6 days

Credit: ½ (BHS), 3 (MCC)

Prerequisite: None

ENTREPRENEURSHIP**50100****Level 1-4**

Entrepreneurship introduces students to modern methods for designing innovative new businesses. Using a project-based approach, students will apply business models, innovation lenses, and financial tools while designing their start-up as a team or solo. Students will learn core business, marketing, and creative thinking skills while gaining insights for their future goals and aspirations. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.**

Grade: 9-12 Meeting Pattern: one semester, 5 out of 6 days

Credit: ½ (BHS), 3 (MCC)

Prerequisite: None

INTERNATIONAL BUSINESS**53650****Level 2-4**

International business is everywhere. Consumers use products and services imported from countries around the world every day and U.S. companies manufacture and send American products as well as provide services to other countries regularly. The Internet makes global business possible 24 hours a day, 7 days a week. This means that many jobs now and in the future will involve international business. Students will be introduced to typical phrases used in business along with translations in many different languages. Current and emerging applications of technology and the Internet will be discussed. Ethical issues in global business that are influenced by cultural, legal, and ethical practices will be presented. Students will learn about solutions and strategies for succeeding in the growing international workplace.

Grade: 10 -12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

MARKETING**51300****Level 1-4**

Ever wonder how businesses get consumers to buy their products in such a competitive economy? Marketing will walk its students through the many decisions that companies must make in order to maximize both its market share, as well as its profit. In hands-on lessons covering the difference between traditional and social media, setting the right price, and market research, students will gain essential knowledge within the field of marketing and advertising. Students will utilize the Virtual Business – Retail software and run their own convenience, sporting goods, and electronics stores. Marketing also has its own Shark Tank competition with each student pitching their new-product ideas to a panel of “investors!” Many students within Marketing choose to take part in our DECA club in an effort to gain additional real-life experiences.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

PERSONAL FINANCE AND CAREERS**53300****Level 1-4**

This is a practical one-semester business course that introduces students to the realities of the working world through career exploration and teaches concepts in personal finance. Topics to be covered include self-assessment, job searching, resume writing, income tax preparation, investing, budgeting and saving, checking accounts, retirement plans, credit and insurance. Students will put what they are learning to use in our Virtual Business-Finance simulation. They will have to successfully demonstrate essential skills, such as: time management, opening savings accounts, managing debt, renting an apartment, and investing in retirement. The knowledge and information learned in Personal Finance will directly affect every student’s life, regardless of career choice. ****This course is offered for 3 credits through our Dual Credit program with MCC.**

Grade: 9-12 Meeting Pattern: one semester, 5 out of 6 days

Credit: ½ (BHS), 3 (MCC)

Prerequisite: None

PERSONAL KEYBOARDING/MICROSOFT OFFICE**50800****Level 1-4**

This one-semester course is designed for all students to not only improve their typing speed and efficiency, but to also increase their overall knowledge of the various Office 365 applications. Students will be led through a series of typing drills and exercises, contests, and speed tests. A favorite is the Keyboarding Sectional Tournament held at the end of the course!! Students will also learn in-depth techniques of how to apply Word, Excel, PowerPoint, and Sway into other coursework. The class is also introduced to other Office 365 programs, such as OneNote and OneDrive. Keyboarding/Office can prove to be essential for all students in that it will familiarize everyone with every aspect of using a computer in the classroom. ****This course is offered for 3 credits through our Dual Credit program with MCC.**

Grade: 9-12 Meeting Pattern: one semester, 5 out of 6 day

Credit: ½ (BHS), 3 (MCC)

Prerequisite: None

SPORTS & ENTERTAINMENT MARKETING**53500****Level 1–4**

What is the United States' number one export? If you answered Sports and Entertainment, then you are correct! Throughout the world, devoted fans spend millions upon millions of dollars supporting their favorite teams. Corporations spend even more than that in using sports and entertainment as a method of advertising their products. Students in this course will learn that steps that each team takes when trying to maximize its profit. They will also discuss how music groups and movie stars do the same with their own careers. The Virtual Business – Sports software provides students with first-hand examples of decisions made by today's General Managers, as well as individual agents. Students will also explore the many careers available within such a popular industry. Many of our area professional sports teams (Amerks, Rhinos, Rattlers, Red Wings) will also enter our classroom to work one-one-one with the students to give them a glimpse of how complex the industry can be!

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

VIDEO GAMING**59700****Level 1-4**

Video Gaming is a collaborative course between the business and technology education departments. The course explores the complete process and ways to market and sell a video game product. It also covers all of the technical aspects of designing and building a successful video game. Beyond the marketing and construction of the video game, the course will address the understanding of the video game industry and impacts on our society. Topics that will be addressed include, but are not limited to, the following: design marketing; in production marketing; release marketing; post release marketing; advanced marketing; history of video games; planning a video game or computer program; introduction to game programming; game making; types of programming software, advantages/disadvantages; application of human factors engineering to video game products; societal impacts to include intended/unintended consequences; ethical uses of computer programs/applications; career extensions in the video gaming industry.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

VIRTUAL BUSINESS ENTERPRISE I / II**50240/50250****Level 1-4**

Virtual Enterprises introduces its students to every aspect of how a business “works.” Each class operates a “virtual” business where it sells its products to other schools across the state, country, and even overseas! Each student has a detailed job with either an Accounting, Marketing/Sales, Human Resources, or Web Design departments. The class itself operates just as a “normal” business would, with weekly department meetings, daily sales calls, and creating attractive marketing promotions.

The class operates under the Virtual Enterprise umbrella, a not-for-profit company based out of New York City. This program provides students with both individual and company bank accounts that can be used to purchase good form other firms. Students in VBE compete in a variety of national competitions, including an Elevator Pitch, developing a Business Plan,

creating a Company Brand, and maintaining an attractive Web Page. This is truly a 21st Century-focused class that allows its students to experience first-hand what a career in Business might entail. The knowledge that they acquire will give them a head start in understanding certain expectations of the workplace. They may also have the opportunity to travel to both Regional and National Trade Shows.

****Please note that student may enroll in both VBE I and VBE II.**

Grade: 9-12 Meeting Pattern: one semester/full year, 5 out of 6 days Credit: ½ / 1
Prerequisite: None

BUSINESS DEPARTMENT CLUBS



Titans of Business Challenge – Test your skills at running a business. Compete against schools throughout the Rochester area and qualify for cash prizes and scholarships. Network with the top business leaders in the area at the finals luncheon at St. John Fisher. Must be enrolled in a business course.



DECA – Prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. Compete against students to qualify to attend conferences in Orlando, Anaheim, Dallas and many more. You must be enrolled in a business course to enroll in DECA.



Future Business Leaders of America – Is the largest career student business organization in the world. Compete and earn the right to attend conferences in Nashville, Orlando, Chicago and many more. Must be enrolled in a business course.



JA Stock Market Challenge – Compete in a virtual stock exchange competition and win prizes. Must be enrolled in Personal Finance class.

WORK-BASED LEARNING PROGRAMS

Courtney Stern, College & Career Counselor

Sam Rizzo, CTE Coordinator

We are proud to offer hands-on, career focused experiences for high school students. Work-Based Learning opportunities provide students with real world experiences to obtain an awareness of interested careers so they can make informed career and college choices for the future. It also provides the opportunity to obtain a first-hand understanding and appreciation of the knowledge, skill, occupation outlook and education requirements and necessary for various occupations.

What is the Procedure for Participating in the Work-Based Learning Program?

Students should contact the College & Career Counselor to discuss possible Job Shadow, Professional Internship Experience or General Work Experience opportunities. The student and College & Career Counselor will work together to identify which program is most appropriate and coordinate placement sites, supervisors, and schedules.

JOB SHADOWING

Job Shadowing is a structured, non-credit bearing program offering students an opportunity to spend time (excused absence if during school day) with an individual engaged in a career in which the student is interested.

- Students will have the chance to explore a career by observing and talking with someone on the job.
- Students will learn about the day-to-day activities of the job, the educational background required, possible opportunities, future outlook and related fields.
- The experience will help in making decisions about future education and careers.
- STUDENTS ARE REQUIRED TO PROVIDE THEIR OWN TRANSPORTATION.

***See Mrs. Stern for a Job Shadow application if interested**

Grades: 9-12

Credit: NONE

GENERAL WORK EXPERIENCE

13400

The General Work Experience program offers students ages 16+ the opportunity to earn academic credit while gaining practical work experience in a paid part-time job. This is a registered GEWEP New York State Work-Based Learning Program.

- Credit is earned based on the number of hours worked and satisfactory seminar class rating:
 - 150 hours = 0.5 Credit
 - 300 hours = 1.0 Credit
- Students may earn a maximum of two units of credit for General Work Experience which can be used towards graduation requirements while enrolled in high school.
- Part of the school-to-work connection is General Work Experience Seminar. **This class meets once a cycle during FLEX.** The classes provide a forum to discuss on-the-job

experiences, career plans, job search skills and strategies for finding and keeping a job.

Attendance to this seminar is mandatory and necessary to earn credit.

- Students must complete the Program Expectations and Memorandum of Agreement by October 1st (fall semester/full year) or March 1st (spring semester) to remain in the course.
- STUDENTS ARE REQUIRED TO PROVIDE THEIR OWN TRANSPORTATION.

***Students must see Mrs. Stern if interested in joining this course**

Grades: 11-12 Meeting Pattern: semester, 1 out of 6 days Credit: ½-2

***Must be 16 years or older**

Prerequisite: Must be employed and have a valid work permit

PROFESSIONAL INTERNSHIP EXPERIENCE 13300

The Professional Internship Experience program offers students the opportunity to earn academic credit while gaining practical job/career experience in an unpaid environment. Students work with a job mentor to learn firsthand about the skills and education requirements necessary for the career in which they have an interest. Students may complete their hours over the school breaks or during the school year. This is a registered CEIP New York State Work-Based Learning Program.

- Credit is earned based on number of hours completed on-site and satisfactory seminar class rating:
 - 54 hours = 0.5 Credit
 - 108 hours = 1.0 Credit
- Part of the school-to-work connection is Professional Internship seminar. **This class meets once a cycle during FLEX.** The classes provide a forum to discuss on-the-job experiences, career plans, job search skills and strategies for finding and keeping a job. **Attendance to this seminar is mandatory and necessary to earn credit.**
- Students must complete the Program Expectations and Memorandum of Agreement by October 1st (fall semester/full year) or March 1st (spring semester) to remain in the course.
- STUDENTS ARE REQUIRED TO PROVIDE THEIR OWN TRANSPORTATION.

***Students must see Mrs. Stern if interested in joining this course**

Grades: 11-12 Meeting Pattern: semester or full year, 1 out of 6 days Credit: ½-1

Prerequisite: Valid work permit

INDEPENDENT STUDY PROGRAM 83400

Independent Study is a self-directed learning activity in which students are able to involve themselves in projects of special interest. They work on a one-to-one basis with a consultant from the faculty or the community who serves as a resource person. Independent Study enlarges the offerings beyond those courses which can be offered in a regular curriculum. Since Independent Study is an unstructured approach to learning, students must possess sufficient initiative, responsibility, persistence and curiosity to carry such a task to completion.

- It is an elective, and there are no limitations in subject matter except that a student may not undertake independent study for a subject which is available through a scheduled BHS class.
- Credit for independent study cannot be used as part of the 22 credits needed to meet graduation requirements.
- Students should review their interests with their School Counselor and then see the College & Career Counselor for an Independent Study Application.

Grades: 9-12

Meeting Pattern: semester or full year

Credit: ½-1

Prerequisite: completed Independent Study application

ENGLISH DEPARTMENT

In order to graduate from Brighton High School, students must complete 4 units of credit in English. During the freshman, sophomore, and junior years, students are required to take a full year course in English. In the senior year, students may choose from a variety of semester-long courses, one of which must be a literature course. Alternatively, students may take one full year course.

General Guidelines:

It is important for you to keep the following guidelines in mind so that you plan your program wisely:

- A. You are expected to be enrolled in an English class each semester you are in high school.
- B. You are expected to complete a minimum of four units of English. Listed below are courses needed to fulfill your English requirements.
 - 1. English 9
 - 2. English 10
 - 3. English 11 or AP Language & Composition
 - 4. English 12: Two semester courses (one of which must be a literature course) OR one full year course

Examination Requirements:

To receive a Regents-level diploma, all students must pass the New York State Regents Examination in English Language Arts at the end of eleventh grade.

ENGLISH DEPARTMENT FULL YEAR COURSES

English 9, 10, and 11 form a three-year comprehensive program that assists students in developing the listening, speaking, reading, research, writing, and viewing skills necessary for college and career readiness.

Students experience a variety of literary genres in order to promote their growth as critical readers and thinkers. Text choices typically include a selection of appropriately rigorous texts for independent, as well as supported reading. Considerations are made for contemporary relevance, student interest, and significant literary merit. As such, our core text list (which can be found on the English department webpage) and supplemental texts include a variety of adult and young adult works that ask readers to grapple with a range of important, and sometimes challenging themes. Students will explore the author's choices, how those choices impact the reader, and the larger arguments or observations on the human condition. In addition to their work as critical readers, students will practice with numerous modes of writing to develop their abilities to express themselves clearly, confidently, and creatively. Class discussion, formal and informal presentations, and group projects help students become articulate speakers and active listeners who can communicate effectively with their peers.

Skill development throughout all three grade levels prepares students for the New York State Regents Examination in English Language Arts at the end of eleventh grade.

ENGLISH 9**03100****Level 1-4**

English 9 is a full-year course for freshmen emphasizing the development of reading comprehension, analysis, and writing skills. Students read and study works of fiction, nonfiction, Shakespearean drama and short stories. Students are instructed in analyzing evidence and developing an argument in support of a claim. Additional emphasis is placed on research skills. The course culminates in a final exam that requires students to demonstrate their skills in literary analysis, argument, and synthesis.

Grade: 9

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: None

ENGLISH 10**03400****Level 1-4**

English 10 is a full year course for sophomores which builds on the English 9 program and emphasizes research and persuasive writing. Literature studies will include nonfiction, poetry, short stories, Shakespearean drama, and novels. Additional analysis is placed on rhetorical analysis and public speaking skills. The course culminates in a final exam that requires students to demonstrate their skills in literary analysis, argument, and synthesis.

Grade: 10

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: English 9

ENGLISH 11**03700****Level 1-4**

English 11 seeks to expand upon students' critical reading and writing skills and to heighten their appreciation of great literature as well as their understanding of the writing process. All students will complete a required inquiry-based research paper and receive preparation for the NYS Regents Examination in English Language Arts.

Grade: 11

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: English 10

ADVANCED PLACEMENT**ENGLISH LANGUAGE AND COMPOSITION 11****03900****Level 4**

AP Language and Composition requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. The AP candidate should be an independent worker who is capable of observing and analyzing the words, patterns, or structures that create meaning. Students should possess a broad working vocabulary about language and an interest in describing how language works. All students will complete a required inquiry-based research paper and receive preparation for the NYS Regents Examination in English Language Arts. Additionally, students will take the Advanced Placement Language and Composition exam. This course includes required summer reading. Reading lists become available in June.

Grade: 11

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: English 10, teacher recommendation

FULL YEAR ENGLISH 12 COURSES

ADVANCED PLACEMENT

ENGLISH LITERATURE & COMPOSITION 12	04000	Level 4
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This course is designed for the student who is committed to the rigorous analysis of literature. Students will prepare themselves independently in order to engage actively in class discussions. They will make oral presentations and write literary essays to demonstrate mastery of language, form, structure and meaning. All students enrolled in this course will take the Advanced Placement Literature and Composition exam. This course includes required summer reading. Reading lists become available in June.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: English 11 or AP Language and Composition, teacher recommendation. This is a full year course and covers two semesters of English 12.

ENGLISH 12	03850	Level 1-4
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English 12 seeks to expand upon students' critical reading and writing skills and to heighten their appreciation of great literature and its role in our culture, as well as deepen students' understanding of the writing process. The course is designed to help prepare students for post-graduation reading and writing expectations in both college and career. The curriculum includes classic and contemporary fiction, nonfiction, drama and opportunities for film analysis and creative writing. English 12 is only available to students in the AIM program.

Grade: 12 Meeting Pattern: full year, daily Credit: 1
Prerequisite: English 11 or AP Language & Composition (and admittance into the AIM program)

ENGLISH 12 PROGRAM

Students in their senior year select their program from several semester-long courses (with the exception of those enrolled in full-year courses – see above). Each course is worth ½ unit of credit. One of the selected courses must be a literature course.

Message to Students:

The English 12 Program at Brighton High School enables you to design your English course of study to match your academic and personal interests. Although your English teacher may recommend courses for you to consider, and your counselors and families are always ready to offer suggestions and information, ultimately you decide which courses will best help you reach the goals you set for yourself as a student of English. Semester courses are designed for students of all academic abilities. As such, it is our hope you will choose courses of genuine interest, so to foster an authentic spirit of engagement and learning in your senior year.

Read the course descriptions carefully. It is your responsibility to understand thoroughly the nature of the courses you select. Select two courses. **At least one of the courses must be a literature course.**

ENGLISH 12 LITERATURE COURSES

Semester will be determined by student registration and teacher schedules.

English 12 Literature: LANGUAGE AND LITERATURE OF OPPRESSION 06122

Beginning with an understanding of the nature of oppression and its impacts on those of diverse races, ethnicities, genders, sexual orientations, and physical differences, students will examine the role, function, and effects of oppression in society as it relates to social and economic justice and the integrity and sanctity of human experience. Students will read both nonfiction and fiction texts to understand how power and other dynamics manage and sustain oppression and how language and literature both reinforce and upend cultural expectations of the oppressed.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

English 12 Literature: DYSTOPIAN LITERATURE 06120

Does dystopian fiction predict the future or attempt to prevent it...or both? Students will examine how dystopian literature depicts challenges facing contemporary society, including technology, environmental degradation, and globalization. Students will read dystopian texts critically with the goal of evaluating how issues such as gender, class, cultural difference, sexuality, etc. both empower and compromise individuals. The course will address relevant themes of dystopian culture in classic and current texts and will encourage students to respond to the literature through a variety of writing experiences including literary analysis, narrative, argument, research, and personal reflection.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

English 12 Literature: MYTH AND THE MODERN WORLD 04700

What happens when we die? How do we define what it means to be grown up? What patterns unite us across cultures and time? Both ancient and modern humans have been wrestling with these questions for as long as we've been aware of ourselves. Students in this course will study the role of mythic archetypes and how the literature of the world provides a forum for modern humanity to struggle with some of these age-old questions. Students will read theory, selections of world-wide mythology, and fiction, searching for the role that myth plays in humankind's search for meaning.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

English 12 Literature: MULTICULTURAL LITERATURE 04800

What is the danger of a single story? When students read only one type of literature written by one type of author, their experience of the world is limited to the experience of those writers' worlds. Multicultural Literature aims to expose readers to writers from various cultures both at home and abroad, via the study of the literature of immigration, the literature of other countries

and the literature of oppression. Class projects include responding to the concerns of characters in literature through projects, papers, and class discussions.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

English 12 Literature: MODERN DRAMA 04300

According to Stella Adler, “the theatre was created to tell people the truth about life and the social situation.” As a communal experience, well-crafted performance moves people to social discourse and inspires action. In this course, students will read great plays and view performances from the previous century until today to explore themes that are both universal and specific to the times and places. Studies will include playwrights such as Thornton Wilder, Lillian Hellman, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Neil Simon, August Wilson, Rebecca Gilman, Nilo Cruz, and many others. Emphasis is placed on analysis, both written and oral, as well as synthesis of themes and the theatrical elements used to create performances of the modern dramatic art form.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

English 12 Literature: NONFICTION LITERATURE 04400

The literature most of us read every day is nonfiction; Newspapers, magazines, articles about real people and real events offer true stories that can be just as appealing as fiction. This course examines the array of nonfiction available to today’s readers and viewers: biography, memoir, true-adventure, journals, letters, documentaries, online information sources, essays, and articles, among others. Students will practice specific strategies for effective reading, analyzing, and writing nonfiction.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

ENGLISH 12 GENERAL COURSES

INTRODUCTION TO FILM STUDIES 04600

Think you're a movie buff? In this course, students will engage in the complex reading and analysis related to the growing influence of film, including learning the language of film and reading and writing film criticism. By focusing on the cinematic techniques that directors use to shape a story, the course will teach students to explore the art of the film and its response to a variety of cultural events and topics. Students will view films that span several decades and a variety of genres that may include drama, comedy, western, film noir, gangster, horror/suspense, hero, and action. R-rated films are a part of the course curriculum.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

*This course is not NCAA approved

MEDIA IN THE 21st CENTURY**05200**

Are you media savvy? Do you fall prey to the enticing drama of fake news or internet trolls? This course is an introduction to developing the critical skills necessary to analyze various contemporary media such as news, social media, and television. Students will study the impact of media on individual attitudes, behavior, and values, as well as how they can use media to better communicate, persuade, and express themselves.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 11 or AP Language Composition

CREATIVE WRITING**05400**

Harness your craft. Hone your language tools. Hunt for that perfect opening line. This course will guide students in examining and applying creative elements used in any of the following forms: the college essay, humorous sketches, poetry, short story, memoir, nonfiction, resume and cover letter, and more. Prospective students should be enthusiastic writers and be willing to share their own writing as well as offer critical feedback to classmates in the setting of a writers' workshop. Students will study the craft of writing and apply these guidelines to their own work in an effort to develop a creative voice. Revision of work is a course requirement.

Grade: 11-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 10

LEADERSHIP SEMINAR**05800**

The Leadership Seminar is an English course designed to provide an understanding of effective leadership through individual and collaborative learning, practical application of skills, and reflection. The goal of this course is to foster the intellectual, social, moral, and emotional development of student leaders and potential student leaders. Core content includes study of famous leaders and leadership philosophy and a student led leadership project. A final portfolio assignment is also required. Students are expected to prepare thoroughly to maximize group and individual reflection and analysis, participate vigorously in group activities, personally maintain and base decisions on high ethical standards, and bring a positive attitude to class. For students who choose to pay a reduced 3 credit hour rate, dual credit will be available for Leadership Seminar through Monroe Community College. Alternatively, this course can be taken for an English elective credit in your junior year.

Grade: 11-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: English 10

*This course is not NCAA approved

ENGLISH ELECTIVES

GENERAL ELECTIVES

CREATIVE WRITING

05400

Harness your craft. Hone your language tools. Hunt for that perfect opening line. This course will guide students in examining and applying creative elements used in any of the following forms: the college essay, humorous sketches, poetry, short story, memoir, nonfiction, resume and cover letter, and more. Prospective students should be enthusiastic writers and be willing to share their own writing as well as offer critical feedback to classmates in the setting of a writers' workshop. Students will study the craft of writing and apply these guidelines to their own work in an effort to develop a creative voice. Revision of work is a course requirement. **If taken in your junior year, this course can only be used as an elective credit, not as credit toward fulfilling your English 12 graduation requirement.**

Grade: 11-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: English 10

LEADERSHIP SEMINAR

05800

The Leadership Seminar is an English course designed to provide an understanding of effective leadership through individual and collaborative learning, practical application of skills, and reflection. The goal of this course is to foster the intellectual, social, moral, and emotional development of student leaders and potential student leaders. Core content includes study of famous leaders and leadership philosophy and a student led leadership project. A final portfolio assignment is also required. Students are expected to prepare thoroughly to maximize group and individual reflection and analysis, participate vigorously in group activities, personally maintain and base decisions on high ethical standards, and bring a positive attitude to class. For students who choose to pay a reduced 3 credit hour rate, dual credit will be available for Leadership Seminar through Monroe Community College. **If taken in your junior year, this course can only be used as an elective credit, not as credit toward fulfilling your English 12 graduation requirement.**

Grade: 11-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: English 10

*This course is not NCAA approved

THEATRE ARTS

Both Theatre Arts courses may be used to fulfill the Arts graduation requirement or an English elective credit, but not both. Theatre Arts courses are not part of the 12th grade English program.

ART OF ACTING I

69000

Art of Acting emphasizes the art, skill, and discipline of stage acting. It is both a theory and performance class; therefore, written and performance assessments will be used to evaluate students. The class uses various exercises for improvisation, theatre games, team building, and

scene work. Instruction is given in stage etiquette, terminology, script analysis, and the theories of Stanislavski, Strasberg, Adler, Meisner, Hagen, Spolin and others. Practice is given creating characters, stage presence, vocal and physical work, providing peer feedback and written reflection on filmed performances. Students will work individually on monologues and in small groups for scene work. The final assessment is the presentation of a staged performance in front of an invited audience. Students are encouraged to observe professional and amateur actors in school and community productions. Auditioning for a school production is not required, but is encouraged. This course is also an excellent resource for students who participate in DECA, Model UN, Speech and Debate or Mock Trial, as it enhances skills and comfort levels when speaking in front of large audiences. This course can be used towards the graduation requirement for Arts or as an elective. **This does not count towards the 12th grade English program.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

ART OF ACTING II

69100

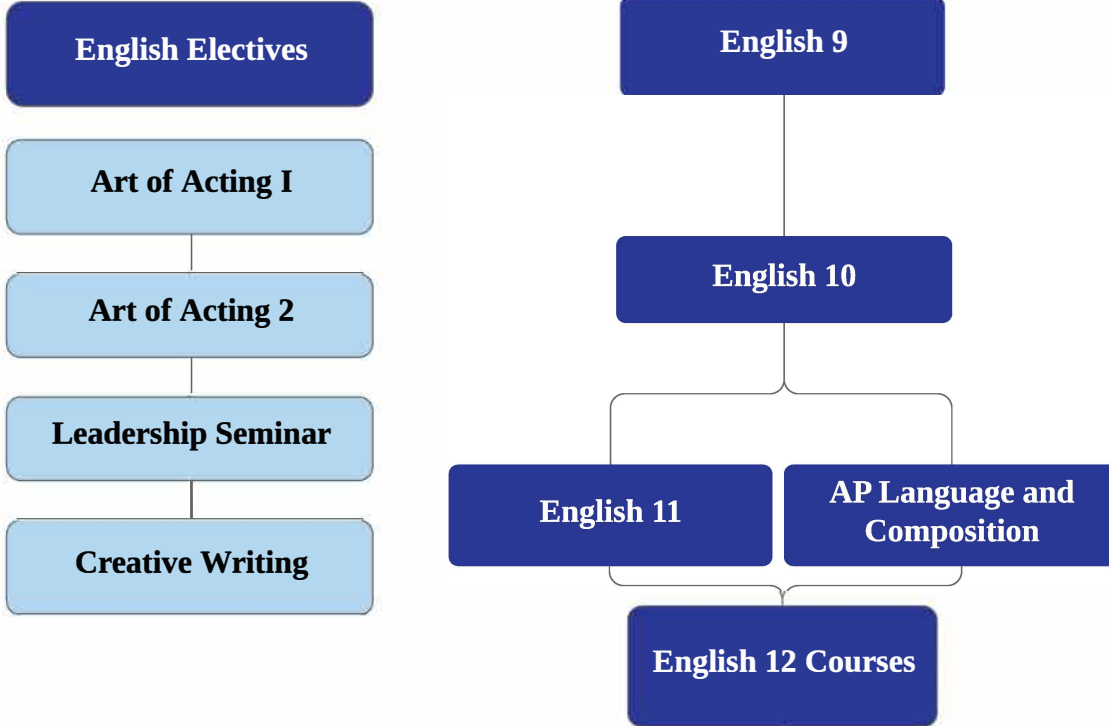
Designed for students with some acting training and/or experience who want to further develop their skills. Emphasis will be placed on various techniques and styles of acting and performance. Units will include (but not be limited to): traditional and modern acting styles; Shakespeare and voice; directing; verbal and non-verbal communications; acting for camera; the professional life in the entertainment industry; auditioning; etc. Students will use the literature of the theatre to work on monologues and scenes, with the opportunity for both acting and directing. Students need not be considering a career as an actor. This course will further enhance one's ability to speak in front of large audiences and foster leadership skills, all suited to any college or career plans. The final exam is performance-based. This course can be used towards the graduation requirement for Arts or as an elective. **This does not count towards the 12th grade English program.**

Grade: 9-12

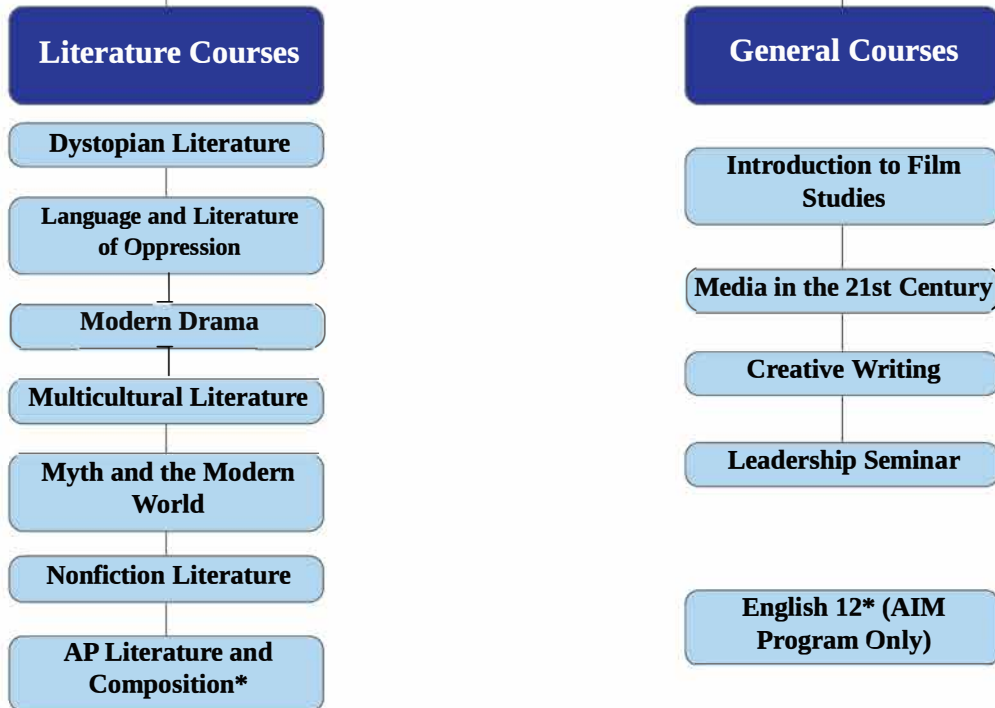
Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Art of Acting I or permission of instructor



Students must take 2 semester-long courses or 1 full-year course; at least one semester-long course must be a literature course



* indicates full-year course

ENGLISH AS A NEW LANGUAGE (ENL)

It is the intent of the ENL program to provide a course of study and academic support for students in Brighton whose native language is one other than English. The emphasis of this program is to build academic language and communicative competence for our English Language Learners (ELLs) so that they meet with success across the high school curriculum.

Within the context of the ENL classroom, ELLs are encouraged to communicate in English and native language while building listening, speaking, reading and writing skills within and outside of their school environment. In addition, ELLs are introduced to traditions of the United States as well as the social structures of an American high school, and the wider Brighton and Rochester communities.

All ELLs will participate in English courses with the addition of possible co-teaching support in English and/or other content area courses as laid out in the Commissioner's Regulations Part 154. See chart following course descriptions.

Students are considered an ELL upon diagnostic screening utilizing the New York State Identification Test for English Language Learners (NYSITELL) and retain ELL status until testing at the Commanding level of English on the New York State English as a Second Language Achievement Test (NYSESLAT) given at the close of each academic year. ELLs retain academic support and testing accommodations for two years after reaching the commanding level of proficiency.

ENGLISH AS A NEW LANGUAGE 9-10	06000	Level 1-4
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ENL classes for freshmen and sophomore ELLs focus on building communicative competence and acquiring academic English language skills. Through daily listening, speaking, reading, and writing activities in the English language, students are supported so as to be able to meet with success in a high school setting. ELLs are exposed to a wide variety of fiction and non-fiction texts with scaffolded instruction in place to ensure linguistic growth across the curriculum. ELLs acquire cultural and linguistic competencies necessary for functioning in high school, the local community and American society so as to be effective, multilingual, global citizens ready for college and/or career.

Grade: 9-10 Meeting Pattern: full year, daily Credit: ½ per semester
Prerequisite: Recommendation by ESOL Teacher & mandated NYS testing

ENGLISH AS A NEW LANGUAGE 11-12	06200	Level 1-4
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ENL classes for junior and senior ELLs focus on building communicative competence and acquiring academic English language skills. Through daily listening, speaking, reading, and writing activities in the English language, students are supported so as to be able to meet with success in a high school setting. ELLs are exposed to a wide variety of fiction and non-fiction texts with scaffolded instruction in place to ensure linguistic growth across the curriculum. ELLs

acquire cultural and linguistic competencies necessary for functioning in high school, the local community, and American society so as to be effective, multilingual, global citizens ready for college and/or career.

Grade: 11-12 Meeting Pattern: full year, daily Credit: ½ per semester
Prerequisite: Recommendation by ESOL Teacher & mandated NYS testing

ENGLISH AS A NEW LANGUAGE ACADEMIC SUPPORT 06400 Level 1-4

ENL academic support is offered to high need ELLs newer to the English language and American high school setting. The focus is literacy across the curriculum, reading and vocabulary strategies supported in the home language as well as in English so as to build bilingualism and academic success. This level of ENL Service may be recommended to grades 9-12 ELLs based on English proficiency levels of Entering through Commanding.

Grade: 9-12 Meeting Pattern: daily or every other day based on need Credit: 0
Prerequisite: Recommendation by ESOL Teacher & mandated NYS testing

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

**Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.*

Core Content Area shall mean ELA, Math, Science, and Social Studies.

Updated May 6, 2015

HEALTH

HEALTH**55000****Level 1-4**

Required For Graduation

The fundamental goal of Brighton Health Education is to enable students to use knowledge and develop skills that demonstrate resiliency in all aspects of an individual's life: physical, mental and social/emotional. The curriculum provides developmentally appropriate learning opportunities for students to apply knowledge, attitudes and behaviors toward achieving wellness and maintaining a healthy lifestyle.

Content areas: Mental Health, Habits of Mind, Substance Use/Misuse and Abuse, Sexuality, CPR/AED, Nutrition, Financial Wellness, and Infectious Disease.

Grade: 10-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

HEALTH, FITNESS, AND SPORT PERFORMANCE 55100**Level 1-4**

Focused on health, fitness, and wellness. The Health, Fitness, and Sport Performance elective will provide information on health risk factors, exercise regimens, nutrition and the biomechanics of movement, physiological adaptations to exercise, and injury prevention. This course will allow students to investigate several different health related careers (Sports Medicine, Physical Therapy, Occupational Therapy, Radiology, etc.).

Grade: 10-12

Meeting Pattern: one semester, 5 out of 6 days

Credits: ½

Prerequisite: High School Health Education

MATHEMATICS DEPARTMENT

The new core of the mathematics curriculum is the Common Core State Standards for Mathematics (CCLS-M). The Common Core Standards in Mathematics have been adopted by many states, including New York State. The Algebra 1, Geometry, and Algebra II classes are based on these common standards.

The Common Core Learning Standards for Mathematics emphasize coherence in the development of mathematical ideas and stress conceptual understanding of key ideas and the skills required to use these ideas. The program also represents a shift in emphasis that reflects technological changes such as increased calculator and computer utilization as well as an increase in the use of statistics. Due to changes in the New York State regulations, **students enrolled in all of our mathematics courses are required to use a graphing calculator and are therefore expected to purchase one.**

CALCULATORS

All NYS Regents Exams in Mathematics require the use of a graphing calculator. They will be used daily in lessons, assignments, and assessments throughout the year to develop students' mathematical reasoning and skills. This technology allows students to quickly explore the parameters of a given mathematical problem to draw conclusions about important mathematical ideas. **All mathematics instruction will be based on the TI-NspireCX or CXII (non CAS) graphing calculators. It is expected that one of these two calculators will be purchased for student use.** If financial hardship impacts the ability to purchase a calculator, please reach out to your child's school counselor for more information.

*Please note these are acceptable for use on other standardized tests including the ACT and SAT.

MATHEMATICS COURSES

ALGEBRA I

31900

Level 2-3

This is the first course of the New York State mandated Regents Math series. The course meets the CCLS-M standards and includes the following topics: linear, quadratic and exponential functions, systems of equations and descriptive statistics. The final exam for this course will be the New York State Common Core Algebra Regents Exam; passing this exam is required in order to earn a high school diploma in New York State. Students who successfully complete the Algebra I course will take the Geometry course the following year. TI-NspireCX or CXII required.

Grade: 9–11

Meeting Pattern: full year, 7 out of 6 days

Credit: 1

Prerequisite: None

GEOMETRY	32900	Level 2-3
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This is the second course of the New York State mandated Regents Math series. The course meets CCLS-M curriculum standards and includes the following topics: properties of geometric figures, similarity and congruence, transformations, coordinate geometry, synthetic and analytic proofs, circle geometry and trigonometry. The final exam for this course will be the New York State Common Core Geometry Regents Exam; passing this exam is a requirement to earning a New York State high school diploma with advanced designation.

Grade: 9–12 Meeting Pattern: full year, 6 out of 6 days Credit: 1
Prerequisite: Algebra I

GEOMETRY Honors	33400	Level 3-4
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This course is an enriched section of the geometry curriculum. Geometry Honors is offered to highly motivated and capable eighth, ninth and tenth graders. The Honors program includes opportunities for more challenging problem solving. The final exam for this course will be the New York State Geometry Regents Exam. Passing this exam is a requirement to earning a New York State high school diploma with advanced designation.

Grade: 9–10 Meeting Pattern: full year, 6 out of 6 days Credit: 1
Prerequisite: Algebra I/I Honors (final exam and course), teacher recommendation

FUNCTIONS AND STATISTICS	32100	Level 2-3
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This course is designed for students who plan on pursuing a college major or career that may not require the completion of a calculus course (social sciences and humanities). This course will complete the three year NYS math sequence required for graduation. It will not, however, meet the requirements necessary to receive a Regents Diploma with Advanced Designation as it culminates in a local final exam and not the Algebra II Common Core Regents exam. Students may take Functions and Statistics as a third math credit before taking Algebra 2 as a fourth math credit. This option is recommended for students who want to strengthen their foundational mathematical skills before working with the challenging Algebra 2 content. Some topics include common logarithms, quadratic functions, normal distributions, statistical reasoning, and systems of equations

Grade: 11 Meeting Pattern: full year, 6 out of 6 days Credit: 1
Prerequisite: Algebra I and Geometry

ALGEBRA II	32200	Level 3
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This course completes the three year New York State math sequence. The course meets CCLS-M curriculum standards and includes the following topics: statistics, probability, quadratic, exponential, logarithmic, trigonometric, polynomial, and inverse functions. This course is rigorous and builds on concepts from Algebra 1 and Geometry. To be successful, students need a strong foundation, flexibility in their thinking, and strong problem solving skills. This course will

culminate in the Algebra 2 Common Core Regents Exam; passing this exam is a requirement to earning a New York State high school diploma with advanced designation.

Grade: 10–12

Meeting Pattern: full year, 6 out of 6 days

Credit: 1

Prerequisite: Geometry, Geometry Honors, or Functions and Statistics

ALGEBRA II Honors**32300****Level 4**

This course completes the three year New York State math sequence. This is an enriched section of the Algebra II curriculum. Algebra II-Honors is offered to highly motivated and capable students who have completed Geometry Honors or to students who have demonstrated excellence in the regular Geometry program. The Honors program includes opportunities for more challenging problem solving. This course will culminate in the Algebra 2 Common Core examination; passing this exam is a requirement to earning a New York State High School Diploma with Advanced Designation. Students who find the most success in this course had a test average of 90 or above in Geometry Honors.

Grade: 10–11

Meeting Pattern: full year, 6 out of 6 days

Credit: 1

Prerequisite: Geometry or Geometry Honors (final exam and course), teacher recommendation

DATA SCIENCE**Level 2-3**

Data is everywhere. Analyzing and interpreting data has become an important life skill in the 21st century. All jobs require analysis of data, which is constantly changing. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! Free online software tools as well as your TI-Nspire graphing calculator will be utilized.

Grade: 11-12

Meeting pattern: 5/6 cycle days

Credit: ½

Prerequisite: Geometry or Geometry Honors

PROBABILITY AND STATISTICS**37000****Level 2-3**

This course is designed for students who plan on pursuing a college major that may not require the completion of a calculus course (social sciences and humanities) yet wish to continue their studies of probability and statistics beyond Algebra 2 or Functions and Statistics curriculum. The course includes the following topics: inference testing, counting methods, comparing risk and statistical inference.

Grade: 12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Algebra II or Functions and Statistics

ABSTRACT MATHEMATICS**39640****Level 2-3**

This course is designed to extend students mathematical knowledge beyond the content in Algebra, Geometry and Pre-Calculus. Discrete mathematics is an essential tool in the social sciences, computer science, business and industry. This course will include introductions to topics such as graph theory, mathematics of voting, logic, and cryptography

Grade: 11-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: $\frac{1}{2}$

Prerequisite: Algebra II or Functions and Statistics

INTRODUCTION TO COLLEGE ALGEBRA**32760****Level 2-3**

This course is designed for students who plan on pursuing a college major that may not require the completion of a calculus course (social sciences, humanities, vocational training, or military) yet wish to continue their mathematical studies beyond the algebra II or Functions and Statistics curriculum. The course includes the following topics: linear programming, exponents and polynomial operations, and financial decision making.

Grade: 12

Meeting Pattern: One semester, 5 out of 6 days

Credit: $\frac{1}{2}$

Prerequisite: Algebra II or Functions & Statistics

PRE-CALCULUS**38300****Level 3**

The purpose of this course is to provide the student experiences with topics not covered in the prior three years that are necessary for the study of calculus. Some of the topics presented include recursion and iteration, families of functions, matrices, polynomial and rational functions, e and natural logarithms, and an introduction to the derivative and integral.

Grade: 11-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: Algebra II or Algebra 2 Honors

PRE-CALCULUS Honors**38400****Level 4**

The purpose of this course is to provide the student experiences with topics not covered in the prior three years that are necessary for the study of higher mathematics, especially the Advanced Placement Calculus program. Some of the topics presented include vectors, polar equations, mathematical induction, polynomial and rational functions, advanced trigonometric equations and identities, three dimensional surfaces and cross sections, and extensive work with beginning concepts and skills of Calculus, such as limits, continuity, derivatives, and integrals. Successful students in this course have a solid knowledge of all topics taught in Algebra II-Honors. Students who find the most success in this course had a test average of 90 or above in Algebra II Honors.

Grade: 11-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: Algebra II Honors and teacher recommendation

ADVANCED PLACEMENT STATISTICS**37200****Level 3-4**

Advanced Placement Statistics is designed to meet the needs of students planning to major in any of the following fields: psychology, sociology, business, health science, engineering, political science, mathematics, anthropology and many more. The AP course focuses on applied rather than highly specialized theoretical statistics. Students will be introduced to four major concepts: how to explore data, plan a study, anticipate patterns and draw statistical inferences. The course is equivalent to a large cross-section of introductory statistics courses at the college level. Students will use graphing calculators (TI-NspireCX or CXII) and computer software to facilitate data analysis. Students will take the Advanced Placement exam in May. Students are responsible for the cost of the AP examination. A culminating project will be presented in June. Students who find the most success in this course have scored an 80 or above in the Algebra II/III course and on the Algebra II Common Core exam.

Please note that the Pass-Not Pass course option is not available for this course.

Grade: 11-12

Meeting Pattern: full year, 6 out of 6 days

Credit: 1

Prerequisite: Functions & Statistics or Algebra II/II Honors

Juniors: Pre-Calculus or concurrent enrollment

DISCRETE MATHEMATICS**38500****Level 4**

This course is designed to extend students mathematical knowledge beyond the content in Algebra, Geometry and Pre-Calculus. Discrete mathematics is an essential tool in the social sciences, computer science, business and industry. This course will continue study on topics such as graph theory and logic, from Introduction to Discrete Mathematics and will also include topics such as set theory, game theory and number theory.

Grade: 11-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Algebra 2 Honors

ADVANCED PLACEMENT CALCULUS AB**37700****Level 4**

AP Calculus AB is a full-year college level course in the calculus of functions of one independent variable. This course emphasizes a multi-representational approach to calculus with concepts and problems being expressed numerically, analytically, graphically and verbally. Specifically, the course aligns with the College Entrance Examination Board's Advanced Placement syllabus and parallels the curriculum covered in the first semester and a half of calculus at most colleges. All students enrolled must take the Advanced Placement Examination offered in May. Students are responsible for the cost of the exam and will need to provide their own TI-NspireCX and CXII graphing calculator. Students who find the most success in this course have scored an 80 or above on both the Algebra II Common Core exam and the Pre-Calculus final exam.

Please note that the Pass-Not Pass course option is not available for this course.

Grade: 11-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: Pre-Calculus or Pre-Calculus Honors

ADVANCED PLACEMENT CALCULUS BC	37600	Level 4
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Calculus BC is considerably more extensive than Calculus AB. Additional topics include vectors, parametrics, advanced integration techniques, power series and an increased number of science applications. Students taking this course will be prepared to take the more rigorous “BC” version of the AP Calculus exam. The course parallels the curriculum covered in the first two semesters of calculus at most colleges. All students must take the Advanced Placement Examination offered in May. Students are responsible for the cost of the exam and will need to provide their own TI-NspireCX or CXII graphing calculator

Because of the numerous differences between this course and AP Calculus AB, they are viewed as two different courses, not two different levels of one course. Therefore, students will have twelve class days to switch from Calculus BC to Calculus AB. **After two cycles the Calculus AB course will be closed to new enrollment.**

Please note that the Pass-Not Pass course option is not available for this course.

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: Pre-Calculus Honors

CALCULUS III	37900	Level 4
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The calculus of functions of more than one variable, partial differentiation, multiple integrals, polar coordinates, solid analytic geometry, vectors and the calculus of vector-valued functions are covered. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department concerning the calculator. Four class hours may be available through Monroe Community College.

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: AP Calculus BC
Prerequisite for MCC credit: a score of 3 or better on the AP Calculus BC exam

COMPUTER SCIENCE COURSES

The Computer Science courses give the student a chance to engage in a variety of problem-solving activities in a number of different programming environments.

GRAPHICAL & OBJECT ORIENTED PROGRAMMING	39610	Level 1-4
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This course focuses on projects and languages that emphasize animations, simulations, and games. Languages and platforms used in recent years in this class have included SNAP: Scratch, Alice, and Greenfoot-Java. The emphasis in this course is on the object-oriented programming.

Grade: 9-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: Algebra I or concurrent enrollment in Algebra I

ALGORITHMS & ABSTRACTION	39620	Level 1-4
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This course is a more traditional introduction to programming. It focuses on procedural programming and has used Python and Ruby in recent years. The emphasis in this course is on procedural programming.

Grade: 9-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: Algebra I or concurrent enrollment in Algebra I

ADVANCED PLACEMENT COMPUTER SCIENCE	39400	Level 4
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Using the Java language, the major emphasis in this demanding course is on programming methodology, algorithms, and data structures. Object-oriented programming is introduced, studied thoroughly, and applied using three, hands-on structured lab components. All students must take the Advanced Placement exam in May. All students are expected to complete a project after the AP exam. There is no final exam.

Grade: 10-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: Algebra II, Algebra II Honors, or Functions & Statistics

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES	39630	Level 2-4
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This course offers a multidisciplinary approach to computer science, concentrating on a broad introduction to computer science rather than a strict focus on programming. This course concentrates on seven “Big Ideas”:

- 1.) Computing is a **CREATIVE** activity;
- 2.) **ABSTRACTION** reduces information and detail to facilitate focus on relevant concepts;
- 3.) **DATA AND INFORMATION** facilitate focus on relevant concepts;
- 4.) **ALGORITHMS** are used to develop and express solutions to computational problems;
- 5.) **PROGRAMMING** enables problem solving, human expression, and creation of knowledge;
- 6.) **THE INTERNET** pervades modern computation;
- 7.) Computing has **GLOBAL IMPACTS**.

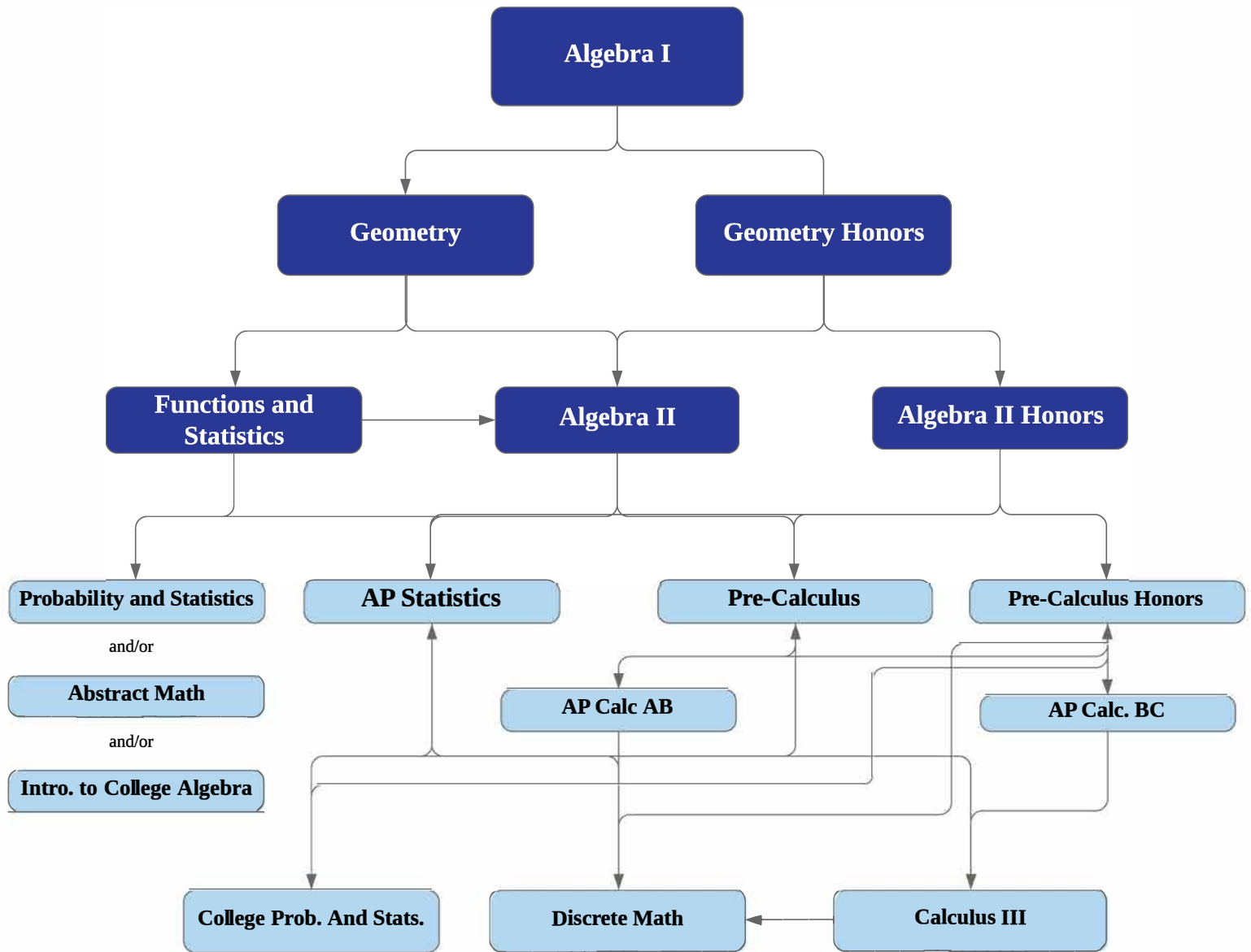
All students must take the AP exam in May. In addition, students are required to complete two performance tasks and submit this work as part of the assessment for the AP score. Appropriate class time will be devoted to completing these Create and Explore projects.

Grade: 10-12

Prerequisite: Algebra I

Meeting Pattern: full year, 6 out of 6 days

Credit: 1



Math Electives

- Graphical Programming Data and the Internet
- Algorithms, Abstraction, and Programming
- AP Computer Science
- AP Computer Science Principles
- Data Science

MOUNTAIN BOUND LEADERSHIP COURSE

83800

The Mountain Bound Program is designed to challenge a student both mentally and physically, focusing on cooperation and leadership abilities. These skills are accomplished through participation in both individual and group activities in which one must overcome obstacles while attempting to reach pre-determined goals. Mountain Bound encourages community action through required volunteer hours. These activities are held over four phases.

Phase I: The first phase of the course is participation in a five-day camping trip in the Adirondack Mountains, held during the summer. Participants will rock climb, rappel, canoe, hike, cook, and take part in a variety of group games. Leadership will be developed by coordinating camp set-up, preparing and cooking meals, planning and successfully completing activities, and encouraging others to participate. All skill development and activities are supervised by teachers. After participating on a summer Mountain Bound trip, students can return as student leaders the next summer, becoming more involved with planning and running the activities.

Every few years the Mountain Bound program may change its camping location and activities to offer new challenges and experiences to participating students.

Phase II: Phase II requires participation as a leader in the Freshman Orientation Program. During this phase, students will utilize skills and abilities they learned on the summer trip. Participants will be working directly with the teachers and administrators coordinating the summer programs. Phase II is held in mid-to-late August after the Mountain Bound trip and requires Link Crew training.

NOTE: Students who are unable to attend Freshmen Orientation may compensate by adding extra hours to Phase III.

Phase III: During this phase, students must be involved in a volunteer community project or projects. Guidance will be minimal except to confirm time commitments. Community volunteering can take place at any time during the year.

Phase IV: Upon successful completion of Phases I, II and III, students will present a typed summary of their total hours of volunteer work to the high school Mountain Bound coordinator. Along with this summary, the student must complete either:

- (1) A professional letter (1-2 pages) addressed to a local, state, or federal representative. This letter should briefly describe how the outdoor activities performed on Mountain Bound benefited the student as well as petition the representative to conserve green and wild spaces. Students can see the high school coordinator for specific areas that need preservation.

- (2) An essay (2-3 pages) describing how the each of the phases of the Mountain Bound program has personally benefited them along with explaining how their volunteer work has benefited the community.

The four phases of the Mountain Bound program can be completed at any time throughout the student's tenure at the high school. Students can participate in the summer trip and assist with the Transition Program and Freshmen Orientation multiple times, starting with the summer after their freshman year up until their completion of senior year.

TIME REQUIREMENTS

Phase I	Approximately 105 hours
Phase II	Approximately 20 hours with Link Crew Training or Add 20 hours of community service to Phase III
Phase III	70 hours of community service; students must keep a record of their hours of community service (or 90 hours without Phase II).

Grading:	This course must be taken Pass-Not Pass
Grade:	The program may be taken one year, or over the course of several years.
Credit:	1 -- Independent Study
Prerequisite:	None

PHYSICAL EDUCATION DEPARTMENT

Each student is required to take physical education every semester. The student earns $\frac{1}{4}$ credit per semester towards the New York State mandated graduation requirement. The sequential physical education program includes a variety of activities. Emphasis is placed on personal fitness but the program is designed to promote growth in the psychomotor (motor skills), cognitive (knowledge and understanding), and affective (attitude and appreciation) domains of learning. Three periods of physical education are scheduled each 6 day cycle.

PHYSICAL EDUCATION 9-10

Level 1-4

This course is designed to develop fitness and promote growth in the psychomotor, cognitive and affective domains of learning by participation in the following: Basketball, Cooperative Games, Flag Football, Floor Hockey, Physical Fitness, Racquet Games, Softball, Swimming, Volleyball, and Weight Training. Non – coeducational instruction is provided.

Grade: 9-10

Meeting Pattern: full year, 3 out of 6 days

Credit: $\frac{1}{4}$ each semester

Prerequisite: None

PHYSICAL EDUCATION 11-12

Level 1-4

In this course, there is a continued emphasis on the psychomotor, cognitive and affective domains. Lifetime activities as well as team sports are emphasized. Juniors and seniors may be given an opportunity to choose 1 of 3 or 4 offered activities approximately every 8 days. These include, but are not limited to: Archery, Biking, Cooperative Games, Disc Golf, Golf, Kayaking, Orienteering, Racquet Games, Self – Defense, and Yoga. Co-educational instruction is provided. Senior student athletes are allowed to opt-out of Physical Education one quarter for each season of varsity sports at Brighton High School in which they participate.

Grade: 11-12

Meeting Pattern: full year, 3 out of 6 days

Credit: $\frac{1}{4}$ each semester

Prerequisite: Completion of PE 9-10

ADAPTIVE PHYSICAL EDUCATION

Students with Individualized Educational Programs (IEPs) that specify an Adapted Physical Education Program will have their needs met through a specialized program. Program modifications are made based upon the student's individual needs, but attempt to mimic the regular 9 – 10 Physical Education program as much as possible. Inclusion in general education classes is made when possible either through parallel or integrated play.

Grade: 9-12

Meeting Pattern: full year, 3 out of 6 days

Credit: As part of regular PE Program

Prerequisite: Recommendation of physical education, school nurse, and physician

SCIENCE DEPARTMENT

Mission Statement

The Brighton High School Science Department promotes the following scientific habits of mind. It is our goal that each Brighton student develops these shared values, attitudes, skills, and scientific knowledge.

Scientific Knowledge

1. To develop a knowledge base in life and physical sciences through the study of Biology, Chemistry, Earth Science, and Physics; to appreciate the connections between these disciplines; and to demonstrate the ability to apply that knowledge to their everyday lives through a variety of opportunities to include extracurricular activities.

Shared Values and Attitudes

2. To internalize values inherent in the practice of science and technology; to develop respect for the use of evidence and logical reasoning in making arguments; honesty, curiosity, and openness to new ideas; and to foster skepticism in evaluating claims and arguments.
3. To develop informed, balanced beliefs about the social benefits of the scientific endeavors and beliefs based on the ways in which people use knowledge and technologies; to realize the need to continually pursue knowledge and develop new technologies.
4. To develop a positive attitude toward being able to understand science and mathematics, to be able to effectively review, summarize and critique scientific literature; to deal with quantitative matters, think critically, and use calculators and computers; to analyze and solve problems.
5. To develop a cooperative work ethic; to be an effective and valuable member of a team to accomplish the task at hand.

Scientific Skills

6. To develop computational skills, including the ability to make certain mental calculations rapidly and accurately; to perform calculations using paper and pencil, calculators and computers; to estimate approximate answers when appropriate; to check on the reasonableness of other computations; to acquire the ability to use a computer spreadsheet to record, manipulate and graph data.

7. To develop skills to design valid experiments to test or discover fundamental relationships; to pose a reasonable hypothesis; to develop manipulation and observation skills, to use instruments to make accurate measurements; to be able to gather and organize information in tables and simple diagrams; to be able to use a computer spreadsheet to record and manipulate and graph data; to be able to analyze simple graphs and draw valid meaning and conclusions from their data; and to realize uncertainties and error inherent with experimental design.
8. To develop communication skills, including the ability to express basic ideas, instructions, and information clearly both orally and in writing; to demonstrate their understanding through a variety of authentic assessments; to be able to gather information from a variety of sources including the Internet.
9. To develop critical response skills that prepare people to carefully judge the assertions made by advertisers, public figures, organizations, and the entertainment and news media; to subject their own claims to the same kind of scrutiny so as to become less bound by prejudice and rationalization.
10. To develop computer skills in a variety of applications including word processing, graphic design, spreadsheets, data acquisition, presentation software, simulation modeling, web page production, and Internet use.

The Science Department offers a wide variety of courses to students of varying interest and ability levels. The Regents sequence consists of earth science, biology, chemistry, and physics. Principles level courses in each subject area are also available. These principles classes have smaller class sizes enabling the teacher to provide more individual assistance. Advanced Placement courses in biology, chemistry, and physics are also available; thus, a student may earn college credit and/or advanced standing while still in high school.

LABORATORY WORK

All of the science courses involve laboratory work. Admission to the final examination is contingent upon the satisfactory completion of a required minimum number of these labs.

EARTH SCIENCE**40000****Level 3**

This Regents level course deals with how and why the environment of the earth changes, how the earth interacts in the solar system, the effect of solar radiation on the atmosphere, weather and climate, the dynamic nature of the earth's crust, and the formation of various kinds of rocks. Students will also study the geological history of the earth as well as the effect that humans have had in the evolution of the earth's landscape. Satisfactory completion of extensive lab work is mandatory. The assessment will evaluate all areas of student performance including lab skills, communication skills, data analysis, and interpretation skills. Regents credit will be given for successful completion of the course.

Grade: 9-12

Meeting Pattern: full year, 7 out of 6 days

Credit: 1

Prerequisite: None

LIVING ENVIRONMENT**41700****Level 3**

The BHS Biology Program follows the New York State Living Environment curriculum. The Living Environment Program is designed to integrate the concepts and topics of modern biology relevant to today's world. Emphasis is placed on current issues such as the environment and technology in society. Topics include ecology, cells, biochemistry, genetics, evolution, and human physiology. Course projects and laboratory work will be a required component of the course. The course culminates with a New York State Living Environment final assessment. The assessment evaluates all areas of student performance including lab skills, communication, skills, data analysis, and interpretation skills. Regents credit will be given for successful completion of the course.

Grade: 9-12

Meeting Pattern: full year, 7 out of 6 days

Credit: 1

Prerequisite: Earth Science

LIVING ENVIRONMENT Honors**41800****Level 4**

Honors Living Environment is designed to be a more comprehensive Biology curriculum providing a better foundation for advanced biology classes. The course moves at a faster pace, which allows motivated science students to utilize resources provided to maximize their individual learning. It is a project-based course focusing on inquiry skills while helping students make connections between topics. The culminating event of this course tests these new inquiry skills through the development of a literature and hands-on research project.

Grade: 9-12

Meeting Pattern: full year, 7 out of 6 days

Credit: 1

Prerequisite: Earth Science

CHEMISTRY**43000****Level 3-4**

Chemistry is the study of matter, its structure, behavior, and the changes it undergoes. Based on NYS Regents curriculum, this course focuses on the understanding of concepts, relationships, processes, mechanisms, models, and mathematical reasoning to develop scientifically literate students. Students will be able to demonstrate enduring understandings, generate explanations, exhibit creative problem solving and reasoning, and make informed decisions. Students who complete this course and demonstrate satisfactory completion of required lab minutes qualify to

take the NYS Regents Chemistry final exam. Regents credit will be given for completion of the course.

Grade: 10-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: Earth Science, Living Environment (or concurrent), and Algebra I

PRINCIPLES OF CHEMISTRY	43500	Level 1-2
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This course is modeled after Regents Chemistry including laboratory experience. Topics covered are guided by the NYS Regents curriculum and include atomic structure, bonding, periodic trends, kinetics, solutions, gas laws, acids and bases, and a brief introduction to organic chemistry. Topics are covered at an extended pace to support student acquisition of fundamental concepts. The course culminates in a local final exam.

Grade: 10-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: One year of high school science and Algebra I

OPTICS AND PHYSICS PRINCIPLES	44000	Level 1-2
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Physics is the study of matter and energy, emphasizing everyday applications of motion, forces, electricity, magnetism, and optics. Conceptual development will be stressed, along with extensive hands-on work. Laboratory and computer skills will also be emphasized. Half the year will be focused on the study of waves, light, and optics. This will follow the curriculum from MCC's Introduction to Optics course. This course is offered for 3 college credits as part of our MCC Dual Credit Program.

Grade: 10-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1(BHS), 3 (MCC)
Prerequisite: Two years of high school science and Algebra I

PHYSICS	44600	Level 3
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Physics is the study of the behavior of matter and energy. The course is organized into five core areas: 1) mechanics, 2) energy, 3) waves and light, 4) electricity and magnetism, and 5) modern physics. Because these topics are treated mathematically, a background in algebra, geometry and trigonometry is desirable. Laboratory and computer skills will also be emphasized. Regents credit will be given for successful completion of this course.

Grade: 10-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: Earth Science, Living Environment, Chemistry (or concurrent), and Geometry

ENERGY AND SUSTAINABILITY	58350	Level 3-4
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Learn what you can do to be more "Green" and make a difference in decisions about energy use. This course will allow students to explore energy and sustainability with a focus on new developments in energy efficiency and renewable energy technologies including fuel cells, wind power, modern nuclear power, and geothermal, photovoltaic and solar power. Additional course work will include world energy, energy and the environment, energy and sustainable development, energy storage, and emerging energy technologies. This is a laboratory-based course that also includes lectures, demonstrations, and site visits. Students must have completed

or be currently enrollment in Geometry. Coursework requires frequent application of algebra. This course is not a substitute for Chemistry or Physics in the science sequence; it can be taken after completion of the four main science disciplines or taken as an elective concurrently with either of them.

Grade: 9-12

Meeting Pattern: full year, 6 out of 6 days

Credit: 1

Prerequisite: Earth Science, Living Environment (or concurrent), Algebra I

AP SCIENCE COURSES

The Science Department strongly recommends that students obtain a broad Science background by taking an introductory level course in each Science discipline (Earth Science, Biology, Chemistry, and Physics) before enrolling in our AP level program, although AP Physics may be taken as an introductory course with a teacher recommendation. All students enrolled in AP courses will take the AP exam in the spring.

ADVANCED PLACEMENT PHYSICS 1

46300

Level 4

Advanced Placement Physics 1 is a first year, algebra-based physics course. Topics include Newtonian mechanics, waves, and an introduction to electric circuits. Problem-solving skills and techniques are emphasized. A sound background in algebra and trigonometry is required for the course. All students must take the Advanced Placement examination in May. Following the AP exam, students are involved in a final project. Upon completion of this course, students will be eligible to continue in either AP Physics 2 or AP Physics C.

Grade: 10-12

Meeting Pattern: full year, 7 out of 6 days

Credit: 1

Prerequisite: Earth Science, Living Environment, Chemistry (or concurrent) and concurrent enrollment in Algebra II or higher level mathematics class

ADVANCED PLACEMENT PHYSICS 2

46400

Level 4

Advanced Placement Physics 2 is a second year, algebra-based physics course. Topics include fluids, thermodynamics, optics, electricity, magnetism, and modern physics. Problem-solving skills and techniques are emphasized. A sound background in algebra and trigonometry is required for the course. All students must take the Advanced Placement examination in May. Following the AP exam, additional physics topics outside the AP curriculum will be explored.

Grade: 11-12

Meeting Pattern: full year, 7 out of 6 days

Credit: 1

Prerequisite: Physics or AP Physics 1 and Algebra II

ADVANCED PLACEMENT BIOLOGY

46600

Level 4

AP Biology is the equivalent of a year-long introductory college biology course. The College Board redesigned the curriculum, and although the amount of material has been reduced the emphasis on scientific thinking and analysis has increased. The new AP Biology curriculum is structured around four “Big Ideas,” with Enduring Understandings and Science Practice Skills that support each one: Evolution, Cellular Processes, Genetics and Information Transfer, and Interactions within Biological Systems. Laboratory work is emphasized. All students must take the Advanced Placement examination in May.

Grade: 10-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: Earth Science, Living Environment, Chemistry, Physics (or concurrent)

ADVANCED PLACEMENT CHEMISTRY 47000 Level 4

AP Chemistry is a first year college-level course which frames the curriculum around six big ideas. These ideas comprise the fundamental foundation of the field of chemistry and include atomic structure, properties of matter, changes in matter, rates of chemical reactions, laws of thermodynamics, and chemical bonding. There is a focus on laboratory work. All students should possess strong math skills and must take the Advanced Placement examination in May. Following the AP exam, students are involved in qualitative analysis labs and a final project.

Grade: 11-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: Earth Science, Living Environment, Chemistry, Physics (or concurrent), Algebra II

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 47400 Level 4

AP Environmental Science is the equivalent of a one-semester, introductory college course in environmental science. The College Board has structured the class around six themes: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing sustainable practices. Laboratory work is emphasized. All students must take the Advanced Placement examination in May. Following the AP Exam, additional environmental science topics outside the AP curriculum will be explored.

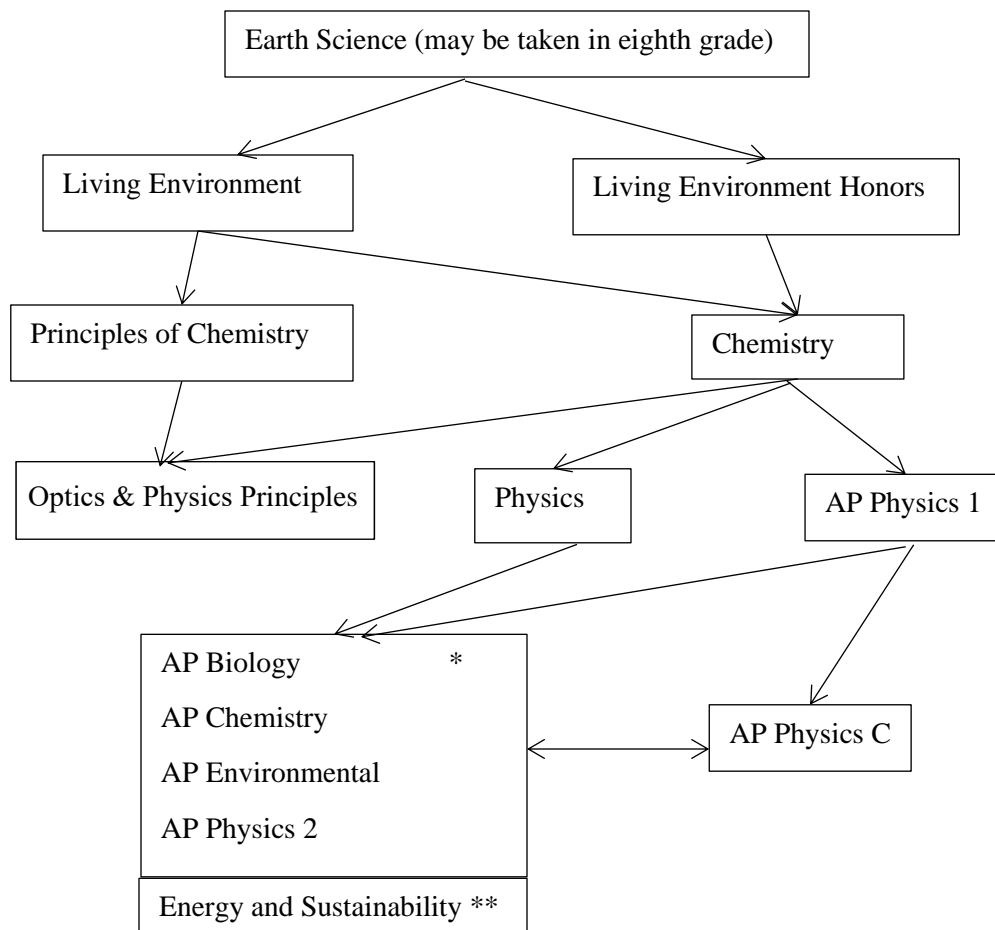
Grade: 11-12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: Earth Science, Living Environment, Chemistry, Physics (or concurrent)

ADVANCED PLACEMENT PHYSICS C 45600 Level 4

Advanced Placement Physics C is a second year physics course intended for students that are also enrolled in Calculus. The curriculum is divided into two equal components: Newtonian Mechanics, and Electricity and Magnetism. All students must take both parts of the AP examination in May. Following the AP exam, students are involved in a final project.

Grade: 12 Meeting Pattern: full year, 7 out of 6 days Credit: 1
Prerequisite: AP Physics 1 or 2 and concurrent enrollment in AP Calculus (or completion of a calculus course)

Science



Students may not enroll in an AP Science course unless they have completed a main sequence in science, namely, a course in Earth Science, Living Environment, Chemistry, and Physics, or they are concurrently enrolled in their final main sequence course.

Students in Energy and Sustainability must be concurrently enrolled in a main sequence science course or have completed their main sequence.

Students are permitted to enroll in multiple science courses when appropriate. For example, students can take:

- 1.) Living Environment and Chemistry
- 2.) Chemistry and AP Physics
- 3.) AP Biology and Energy and Sustainability.

Please check the course catalog for pre-requisites needed if you are interested in an AP course or concurrent science courses.

SOCIAL STUDIES DEPARTMENT

Social Studies courses stress the development of historical understandings and critical thinking. Skill development centers around the following practices: gathering, interpreting and using evidence; chronological reasoning and causation; comparison and contextualization; geographic reasoning; economics and economic systems; and civic participation. Reading and writing skill development is stressed, helping to develop academic mastery and independence.

New York State mandates four credits of social studies for high school graduation. These credits are divided into the following typical sequence:

Ninth Grade:	Global History and Geography I
Tenth Grade:	Global History and Geography II
Eleventh Grade:	U. S. History and Government
Twelfth Grade:	Economics, Law & Government

NINTH GRADE

GLOBAL HISTORY & GEOGRAPHY I	10001	Level 1-4
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**All ninth graders take Global History & Geography I.*

In this full-year course, students will study the history and culture of the following regions/nations, from the Paleolithic Era up to circa 1750: Europe, Russia, the Middle East, Africa, South Asia, China, Japan, Korea, Southeast Asia and Latin America. Focus is on the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Emphasis will be placed on developing skills around contextualization, analysis of primary and secondary sources, and critical thinking. The course concludes with a cumulative, department-created final exam in June.

Grade: 9	Meeting Pattern: full year, 5 out of 6 days	Credit: 1
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TENTH GRADE

In tenth grade, students take either Global History & Geography II or AP World History. In June, all students take the New York State Regents Exam in Global History and Geography. They must pass this exam to earn their diploma. Additionally, students may choose to take one or more electives in social studies.

GLOBAL HISTORY & GEOGRAPHY II

10301

Level 3

In this full-year course, students will begin with a snapshot of the world circa 1750. It continues chronologically up to the present, focusing on the following regions/nations: Europe, Russia, the Middle East, Africa, South Asia, China, Korea, Southeast Asia and Latin America. Several concepts are woven throughout the course including industrialization, independence movements, nationalism, imperialism, conflict, technology, and the interconnectedness of the world.

Emphasis is placed on the refinement of skills around contextualization, analysis of primary and secondary sources, critical thinking and argument-based writing. The course concludes with the New York State Regents Exam in Global History & Geography in June.

Grade: 10

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: Global History & Geography I

ADVANCED PLACEMENT WORLD HISTORY: MODERN 10600

Level 4

This full-year course focuses on developing students' understanding of world history from approximately 1200 C.E. up to the present. The course will quickly review 9th grade history up to circa 1750 C.E., and will then cover modern history in depth. Students investigate the content of world history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides six historical themes typically included in college-level world history courses: geographical, political, social, economic, cultural, and technological. Students will explore these themes throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Students will take both the AP World History: Modern Exam in May and the New York State Regents Global History & Geography Exam in June. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both.

Grade: 10

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: Global History & Geography I

ELEVENTH GRADE

In eleventh grade, students take either United States History & Government or AP United States History. In June, all students take the New York State Regents Exam in United States History & Government. They must pass this exam to earn their diploma. Additionally, students may choose to take one or more electives.

UNITED STATES HISTORY & GOVERNMENT	11001	Level 3
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In this full-year course, students begin with the colonial and constitutional foundations of the United States and explore the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. The course concludes with the New York State Regents Exam in United States History and Government in June.

Grade: 11	Meeting Pattern: full year, 5 out of 6 days	Credit: 1
Prerequisite: Global History & Geography II or AP World History		

ADVANCED PLACEMENT UNITED STATES HISTORY	11900	Level 4
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This full-year course is designed to be as difficult as a college level introductory survey course. The course requires extensive reading of both primary and secondary resources. Students are required to compete in a formal debate and produce a college level research paper on the debate topic. Students are expected to develop a thorough background in American history so that they can think critically, quickly, and accurately when writing about historical issues. Students will take both the AP United States History Exam in May and the New York State Regents United States History & Government Exam in June. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both.

Grade: 11	Meeting Pattern: full year, 5 out of 6 days	Credit: 1
Prerequisite: Global History & Geography II or AP World History		

TWELFTH GRADE

A fourth year of social studies is mandated by New York State for high school graduation. Students must take one semester of Economics and one semester of Law & Government. Additionally, students may choose to take one or more electives in social studies.

Note: Students may choose to take an exam in the areas of economics and/or government in their junior year (typically in the spring). Successful achievement on either or both of these “test out” exams will allow a student to substitute another social studies elective in place of Economics and/or Law & Government. Details about these procedures are available from your social studies teacher, your counselor, or the Social Studies Coordinator.

ECONOMICS

12000**Level 2-3**

This one-semester course introduces students to basic economic thinking as it applies to current issues faced by individuals and societies. The goal of the course is for students to develop command and show growth in the following areas: economic concepts, economic analysis, written expression, and application of economic thought to current events. Regular assessments provide students the opportunity to demonstrate command and growth in each area. Students are responsible for producing a high-quality economics research paper that is due in the final weeks of the course.

Grade: 12(typically) Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: United States History & Government or AP United States History

PRINCIPLES OF ECONOMICS

13100**Level 1-2**

Students will study economic principles such as supply and demand, competition, the roles of small business, big business, labor unions, taxation, stocks, bonds, and the role of the government. Students will learn basic economic principles such as consumer economics, checkbook balancing, budgeting, and borrowing. Students will also learn about the central economic issues of scarcity, global trade in the 21st century world, as well as consumer economics including understanding our credit system and borrowing. The course concludes with a cumulative final exam at the end of the semester.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: United States History & Government or AP United States History

*This course is not NCAA approved

COLLEGE ECONOMICS

13220**Level 4**

This is a one semester, university-level social science course taught in cooperation with Syracuse University. It is a rigorous study of the foundations of economic thought designed for highly motivated and independent students. The goal of the course is for students to develop college-level mastery in the following areas: complex economic concepts, deep economic analysis,

sophisticated written expression, and the advanced application of economic thought as it applies to current issues facing individuals and society. Regular assessments provide students the opportunity to demonstrate command and growth in each area. Students are responsible for producing a high quality university-level economics research paper that is due in the final weeks of the course. Successful completion of this course results in credit from both Brighton High School and Syracuse University.

NOTE: Students are responsible for purchasing the Syracuse University Economics textbook. Students are also responsible for the cost of the three credit-hours obtained through Syracuse University (currently \$115 per credit-hour). Some needs-based financial aid is available through Syracuse University.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: United States History & Government or AP United States History

LAW & GOVERNMENT	12300	Level 1-4
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This course provides students the opportunity to examine the concepts of active citizenship and the structures of local, state and federal systems of government in our nation. Students examine the rights and responsibilities of being a citizen, political ideology, protections guaranteed by the Bill of Rights, and our criminal and civil legal systems. The course concludes with a final project at the end of the semester.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: United States History & Government or AP United States History

ADVANCED PLACEMENT US GOVERNMENT & POLITICS/ COMPARITIVE GOVERNMENT & POLITICS	13000	Level 4
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This full-year course has two components. For the United States part of the course, there is an emphasis on the general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, interest groups, beliefs, and ideas that constitute U.S. political reality. The Comparative component of this course encompasses the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all national policies. Countries studied are Great Britain, Russia, China, Mexico, Nigeria, and Iran. High achievement on the AP examination can result in college credit, advanced placement in college courses, or both. In May, students must take both the U.S and the Comparative AP Exams offered by the College Board. High achievement on the AP Exams can result in college credit, advanced placement in college courses, or both.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: United States History & Government or AP United States History

ELECTIVES

Social studies electives are offered to students in grades 10, 11, and 12 as additional courses. They do not count as part of the four mandated credits required by New York State unless a student has successfully tested out of Economics and/or Law & Government.

ADVANCED PLACEMENT WORLD HISTORY	10600	Level 4
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This full-year course focuses on developing students' understanding of world history from approximately 8000 B.C.E. up to the present. The course will quickly review 9th grade material, covering history up to circa 1750 CE, and will then examine modern history in depth. Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five historical themes typically included in college-level world history courses: geographical, political, social, economic, and cultural. Students will explore these themes throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. If taken as an elective, students will take only the AP World History Exam in May. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both.

Grade: 10	Meeting Pattern: full year, 5 out of 6 days	Credit: 1
Prerequisite: Global History & Geography I.		

ADVANCED PLACEMENT HUMAN GEOGRAPHY	13001	Level 4
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AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography. This course introduces students to the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to use spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as: globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. High achievement on the AP Exam may result in college credit, advanced placement in college courses, or both.

Grades: 9-12	Meeting Pattern: full year, 5 out of 6 days	Credit: 1
Prerequisite: None		

ADVANCED PLACEMENT UNITED STATES HISTORY	11900	Level 4
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This full-year course is designed to be as difficult as a college level introductory survey course. The course requires extensive reading of both primary and secondary resources. Students are required to compete in a formal debate and produce a college-level research paper on the debate topic. Students are expected to develop a thorough background in American history so that they can think critically, quickly, and accurately when writing about historical issues. If taken as an elective, students will take only the AP United States History Exam in May. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both.

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: Global History & Geography II or AP World History

ADVANCED PLACEMENT EUROPEAN HISTORY	12400	Level 4
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This full-year, college-level course in European History (1450–Present) is for juniors and seniors who have a high scholastic record in previous social studies courses and who are self-motivated. Students are required to complete extensive reading of both primary and secondary sources. Writing is a key component of the course. In May, students must take the AP Exam offered by the College Board. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both. Following the AP Exam, students will complete an individual project.

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: Global History & Geography II or AP World History

ADVANCED PLACEMENT US GOVERNMENT & POLITICS/ COMPARITIVE GOVERNMENT & POLITICS	13000	Level 4
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This full-year course has two components. For the United States part of the course, there is an emphasis on the general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, interest groups, beliefs, and ideas that constitute U.S. political reality. The Comparative component of this course encompasses the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all national policies. Countries studied are Great Britain, Russia, China, Mexico, Nigeria, and Iran. High achievement on the AP examination can result in college credit, advanced placement in college courses, or both. In May, students must take both the U.S and the Comparative AP Exams offered by the College Board. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: United States History & Government or AP United States History

ADVANCED PLACEMENT PSYCHOLOGY	12800	Level 4
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Psychology is a vibrant, intriguing and ever-growing social science that explores the behavior and mental processes of individuals. This is the equivalent of a college introductory course, is overseen by the College Board, and examines the twelve main fields of psychology. The units of

study are: history and perspectives, research methods and statistics, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, human development, personality, intelligence, mental disorders, treatment and therapy, and social psychology. Students should expect a rigorous course that requires openness to new ideas, as well as critical thinking, reading and writing. Students will be asked to apply the knowledge and skills learned to explain why people behave as they do and to evaluate their own attitudes and reactions. Following the AP exam in May, students will complete a research project on a topic of their choice for course credit. High achievement on the AP Exam can result in college credit, advanced placement in college courses, or both.

Grades: 11-12 Meeting Pattern: full year, 6 out of 6 days Credit: 1
Prerequisite: Global History & Geography II or AP World

SOCIOLOGY	12700	Level 1-4
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This is an introductory course dealing with human behavior from a social perspective. Examples of specific units are socialization and institutions such as family, education, religion, and medicine. As part of a unit on deviance, students examine society's definition of crime and mental illness. The course also examines social stratification by race, gender, ethnicity and social class, both cross-culturally and in the United States, including a focus on immigration (legal, illegal, voluntary and involuntary). Students are expected to complete a research project, book review, or original fieldwork. The course concludes with a cumulative final exam at the end of the semester.

Grade: 10-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: none

PSYCHOLOGY	12600	Level 1-4
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Have you ever wondered why people act as they do? Psychology offers four different answers to this question. People influence each other through social processes. Our childhood and constant development determine our actions. One's personality has important effects. Lastly, the brain and nervous system determines our actions. This course examines all four answers by employing lectures, readings, videos, hands-on activities, and discussions. Students complete four projects of various types over the course of the semester.

Grade: 10-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: none

COMPARATIVE RELIGIONS	11500	Level 1-4
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This course provides a solid foundation for students to deeply explore the world's major religions, including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism. The impact of contemporary issues on these religions will also be studied. This experienced-based course includes field trips to religious sites, guest speakers, multi-media learning activities, and hands-on activities to complement the course objectives and assigned readings. To

successfully complete this course, students will be required to produce a final project that involves writing an essay on personal belief about some aspect of religion, spirituality, morality or ethics.

Grade: 10-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: none

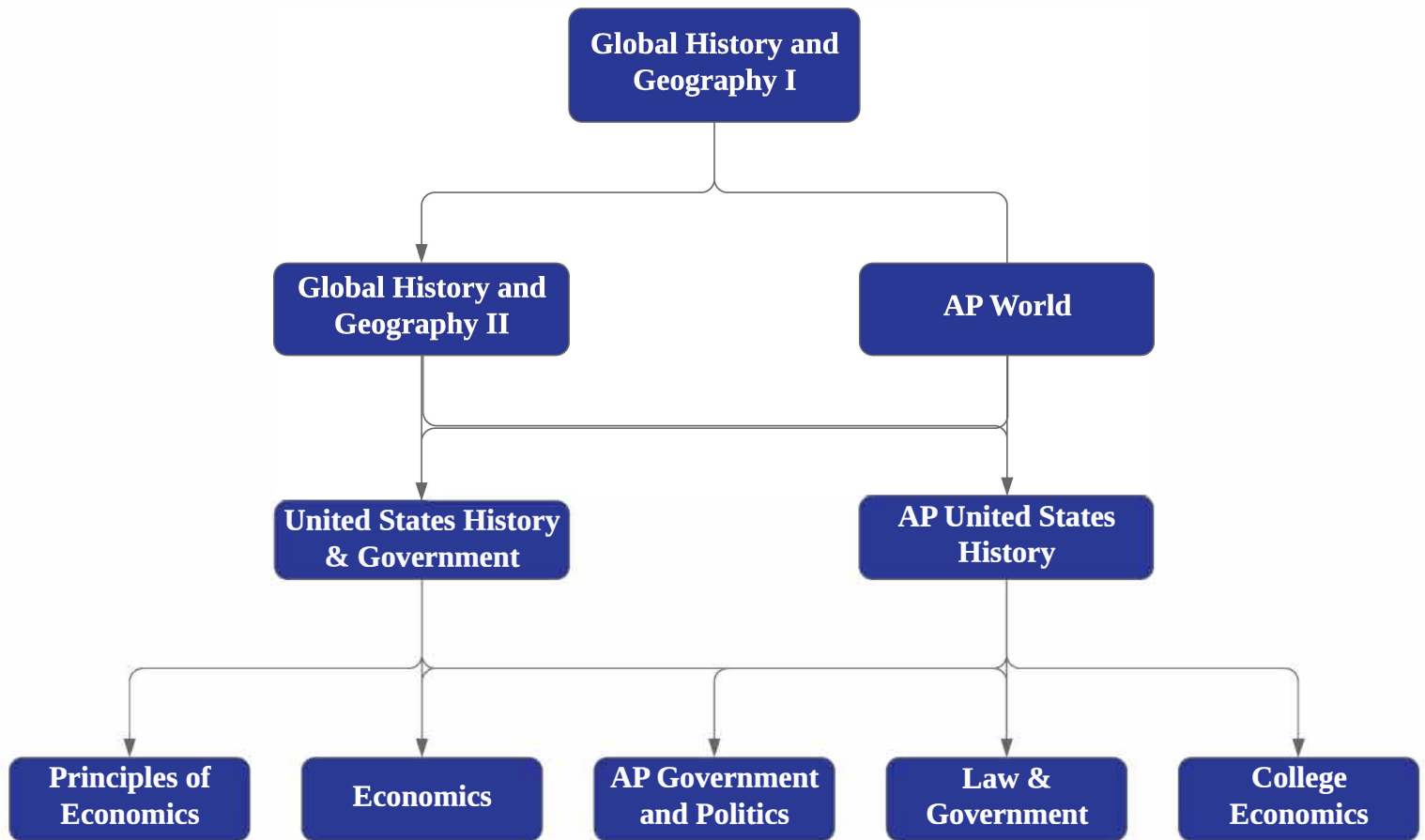
COLLEGE ECONOMICS**13100****Level 4**

This is a one semester, university-level social science course taught in cooperation with Syracuse University. It is a rigorous study of the foundations of economic thought designed for highly motivated and independent students. The goal of the course is for students to develop college-level mastery in the following areas: complex economic concepts, deep economic analysis, sophisticated written expression, and the advanced application of economic thought as it applies to current issues facing individuals and society. Regular assessments provide students the opportunity to demonstrate command and growth in each area. Students are responsible for producing a high quality university-level economics research paper that is due in the final weeks of the course. Successful completion of this course results in credit from both Brighton High School and Syracuse University.

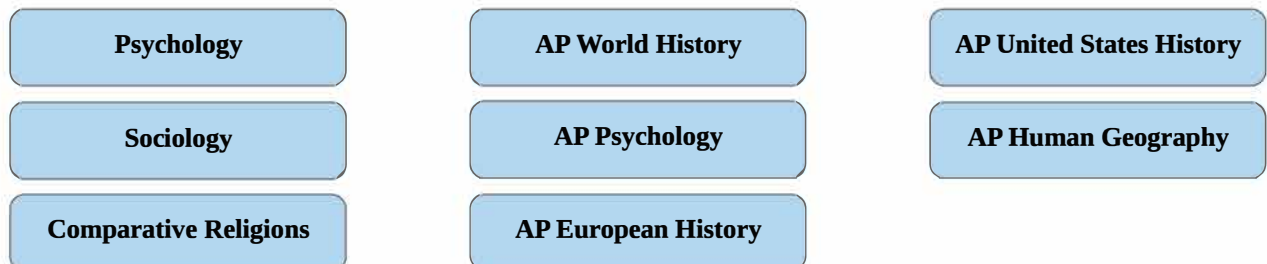
NOTE: Students are responsible for purchasing the Syracuse University Economics textbook. Students are also responsible for the cost of the three credit hours obtained through Syracuse University (currently \$110 per credit-hour). Some needs-based financial aid is available through Syracuse University.

Grade: 12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: US History and Gov't or AP US History

Social Studies



Elective Courses



TECHNOLOGY EDUCATION DEPARTMENT

Technology education courses are designed to accommodate students of widely varying interests and academic abilities. Students may elect to take courses within **three major themes:**

Communication, Engineering / Production Systems and Drafting / Design. Our goal is to focus on technological literacy to increase student capabilities as a person, worker and citizen. We want students to not only better navigate the digital frontier as a consumer, but also as a producer of technology. All technology education classes are designed to be at least 75% hands-on. Students leave technology education courses with knowledge and transferable skills learned on industry standard software and equipment.

Two technology education courses can be combined to fulfill a unit of credit in math or science. In addition, many technology education classes fulfill the art/music requirement and all may be chosen as an elective or used as part of a sequence in technology.

COMMUNICATIONS COURSES

COMMUNICATION SYSTEMS

58400**Level 1-4**

This course is about communication systems. You can expect to be engaged in hands on activities ranging from creating digital graphic arts and exploring a range of systems used to transfer an idea. A typical class period consists of ten minutes of instruction and thirty minutes of work. Students will complete introductory projects focusing on logos, print graphic, and videos. Many software packages will be used including Adobe Creative Suite (ex. Photoshop and Premiere). **This course will fulfill ½ of the art/music credit needed for graduation.**

Grades: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

DESKTOP PUBLISHING & MULTIMEDIA DESIGN

58500**Level 1-4**

This course combines the skill of graphic design, layout and production of a variety of published products using publishing and design software as a communication tool. The goal of this course is to use a combination of type, color, illustrations and images to produce professional print and digital media. Students will complete such products as logos, posters, advertisements, webpages and animations. Upon completion of this course, students should be able to create print and digital publications based on specific design requirements and requests. **This course will fulfill ½ of the art/music credit needed for graduation.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

VIDEO COMMUNICATIONS**59400****Level 1-4**

This course is an introduction to video/audio production. Students will produce a variety of video projects using digital cameras, cell phones and non-linear computer based editing using Adobe Premier Pro. Course work includes: planning, scripting, storyboarding and hands on projects to produce Morning Show openings, documentaries, music videos, and commercials. Students will also experiment with studio camera use, computer graphics, and animation. Students will have studio as well as “on location” shooting experiences. **This course will fulfill ½ of the art/music requirement needed for graduation.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

ADVANCED VIDEO COMMUNICATIONS**59500****Level 1-4**

This course will build upon knowledge and skills learned in Video Communications. It is designed to provide students with advanced skills in video editing and production. Students will have an opportunity to develop skills using the television production equipment, video cameras, and video editing software (Premiere Pro) to create videos in a professional format. It is required that students have successfully completed the course requirements for Video Communications or instructor approval with the successful completion of Communication Systems. **This course will fulfill ½ of the art/music requirement needed for graduation.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Video Communications or Communication Systems w/Instructor Approval

VIDEO GAMING**59700****Level 1-4**

Video Gaming is a collaborative course between the Business and Technology Departments. The course explores the complete process: from designing and building a successful video game to ways to market and sell video game products. Beyond the construction and marketing of the video game, the course will also explore the video game industry itself and its impact on our society. Topics that will be addressed include, but are not limited to: design marketing; in-production marketing; release marketing; post-release marketing; advanced marketing; history of video games; planning a video game or computer program; introduction to game programming; game making; types of programming software and their advantages and disadvantages; application of human factors on the engineering of video game products; societal impacts including intended and unintended consequences; ethical uses of computer programs/applications; and careers in the video gaming industry. **Students may elect the Video Gaming credit to be either in Technology or Business Education.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

ENGINEERING/PRODUCTION COURSES

ENERGY AND SUSTAINABILITY

58350**Level 1-4**

Learn what you can do to be more “green” and make a difference in decisions about energy use. This course will allow students to explore energy and sustainability with a focus on new developments in energy efficiency and renewable energy technologies including fuel cells, wind power, modern nuclear power, geothermal, photovoltaic and solar power. Additional course work will include world energy, energy and the environment, energy and sustainable development, energy storage, and emerging energy technologies. This is a laboratory based course which also includes lectures, demonstrations, and site visits. Students must have completed or be currently enrollment in Geometry. This course is not a substitute for Chemistry or Physics in the science sequence; it can be taken after completion of the four main science disciplines or taken as an elective concurrently with either of them.

Grade: 9-12

Meeting Pattern: full year, 6 out of 6 days

Credit: 1

Prerequisite: Geometry (or concurrent enrollment), Earth Science, Living Environment (or concurrent enrollment)

ELECTRONICS/ROBOTICS

59200**Level 1-4**

During this class, students will explore electronics and robotics design using a variety of hands on activities. Topics that will be covered while building robots are the fundamentals of problem solving, program design and programming as well as the design process will be emphasized as the robots are tested and their designs are modified. Throughout the course students will also learn the function of basic electronic components such as resistors capacitors, integrated circuits and soldering essentials. Upon completion of this course, you should be able to follow the design process to program and build robots by applying and integrating STEM concepts.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

PRINCIPLES OF ENGINEERING

59600**Level 1-4**

This hands-on course provides an introduction to the engineering profession. This course incorporates problem solving and the engineering design process through the application of math and science. Students looking for a challenging half-year course and who enjoy designing and constructing are encouraged to enroll. This class is geared for innovative and creative thinkers with original ideas and/or solutions to existing or future problems. Large and small group projects will be developed in a technology lab setting.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

MANUFACTURING SYSTEMS

58200

Level 1-4

This is a hands-on course where students will gain knowledge and skills of manufacturing and production using a wide variety of tools and machines. Students will have use of all the machines in the material processing lab as well as 3D printers, laser engravers, and vinyl cutters. Students will learn how to use jigs and fixtures to mass produce products.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

DRAFTNG/DESIGN COURSES

DESIGN AND DRAWING FOR PRODUCTION – DDP

58300

Level 1-4

This course will introduce students to technical drawing using a Computer Aided Design program. Students will learn how to take basic technical drawing techniques and apply them when creating computer generated drawings. Throughout the course, students will be completing hands-on activities and utilizing the design process to design their own models. At the conclusion of the course, students will be able to communicate their ideas through 2d and 3d drawings and produce their models on the 3d printer. This course is a pre-requisite for Advanced Computer Aided Design, and Architectural Design and Drafting, and Understanding Design. Students may elect to earn three college credits through our MCC dual credit program while taking this course (MET 101). **This course will fulfill ½ of the art/music credit needed for graduation. This course is offered for 3 college credits as part of our MCC Dual Credit Program.**

Grades: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

ADVANCED COMPUTER AIDED DESIGN & DRAFTING 58600

Level 1-4

This course will build upon the basic principles learned in Design and Drawing for Production. During this course, activities and projects will have an emphasis on the 3D component of drafting. Students will continue to develop skills and knowledge and also use the problem solving process to manufacture, model (with the 3d printer) and construct their own parts. Designing and production of models is a major part of this course. **This course will fulfill ½ of the art/music credit needed for graduation and has Design and Drawing for Production as the prerequisite.**

Grades: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Technical Drawing

ARCHITECTURAL DESIGN AND DRAFTING**58800****Level 1-4**

This is an exploratory course in architectural design and drafting. Its emphasis on history, ergonomics, structures, materials, environmental and cultural views will give students an overview of the architectural world. The course challenges students to use CAD as a tool to draw solutions to diverse architectural design problems. Students will conceptualize, draw, and plot a *complete set of drawings* of a single-family residential unit. **This course will fulfill ½ of the art/music credit needed for graduation and has Design and Drawing for Production as the prerequisite.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Technical Drawing or approval of instructor

UNDERSTANDING DESIGN**61960****Level 1-4**

This class utilizes the latest technology and software. It encourages collaboration across the departments of technology and art to build a foundation for understanding design expression through narrative and 2D and 3D projects. This course has an innovative and flexible approach that encourages exploration of materials, media and methodologies across key subject areas including social design, information design, typographic media, functional design and communication environments. It will prepare students to be savvy visual problem-solvers who use a wide variety of concepts and media to inform, direct, promote, entertain, and engage diverse audiences. It will integrate art and design principles, methods, concepts, images, words, and ideas. **This course will fulfill ½ of the art/music requirement needed for graduation.**

Grade: 10-12

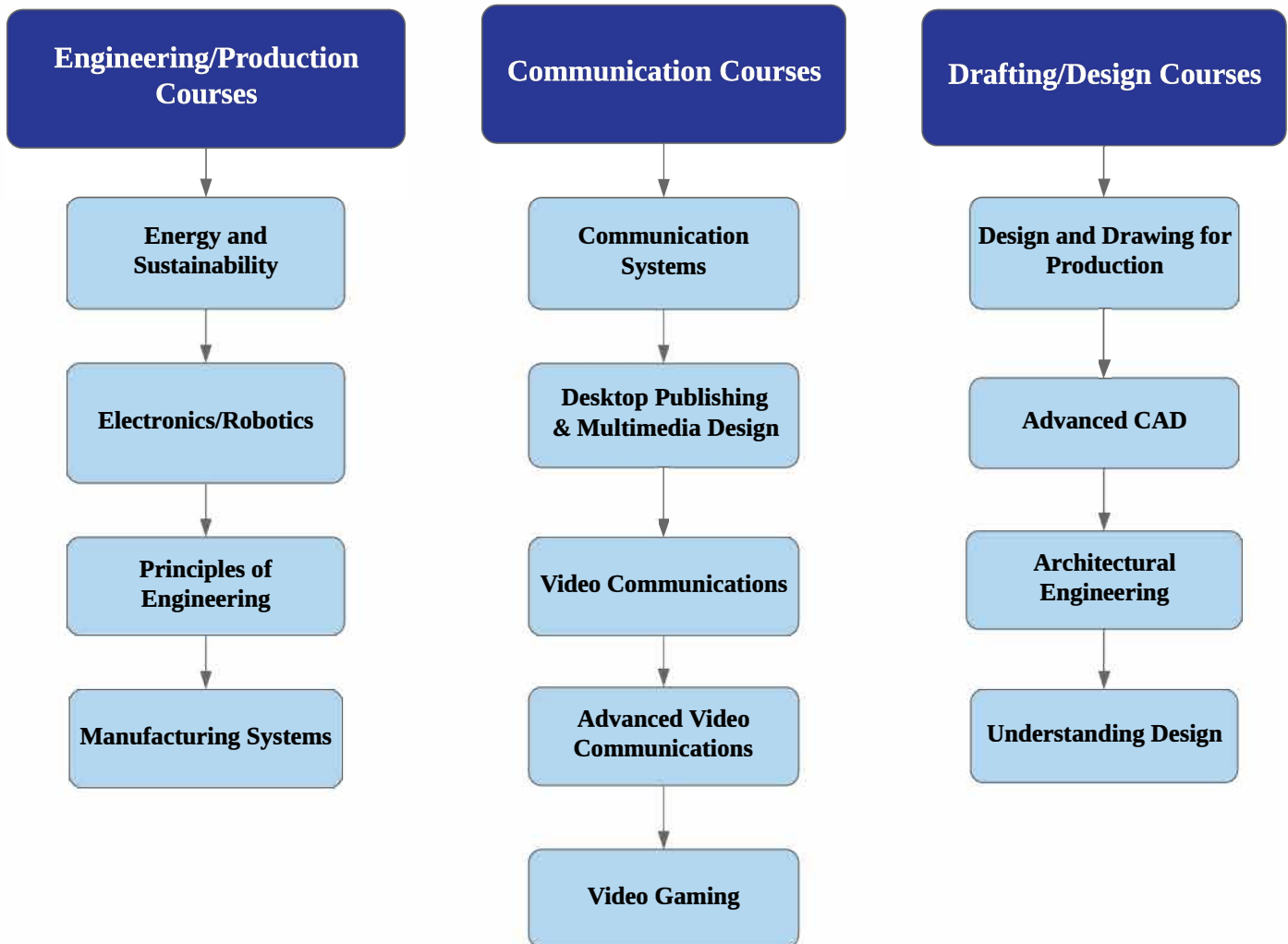
Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Photo 1 or Design and Drawing for Production (DDP)

Technology Education

Recommended Sequence



All Technology courses are 1/2 credit with the exception of the Energy and Sustainability course, which is a full-year math, science and technology (MST) course.

Any two Technology courses may be used to replace a third year of mathematics or science

A sequence in Technology Education (5 credits) plus 1 credit in any foreign language may be used to replace a foreign language sequence.

VISUAL AND PERFORMING ARTS

All students are required to take one credit of art and/or music as part of their graduation requirements. The art, music, and drama for-credit courses listed in this booklet may be used to fulfill this requirement. See the Visual and Performing Arts Facilitators or your counselor for more information.

VISUAL ARTS

Students interested in completing a graduation sequence in Visual Arts are required to complete one of the following options according to the New York State Department of Education:

<u>3 Credit Sequence</u>		<u>5 Credit Sequence</u>	
½ credit	Studio Art	½ credit	Studio Art
2 ½ credits	5 Courses chosen from all Art offerings	4 ½ credits	9 Courses chosen from all Art offerings

STUDIO ART

60200

Level 1-4

In this foundation art course, students will explore a variety of media and art concepts to prepare them for Ceramics, Sculpture, Jewelry Making, Drawing, and Painting. Students will learn introductory two-dimensional and three-dimensional skills in each of these areas of art. Major art movements and the language of design will be addressed in order to redefine student understanding, appreciation, and production of art. Investigation of art history and specific artists will reinforce concepts and ideas explored during studio projects. Requirements for this course include outside drawing and research. Students are expected to participate in critiques of their work. Studio Art sets the stage for a sequence in art and has a flexible curriculum for all ability levels.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

DRAWING

60700

Level 2-4

Drawing is a course that allows students to show their unique artistic expression in various formats of composition. Students will build upon the drawing skills acquired in Studio Art. The curriculum follows a series of skill and concept development strategies in drawing using a variety of media such as: charcoal, color pencil, pastel, pen and ink, and traditional pencil. This course is designed for students who are interested in taking their art work to the next more serious level. Students will explore, in greater depth; portraiture modeling, shading, perspective, the use of color theory, historical trends, abstraction, and art criticism. Students are expected to participate in critiques of their work in order to develop an artistic voice.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Studio Art

PAINTING**60900****Level 2-4**

Painting allows students to show their unique artistic expression in various formats of composition. Students will build on painting skills acquired in Studio Art as well as learn new skills combined with new media. The curriculum explores the uses of watercolors, concentrated dye and acrylics as paint media. Skill and concept development will be stressed as students learn a variety of techniques for using each medium. Students will learn wash techniques, layering, glazing, masking, and how to use color to its fullest advantage. Historical trends will be incorporated into some projects. Attention will also be placed on art criticism and aesthetics. Students are also expected to participate in critiques of their work in order to develop an artistic voice.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Studio Art

ADVANCED DRAWING & PAINTING**61000****Level 3-4**

Advanced Drawing and Painting is an exploratory upper level course that provides experiences in various art forms including drawing, painting, printmaking and design. The nature of this course allows students the opportunity to begin to make decisions in areas of art that most interest them, since they have a strong foundation to build off of from Drawing or Painting. The curriculum is designed to meet the varied interests of all students. This course takes drawing and painting to a more advanced and philosophical level where artistic voice is developed and refined. Emphasis will be placed on multimedia techniques, the language of design and composition, and historical trends. Requirements for this course include some outside drawing and research while maintaining a sketchbook.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Drawing or Painting

JEWELRY MAKING**61400****Level 2-4**

In this course, students are introduced to a variety of jewelry making techniques and materials in order to create wearable works of art. Students will learn about the properties of fine metals and how these can be manipulated to make pieces of jewelry and other forms of adornment. Other raw materials that will be explored include paper, wood, clay, and found objects. Students will learn about historical and contemporary jewelry artists and use the Principles of Design to inspire their own wearable works of art. Requirements for this course include some outside sketching and research. Students are expected to participate in critiques of their work. Jewelry Making has a flexible curriculum for all ability levels and is a very hands-on course.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Studio Art

SCULPTURE**61100****Level 2-4**

In this course, students are introduced to three-dimensional work by manipulating (hammer, sand, pour, chisel, build and bend) the raw materials and objects in the world around them. Students learn about the properties of stone, wood, clay, plaster, and metal and how to work with these and other materials to create sculptural forms. Art history, design principles, and production are all important elements of this course. Requirements include some outside research and maintaining a sketchbook of ideas and research. Students are expected to participate in critiques of their work. Sculpture has a flexible curriculum for all ability levels and is a hands-on course.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Studio Art

CERAMICS I**61200****Level 2-4**

In this introductory course, imaginative solutions for functional and non-functional ceramics are emphasized in a variety of techniques for clay. Students will engage in an exploration of the following hand-building techniques: coil, strip, drape, hard slab and layered slab. Glazing, unconventional color application, and surface texturing are introduced to extend the clay experience. Instruction on the potter's wheel will take place in this course. Requirements for this course may include some outside sketching and students are expected to participate in oral critiques of their work. Ceramics I has a flexible curriculum for all ability levels and is a very hands-on course.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Studio Art

CERAMICS II**61300****Level 3-4**

In this course, students will explore unique ways to use clay as a vehicle of personal expression. Students will develop a series of work in clay using a philosophical, utilitarian, hand-building, or potter's wheel approach. This course builds on the foundation of Ceramics I. Ceramics art in other cultures, both past and present, as well as contemporary artists, will be studied. Students are required to maintain a sketchbook for ideas and research. Students are expected to participate in critiques of their work.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Ceramics I

PHOTOGRAPHY I**61600****Level 1-4**

This course is meant to help students master the fundamentals of digital photography. Through the lens of a DSLR camera, learn how to bring together the elements of manual mode to create an evocative image using shutter speed, aperture, and image composition (Elements and Principles of Art and Design). Students will utilize studio lighting and natural lighting and edit

photos in Photoshop as they are introduced to the latest in post-production tools. Throughout the course, students will complete a series of photo projects that will help practice the skills they are learning. This course is an opportunity to acquire the basic insights and techniques of photography.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

PHOTOGRAPHY II**61800****Level 2-4**

This course is a continuation of Photography I which explores, in greater depth, various procedures in lighting, composition, concept development, photo manipulation, and printing. Students will take a step back from their images and think critically about their motivations, process, and ultimate goals for each digital photography project. Students will learn to analyze their vision and identify areas for growth. Ultimately students will create a personal website as a final portfolio.

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Photography I

UNDERSTANDING DESIGN**61960****Level 2-4**

This class utilizes the latest technology and software. It encourages collaboration across the departments of technology and art to build a foundation for understanding design expression through narrative and 2D and 3D projects. This course has an innovative and flexible approach that encourages exploration of materials, media and methodologies across key subject areas including social design, information design, typographic media, functional design and communication environments. It will prepare students to be savvy visual problem-solvers who use a wide variety of concepts and media to inform, direct, promote, entertain, and engage diverse audiences. It will integrate art and design principles, methods, concepts, images, words, and ideas.

Grade: 10-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½ (art or tech)

Prerequisite: Photo 1 or DDP

PORTFOLIO PREPARATION**60800****Level 3-4**

Portfolio Preparation is an art course designed to develop a comprehensive portfolio and to survey careers in the visual arts. A personal collection of art work will be generated from instructional assignments that investigate a broad range of mediums, styles, themes, and imagery. Students will explore two and three-dimensional problems with their own individual thoughts, feelings and interpretations. Students will work on independent research to explore a specific style or set of skills which will be reflected in a series in their portfolio. Students will have an opportunity to host an exhibition of their work in which they will design the exhibit, mount and install the show, publicize, and host an opening.

Grade: 10-12 Meeting Pattern: one semester, 5 out of 6 days Credit: ½
Prerequisite: Photo II, Understanding Design, Ceramics II, Jewelry Making, Sculpture, or
Advanced Drawing & Painting. This Course is recommended to be taken junior year if the
student wishes to take AP Studio Art as a senior, but cannot be taken in the same year.

AP STUDIO ART**61950****Level 4**

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. With guidance from the instructor, students will develop a concentrated focus in one of three areas: Drawing; 2D Design; or 3D Design. This course parallels curricula and programs at the college level. There is no written AP exam, but rather each student submits their portfolio of 22-27 completed projects to the College Board for evaluation in May. Many colleges award credit or advanced placement on the basis of this portfolio review. Several works of art are to be completed over the summer prior to the start of school. AP Studio Art students are expected to submit the completed AP portfolio.

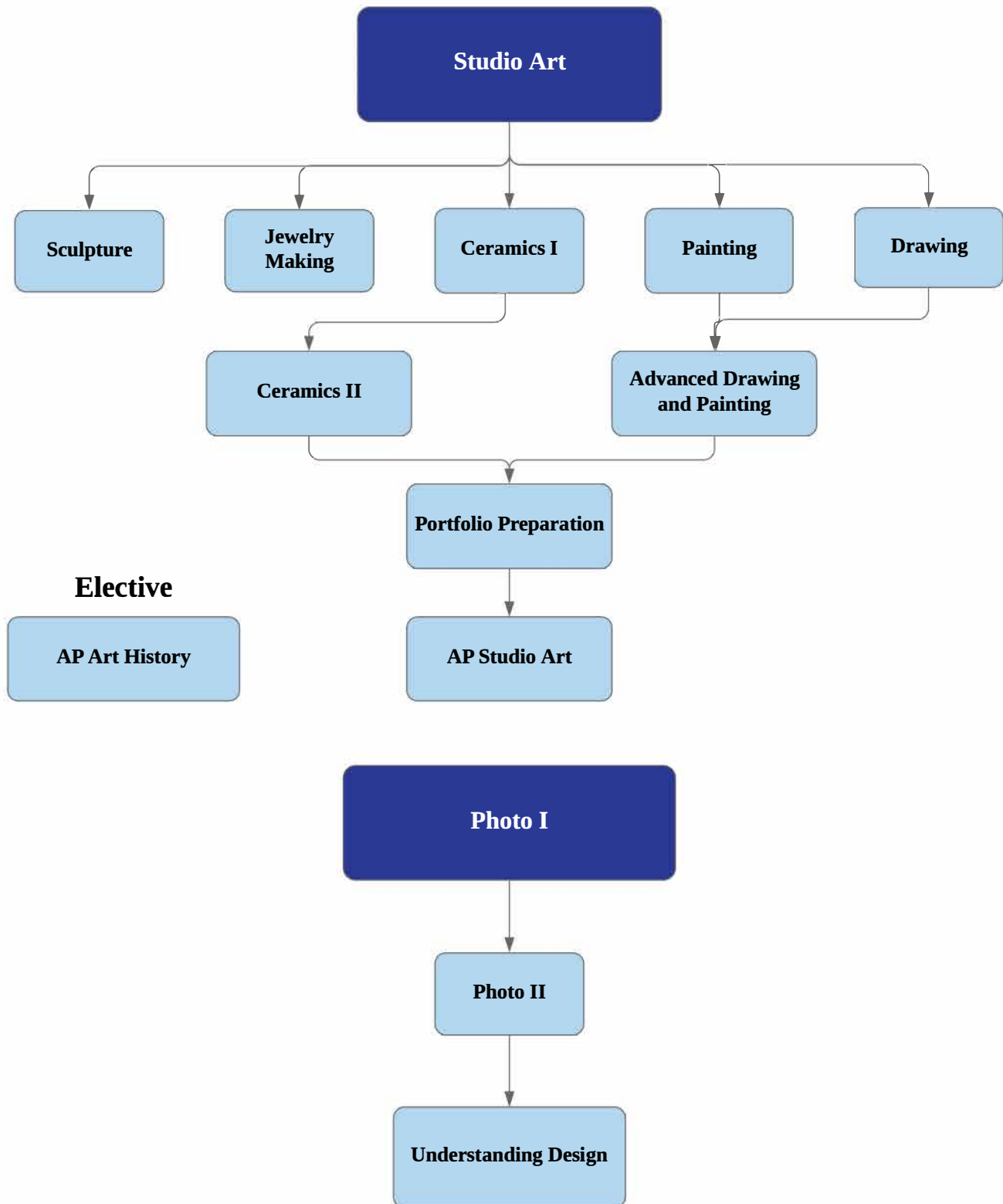
Grade: 11-12 Meeting Pattern: full year, 6 out of 6 days Credit: 1
Prerequisite: Photo II, Portfolio Preparation, Ceramics II, or Advanced Drawing & Painting

AP ART HISTORY**61900****Level 4**

AP Art History is a college level course exploring art from prehistoric to the present time. This course explores art from around the globe through historical context, subject matter, style, and form. Students will examine issues related to politics, religion, and patronage and how they have impacted the arts in a variety of time periods. This course culminates in the AP Art History Exam and is recommended for juniors and seniors with a passion for art and/or history. Students are expected to complete summer work prior to the start of the year in preparation for the rigorous course.

Grade: 11-12 Meeting Pattern: full year, 6 out of 6 days Credit: 1
Prerequisite: None

Visual Arts



MUSIC

Students interested in completing a graduation sequence in Music are required to complete one of the following options according to the New York State Department of Education:

3 Credit Sequence		5 Credit Sequence	
1 credit	Music Theory	1 credit	Music Theory
2 credits	Major Performing Groups	1 credit	AP Music Theory
		3 credits	Major Performing Groups

MUSIC THEORY/COMPOSITION	68200	Level 1-4
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Music Theory is a year-long course surveying the elements of music including harmony, composition, melody, rhythm, and form. Experience is provided in original music composition and the exploration of established composers' works. This course is a required part of the 3 or 5 credit music sequence.

Grade: 9-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: None

ADVANCED PLACEMENT MUSIC THEORY	68400	Level 4
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This course is a continuation of Music Theory I. It explores the elements of theory, harmony, counterpoint, sight singing, and conducting through a variety of musical literature of the past and the present. It is intended to offer students the opportunity to perceive the inner workings of the various elements of music encountered in musical works of the past and present. The emphasis in the course will be on the development of aural-visual skills, compositional skills, and intellectual concepts simultaneously leading to further theory and music history study at the college level. *Students must take the Advanced Placement Music Examination at the conclusion of the course.*

Grade: 9-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: Music Theory or permission of instructor

INSTRUMENTAL MUSIC

FRESHMAN ORCHESTRA	65900	Level 1-4
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Any student in ninth grade who plays violin, viola, cello, or string bass will be enrolled in the Freshman Orchestra. Students will continue to develop their technique on the instruments, as well as learn the basics of music theory, composition, and improvisation. Literature for the group will include a variety of styles from classical to jazz. Four concerts are scheduled during the year. Other performance opportunities are available as interest indicates. One lesson per cycle during a free period is required.

Grade: 9 Meeting Pattern: full year, 3 out of 6 days Credit: 1
Prerequisite: Audition or permission of instructor

STRING ORCHESTRA I/II**65125/65150****Level 2-4**

All violin, viola, cello, and string bass players in tenth, eleventh, and twelfth grade will be enrolled in this course. Repertoire includes music from string orchestra and full orchestra literature in a variety of styles. Students will continue to develop technique on the instrument. The study of basic music theory, history, composition, and improvisation are continued. Four concerts are scheduled during the year. Other performance opportunities are available as interest indicates. One lesson per cycle during a free period is required.

Grade: 10-12

Meeting Pattern: full year, 3 out of 6 days

Credit: 1

Prerequisite: Audition or permission of instructor

CONCERT BAND I/II**65300/65400****Level 1-4**

This course is designed for students playing at the BCSD performance levels of four and five as described in the instrumental music curriculum. Emphasis is placed on the study and performance of band literature at the intermediate level. Experience in this group will help prepare students for admission to the Symphonic Band and Wind Ensemble. One small group lesson per cycle is scheduled during a free period.

Grade: 9-12

Meeting Pattern: full year, 3 out of 6 days

Credit: 1

Prerequisite: Audition or permission of instructor

SYMPHONIC BAND**65700****Level 2-4**

This course is designed for advanced woodwind, brass and percussion students playing at the BCSD performance levels of five and six as described in the instrumental music curriculum. Emphasis is placed on the study and performance of the finest band literature available for wind band. Participation prepares the students for membership in college and community bands.

One small group lesson per cycle is scheduled during a free period.

Grade: 9-12

Meeting Pattern: full year, 3 out of 6 days

Credit: 1

Prerequisite: Audition or permission of instructor

WIND ENSEMBLE**65200****Level 2-4**

This course is designed for advanced woodwind, brass, and percussion students playing at the BCSD performance levels five and six as described in the instrumental music curriculum. Emphasis is placed on study and performance of the finest band literature available for wind band. Participation prepares the students for membership in college and community bands. One small group lesson per cycle is scheduled during a free period.

Grade: 9-12

Meeting Pattern: full year, 3 out of 6 days

Credit: 1

Prerequisite: Audition or permission of instructor

JAZZ ENSEMBLE/JAZZ BAND**65600/65500****Level 1-4**

Jazz Ensemble/Jazz Band members receive training in the performing techniques of improvisation and jazz style. Admission to these groups is by permission of instructor. Students must be concurrently enrolled in a Major Performing Ensemble (Concert Band, Symphonic Band, Wind Ensemble, String Orchestra, Chorale, or Concert Choir). This course does not fulfill the one year of music and/or art graduation requirement.

The Performing Arts Department considers the Jazz Ensemble/Jazz Band as a lab experience where students may practice skills learned in orchestra, choir, or bands. The Jazz Ensemble/Jazz Band is a supplementary program and does not take the place of major performing groups. Exceptions to the concurrent enrollment policy will be made if the Jazz Ensemble/Jazz Band instrument is not commonly used in major performing ensemble (e.g., electric guitar or piano).

Grade: 9-12

Meeting Pattern: full year, 1 out of 6 days

Credit: ½

Prerequisite: Permission of instructor and concurrent enrollment in a major ensemble.

CHORAL/VOCAL MUSIC**CHORALE****67600****Level 1-4**

Chorale develops a firm foundation in singing for all ninth grade students desiring to perform great choral music and develop their musicianship. Students will learn the fundamentals of healthy vocal technique and will develop their musicianship through the performance of a wide variety of choral styles. Chorale gives a minimum of three concerts and special performances each year. Attendance and performance in all concerts is a required part of the course grade. This class will meet every other day and one small group/private voice lesson per cycle is scheduled during a free period.

Grade: 9

Meeting Pattern: full year, 3 out of 6 days

Credit: 1

Prerequisite: None

CONCERT CHOIR:**TREBLE CONCERT CHOIR****67900****Level 1-4****MIXED CONCERT CHOIR****68600****Level 1-4**

Concert Choir allows students (grades 10-12) to continue to develop a firm foundation in singing for the experienced singer as well as the beginner. Students will learn the fundamentals of healthy vocal technique and will develop their musicianship through the performance of a wide variety of choral styles. Emphasis is placed on the study and performance of challenging choral literature. There will be a minimum of three concerts each year and attendance and performance in all concerts is a required part of the course grade. This class will meet every other day and one small group/private voice lesson per cycle is scheduled during open time. Concert Choir enrollment is divided into two sections of equal ability level: Mixed Concert Choir and Women's Concert Choir.

Grade: 10-12

Meeting Pattern: full year, 3 out of 6 days

Credit: 1

Prerequisite: Permission of instructor

CO-CURRICULAR VOICE ENSEMBLES

Level 3-4

A number of ensembles are open to all Brighton High School students. These groups perform at school concerts throughout the year and for many audiences in the Rochester area. Co-curricular voice ensembles do not fulfill the one year of music and/or art graduation requirement.

These groups include:

Vocal Jazz Ensemble (by audition)

Select Women's Ensemble (by audition)

A Choired Taste (by audition)

Bruinettes (by audition)

Crazy Pitches (by audition)

Macapella (by audition)

Credit: None

Morning, afternoon, or evening rehearsals are required.

Music Department

Music Theory

AP Music Theory

Freshman Orchestra

String Orchestra

Symphonic Orchestra

Concert Band

Symphonic Band

Wind Ensemble

Chorale

Concert Choir

Jazz Ensemble

Jazz Band

Co-curricular Ensembles have an audition pre-requisite and auditions are open to all 9th - 12th graders.

Chamber Strings

A Choired Taste

Vocal Jazz

Macapella

Bruinettes

Select Women's Choir

Crazy Pitches

THEATRE ARTS

Both Theatre Arts courses may be used to fulfill the Arts graduation requirement or an English elective credit, but not both. Theatre Arts courses are not part of the 12th grade English program.

ART OF ACTING I

69000

Art of Acting emphasizes the art, skill, and discipline of stage acting. It is both a theory and performance class; therefore, written and performance assessments will be used to evaluate students. The class uses various exercises for improvisation, theatre games, team building, and scene work. Instruction is given in stage etiquette, terminology, script analysis, and the theories of Stanislavski, Strasberg, Adler, Meisner, Hagen, Spolin and others. Practice is given creating characters, stage presence, vocal and physical work, providing peer feedback and written reflection on filmed performances. Students will work individually on monologues and in small groups for scene work. The final assessment is the presentation of a staged performance in front of an invited audience. Students are encouraged to observe professional and amateur actors in school and community productions. Auditioning for a school production is not required but is encouraged. This course is also an excellent resource for students who participate in DECA, Model UN, Speech and Debate or Mock Trial, as it enhances skills and comfort levels when speaking in front of large audiences. This course can be used towards the graduation requirement for Arts or as an elective. **This does not count towards the 12th grade English program.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: None

ART OF ACTING II

69100

Designed for students with some acting training and/or experience who want to further develop their skills. Emphasis will be placed on various techniques and styles of acting and performance. Units will include (but not be limited to): traditional and modern acting styles; Shakespeare and voice; directing; verbal and non-verbal communications; acting for camera; the professional life in the entertainment industry; auditioning; etc. Students will use the literature of the theatre to work on monologues and scenes, with the opportunity for both acting and directing. Students need not be considering a career as an actor. This course will further enhance one's ability to speak in front of large audiences and foster leadership skills, all suited to any college or career plans. The final exam is performance-based. This course can be used towards the graduation requirement for Arts or as an elective. **This does not count towards the 12th grade English program.**

Grade: 9-12

Meeting Pattern: one semester, 5 out of 6 days

Credit: ½

Prerequisite: Art of Acting I or permission of instructor

WORLD LANGUAGE DEPARTMENT

Brighton High School offers a choice of French, German, or Spanish for students who have completed grades 6, 7, and 8 in the middle school and successfully passed the assessment given at the end of 8th grade. These students are then enrolled in levels 2 or 2 Honor French, German or Spanish. Students usually continue into levels 3, 3 Honor, 4, 4 Honor and Advanced Placement courses as they progress through high school and advance their abilities in all four components of language learning: speaking, listening, reading and writing. Advanced Placement courses are college courses taught to high school students who may gain either college credit or advanced college standing, or both, while enrolled in high school. Advanced Placement language courses are designed for students who enjoy language learning and who are eager to apply their knowledge to today's global challenges.

The French, German, and Spanish courses are excellent preparation for students who are preparing themselves for careers in mathematics, music, science, business, travel, teaching, international law, interpreting, and almost any other career.

Brighton is proud to be the only district in Monroe County that offers the unique opportunity where students may enhance comprehension and interest, practice speaking, and learn cultural knowledge first hand from native speaking foreign language teaching interns. The world language interns become an integral part of the Brighton community and are housed by families within the Brighton Central School District. It is an enriching experience for the host family as well as the community at large. Families who are interested in hosting these wonderful individuals may contact the coordinator of the World Language Department.

Students are encouraged to study more than one world language at the high school level to broaden their abilities in communication and understanding of foreign cultures. All students continuing to study a language require a recommendation from the teacher of the previous year's course.

Videos, songs, foreign films, foreign magazines and newspapers, and supplementary readers at all levels introduce the students to other cultures. Technology is an important aspect of the programs and students will be encouraged to use laptops in class for various assignments. Foreign exchange trips and active language clubs reinforce and extend the cultural aspects of language study. Teachers and native language teacher interns help students of French, German, and Spanish with reading, writing skills, oral reports, dramatic presentations, and culture projects.

Students are prepared for College Entrance Board Achievement and Proficiency Tests, Advanced Placement Examinations, national foreign language contests, and for general success in using language skills in the world of work and travel. Student Exchange Programs are available in Spanish, French and German. Students of these languages can participate in school-to-school programs by hosting a foreign student or visiting the partner school.

FRENCH 1**20000****Level 2-3**

Learn to understand, speak, read and write French using situations of normal student activities. Find yourself in a French restaurant, in a school, on a trip, and with a family. Communication in both spoken and written forms provide a solid basis for the beginning level student. Learn about France and the French-speaking world. Students will benefit from interacting in the language with each other and the French Language Teaching Intern.

Grade: 9-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: None

FRENCH 2**20400****Level 2-3**

Enhance the skills begun in level one with similar communicative activities. Study French culture and learn about French-speaking countries around the world through cultural readings, realia, and video and audio recordings. Enhance your reading, writing, and listening skills in French. Practice your French through the use of songs and projects that we do. Students will benefit from interacting in the language with each other and the French Language Teaching Intern.

Grade: 9-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: French 1

FRENCH 2 Honors**20600****Level 3-4**

Develop speaking and writing skills to a higher degree, as a highly motivated student. You will participate actively in oral dialogues and in a variety of writing assignments. Use technology as you prepare in-class projects. Study French culture and learn about French speaking countries around the world through cultural readings, realia, and video and audio recordings. Students will benefit from interacting in the language with each other and the French Language Teaching Intern.

Grade: 9-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: French 1, teacher recommendation

FRENCH 3**20800****Level 2-3**

Expand and reinforce your language development and cultural awareness through communicative activities, videos, audio recordings and authentic materials. Students gain confidence and competence by actively using French in everyday situations, in dialogue writing, and small conversation groups. You will enrich your reading and composition skills. Students will benefit from interacting in the language with each other and the French Language Teaching Intern.

Grade: 10-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: French 2 or French 2 Honors

FRENCH 3 Honors**21000****Level 3-4**

French 3 Honors continues to develop skills in the use of spoken, everyday vocabulary while offering greater enrichment of materials and moving at a faster pace than Level 3. Expand and reinforce your language development and cultural awareness through communicative activities, videos, audio recordings and authentic materials. Students will benefit from interacting in the language with each other and the French Language Teaching Intern.

Grade: 10-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1

Prerequisite: French 2 Honors

FRENCH 4**21200****Level 2-3**

In this course, students read, discuss and write about a wide variety of topics from magazines, textbooks, literary selections, advertisements, films, etc. Students study social and popular culture such as music, media, sports, and politics. This course is an excellent preparation for college proficiency tests and entrance to the world of work and travel. Students will benefit from interacting in the language with each other and the French Language Teaching Intern.

***This course is offered for 3 college credits as part of our MCC Dual Credit Program.**

Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days

Credit: 1 (BHS), 3 (MCC)

Prerequisite: French 3

FRENCH 4 Honors**21300****Level 3-4**

This course continues speaking, listening, reading, and writing skills through cultural presentations, podcasts, film, and readings of French literature, with emphasis on vocabulary building and grammar development. Students are prepared for Advanced Placement French after taking this course. Students will benefit from interacting in the language with each other and the French Language Teaching Intern. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 11-12

Meeting Pattern: full year, 5 out of 6 days

Credit: 1 (BHS), 3 (MCC)

Prerequisite: French 3 Honors

SENIOR FRENCH	21500	Level 3
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This course is recommended for students who want to preserve and improve their skills in French in a non-AP setting. Activities may include small group conversations and interviews with the French language intern, movies, film shorts, power point presentations, authentic readings, and writing assignments. Students will benefit from interacting in the language with each other and the French Language Teaching Intern. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: French 4 or 4 Honors

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE	21600	Level 4
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This is a college level course for students who want the challenge of work at an advanced level. In preparation for the Advanced Placement examination in French Language, the course will concentrate on developing proficiency in all areas of language use: grammar, vocabulary, reading and writing, listening and speaking. Works of French literature, movies, and podcasts will be included for proficiency development. Students will benefit from interacting in the language with each other and the French Language Teaching Intern. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: French 4 Honors or teacher permission

GERMAN 1	22000	Level 2-3
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Travel through Germany and find yourself in a train station, at a university, meeting German teenagers, and living with a German family. You'll learn oral and written communication skills needed to get along in these everyday life situations. This course also introduces students to the geography, culture and recent history of the four main German-speaking countries. Learn why English and German are so similar.

Grade: 9-12 Meeting Pattern: full year Credit: 1
Prerequisite: None

GERMAN 2/2 Honors	22400	Level 2-4
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Continue to grow in your language skills of speaking, listening, reading and writing through videos, podcasts and materials from Germany on recent sports, social, economic and political events. Emphasis is placed on active participation in communicative activities such as dialogue writing, directed conversations, and role playing. Learn more about the cultures of the German speaking countries and compare them to American culture. Experience Germany from its castles and skiing regions in the south to the quaint medieval trading cities in the north. Students will benefit from interacting in the language with each other and the German Language Teaching Intern.

Grade: 9-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: German 1

GERMAN 3/3 Honors	22800	Level 2-4
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Expand and reinforce your language development and cultural awareness through communicative activities, videos, and authentic materials. Students gain confidence and competence by actively using German in everyday situations, in dialogue writing, and small conversation groups. You will enrich your reading and composition skills. Cultural materials are used to introduce students to various customs and events such as Fasching, Oktoberfest and current events. A video project introduces the history of the Berlin Wall and recent historical events in Germany. At the end of this course, students may participate in our exchange program with Bremen, Germany. Students will benefit from interacting in the language with each other and the German Language Teaching Intern.

Grade: 10-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: German 2

GERMAN 4/4 Honors	23400	Level 3-4
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This course is for students who wish to enrich and expand their conversational, reading, and writing skills. Students are introduced to a variety of topics including communication, slang, idioms, the senses, music, sports, generation gap, youth, humor, education, and cartoons. Students will read short stories, magazine articles, cartoons, and see German TV commercials, video clips and films. Active student participation, group discussions, and directed compositions afford students the opportunity to express themselves freely in spoken and written German. Learn to think and express your ideas in German. At the end of this course, students may participate in our exchange program with Bremen, Germany. Students will benefit from interacting in the language with each other and the German Language Teaching Intern. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: German 3

ADVANCED PLACEMENT

GERMAN LANGUAGE AND CULTURE	23600	Level 4
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This is a college-level course for students who wish to further develop their vocabulary, the expression of their ideas via group discussions and compositions, understanding and appreciation of German culture and prepare for the Advanced Placement Examination in German. Students are introduced to a wide variety of themes connected to the AP German language and Culture. You will enjoy music, podcasts, news articles, short stories, and see German films and videos to help promote more fluent language acquisition. Oral presentations, dialogues, compositions, and group discussions play a major role. Understanding and appreciation of the German culture, sports, music and people are emphasized. Students will benefit from interacting in the language with each other and the German Language Teaching Intern. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: German 4

SPANISH 1	27000	Level 2-3
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This course is designed for students who have never taken Spanish, want to take a second foreign language at BHS, or did not complete the requirements at the middle school level. Emphasis is placed on learning the fundamental skills of listening comprehension, speaking, reading and writing with regular reinforcement of vocabulary, structure, phonetics, and oral proficiency practice. Students learn basic functional communication in Spanish as well as an introduction to the geography and culture of Spanish-speaking countries. A variety of resources and activities comprise a well-articulated curriculum. Students will benefit from interacting in the language with each other and the Spanish Language Teaching Intern.

Grade: 9-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1
Prerequisite: None

SPANISH 1B	27150	Level 1-4
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Students continue developing skills in reading, writing, listening and speaking Spanish in this class, which is the continuation of Spanish 1A at TCMS. Enhance oral and written communication skills needed to get along in everyday life situations while learning more about the geography and culture of Spanish-speaking countries. Students will benefit from interacting in the language with each other and the Spanish Language Teaching Intern.

Grade: 9-12 Meeting Pattern: full year, 5 out of 6 days
Prerequisite: Spanish 1A

Credit: 1

SPANISH 2**27400****Level 2-3**

This course provides study of listening, speaking, reading and writing with special attention to vocabulary acquisition and grammar. Readings, videos, and audios are included to provide exposure to authentic language. Students also study the culture of Spanish-speaking countries. Students will benefit from interacting in the language with each other and the Spanish Language Teaching Intern.

Grade: 9-12 Meeting Pattern: full year, 5 out of 6 days
Prerequisite: Spanish 1 or Spanish 1A and 1B

Credit: 1

SPANISH 3**27800****Level 2-3**

Students continue to develop aural-oral skills together with a transition to more difficult readings and directed compositions. It increases the appreciation of Hispanic culture and knowledge of the language through readings, videos, and internet activities. Students will benefit from interacting in the language with each other and the Spanish Language Teaching Intern.

Grade: 10-12 Meeting Pattern: full year, 5 out of 6 days
Prerequisite: Spanish 2, Spanish 2 Honors

Credit: 1

SPANISH 3 Honors**28000****Level 3-4**

This course offers more enrichment of materials and moves at a faster pace than Level 3; encourages independent projects based on culture; studies selections from Spanish prose and poetry; develops skill in use of spoken everyday vocabulary. Students will benefit from interacting in the language with each other and the Spanish Language Teaching Intern.

Grade: 10-12 Meeting Pattern: full year, 5 out of 6 days
Prerequisite: Spanish 2, teacher recommendation

Credit: 1

SPANISH 4**28200****Level 2-3**

This course is designed for students who have successfully completed level 3 Spanish and who are interested in preserving and improving their skills. Students will gain exposure to vocabulary used in the fields of medicine and business, as well as other practical areas. Students' primary goal in this course is to speak and understand the language through a variety of skill-based activities, listening, exercises, cultural units, and writing. Please note that the student wishing to take AP Spanish Language and Culture are encouraged to enroll in Spanish 4 Honors as a prerequisite. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated

Grade: 11-12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: Spanish 3, Spanish 3 Honors

This course prepares students for Advanced Placement Spanish. Emphasis is given to higher level grammar, correct oral and written expression, and correct pronunciation. Contemporary issues in Spanish speaking countries are explored through the following: History of Spain, History of Latin America, Religion in the Hispanic World, Contemporary Hispanic Families, Roles of Men and Women in Hispanic Culture, and Hispanic Customs and Beliefs. These may include the workplace, sports, travel, music, poetry and art. Readings may include works (whole or in part) of famous Spanish and Latin American authors. Students will benefit from interacting in the language with each other and the Spanish Language Teaching Intern. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

SENIOR SPANISH	28500	Level 3-4
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This is a full year course for students who wish to continue Spanish at the Senior level without taking the Advanced Placement Program. There will be units of study which will include reading, writing and discussion on a wide range of topics. This course will allow the students to improve their abilities in Spanish and bridge the year to college study. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

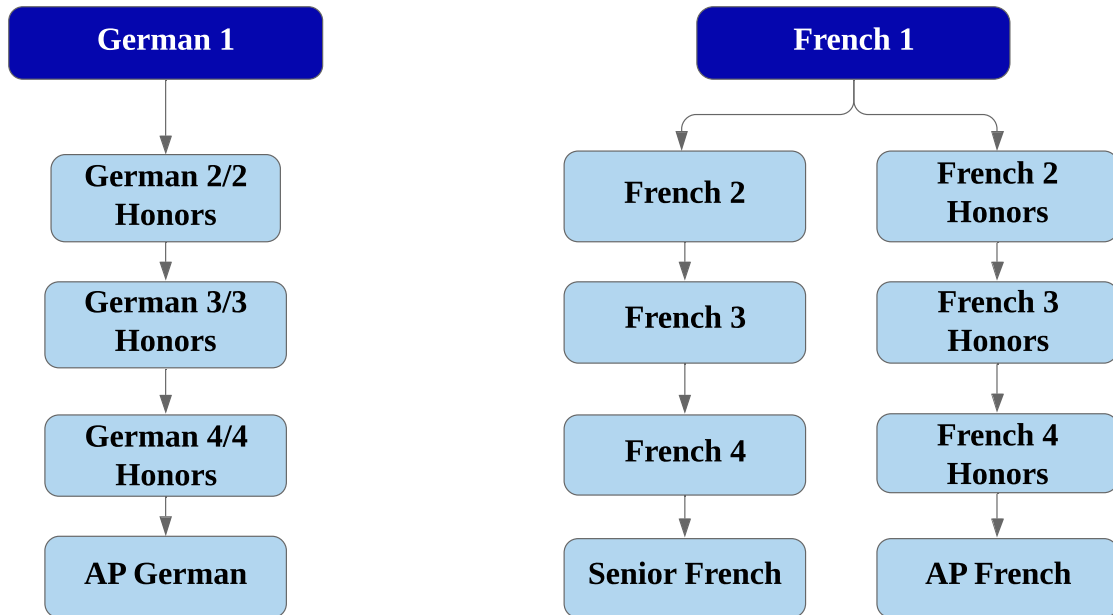
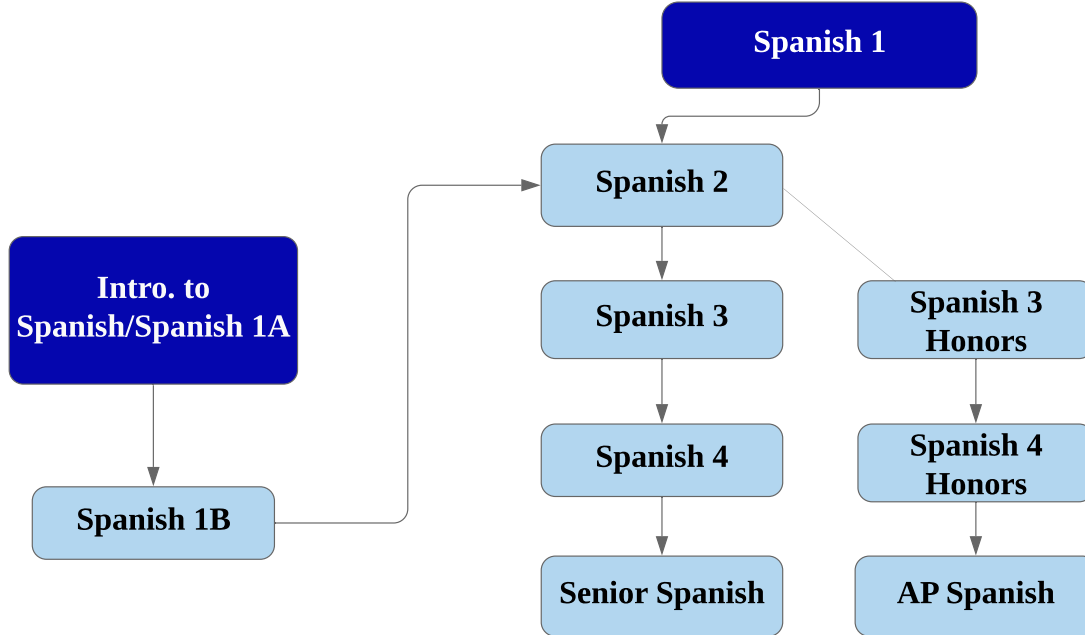
Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: Spanish 4, Spanish 4 Honors

A special advanced course for students who are especially strong in all four language skills. A variety of materials on cultural topics are used to encourage and improve speaking and writing skills. Most readings are taken from contemporary authors. Students are introduced to a wide

variety of themes connected to the AP Spanish Language and Cultural examination. Oral presentations, dialogues, compositions, and group discussions play a major role in promoting high proficiency in Spanish. ***This course is offered for 3 college credits as part of our MCC Dual Credit Program.** Three MCC credits may be earned through a dual credit program. There is a tuition cost and required assessments associated with MCC credit. The MCC curriculum is incorporated throughout the year. Successful completion of the course and MCC exam will result in 3 MCC college credits.

Grade: 12 Meeting Pattern: full year, 5 out of 6 days Credit: 1 (BHS), 3 (MCC)
Prerequisite: Spanish 4 Honors

World Language



EASTERN MONROE CAREER CENTER
CAREER AND TECHNICAL EDUCATION PROGRAMS
www.monroe.edu/emcc

Auto Services

Students learn to repair and maintain a variety of vehicles. They locate mechanical, electronic and computer problems through careful diagnosis and perform the necessary repairs using industry equipment. Units of study are delivered in four 20-week modules and are aligned with the Automotive Service Excellence (ASE) requirements. Hands-on experience is attained by servicing actual vehicles in an industry-based work environment.

Industry Based Exam/Certifications: Automotive Service Excellence (ASE) Student Certification Exams Maintenance and Light Repair, Brakes, Steering and Suspension, Electrical/Electronic Systems and Engine Performance

Collision Repair Technology

Students learn to repair and refinish collision-damaged vehicles. They learn the fundamentals of metal straightening, MIG-welding, detailing, painting, refinishing and customizing, and working with plastic fillers. Students will gain experience with flexible bumper repair, major collision repair, hardware repair and service. Students study and demonstrate competency in writing collision estimates, managing customer paperwork, and tracking jobs. Interactive and professional communication skills are developed.

Industry Based Exam/Certifications: Precision Exams

Construction Trades

Students learn the fundamentals of residential construction from footings to roof installation. First year students will focus on the principles and concepts of wall, floor and roof framing along with windows, doors, siding and roofing. Second year students will learn masonry including brick, block and foundation building. After a small foundation is constructed, students will frame a floor and complete the rough plumbing for a residential bathroom. Second year students will have the opportunity to participate in a paid cooperative, up to eight weeks, with a reputable construction company.

Industry Based Exam/Certifications: Occupational Safety and Health Administration (OSHA) 10-hour certification; Precision Exams

Trade Electricity

Students interested in a future as an electrician participate in this program to learn how to control electricity and to run modern technology. Basic year students study single-phase power systems. They learn to install electrical equipment, which meets industry standards for housing and small business applications, as well as the skill to troubleshoot electrical issues they encounter. Students also examine emerging power systems such as solar, wind, and hybrid technologies. Second-year students study three-phase power systems, conduit installations and special systems installed in commercial and industrial applications such as fire alarm, controls, and low voltage

technology. Second-year students may attend a co-op with a local electrical contractor working in the field to attain valuable on-the-job experience while getting paid and earning credit.

Industry Based Exam/Certifications: National Center for Construction Education and Research (NCCER) Core and Level 1 Electrical Certification; Occupational Safety and Health Administration (OSHA) 10-hour certification

Visual Communication & Photography

Students work with a variety of photographic equipment, as well as traditional and digital imaging software from the Adobe Creative Suite in a Mac-based environment. With an emphasis on creative thinking and visual problem solving, students explore and develop their creative voice. During the basic year, students acquire a comprehensive foundation of photographic and graphic design skills. The advanced year sees students refine and apply their skills in projects within the community and for a variety of outside clients. Students who successfully complete the program will be prepared for further study at the college level or entry-level positions in the industry.

Industry Based Exam/Certifications: Adobe Certified Associate–Photoshop, InDesign, or Illustrator; Precision Exams

Culinary Arts

Students learn about the fast-paced careers of the food service industry. Students gain experience in both front- and back-of-the-house operations. Students begin by developing their knife skills and using appropriate cooking methods for different foods. Opportunity is provided for students to learn safe methods of food handling and storage through the ServSafe program. Initial food production is small scale. Students graduate to planning and production for a class-run restaurant, Three Seasons. Internships with other professionals in the field extend student's learning experience. Students develop both individual and team culinary skills.

Industry Based Exam/Certifications: Culinary Arts Cook–Level 2– National Occupational Competency Testing Institute; Pro-Start Certification; ServSafe® Certification; Precision Exams

Childcare Professions

This one-year program allows high school juniors and seniors to explore careers in childcare. Students who choose to focus on infants, toddlers and preschoolers will work towards the completion of the Child Development Associate. Students choosing to focus on school age childcare will complete the NYS School Age Childcare Credential. All students will gain hands on experience working in the Teens & Tots Preschool and the East Rochester Elementary UPK program. Additionally, students will gain experience working with the age group of their choice in a childcare setting.

Industry Based Exam/Certifications: NYS Foundations in Health and Safety; NYS Emergency Preparedness; NYS Supervision of Children; NYS Mandated Reporter; NYS School Age Credential; Precision Exams

Criminal Justice

Through a blending of rigorous academics and experiential activities, students explore the history of law enforcement and develop an understanding of civil and criminal law. Students

review court cases and outcomes as they relate to law enforcement at the local, state and national level. Students use forensic science as a means to investigate simulated crime scenes. Guest speakers from the criminal justice field and visits to numerous agencies deepen the student's understanding of this career field.

Industry Based Exam/Certifications: NYS Security Guard Certification; Precision Exams

New Vision Education Professions

This one-year program allows high school seniors to explore careers in education through a partnership with East Rochester Elementary School. Students participate in four 10week rotations in different grade levels. They also gain the experience of working at least one day per week in a before/ after school program. Students in this program meet the requirements of a level I NYS Teacher Assistant, including NYS Mandated Reporter Training, DASA Training and Violence Prevention Training. This program allows students to gain an in-depth understanding of the rigor and requirements necessary to work in the field of education.

Industry Based Exam/Certifications: NYS TA Certification Level 1; NYS Mandated Reporter; Precision Exams; Violence Prevention; DASA

Emergency Services at Perinton Volunteer Ambulance

This two-year program provides students the opportunity to develop knowledge and skills in fire protection technology, fire safety, emergency medical care, and radio dispatch. Students explore these professions through a variety of guest lecturers and site visitations. In the first year, students earn CPR certification and take the NYS Certified First Responder certification exam. The purpose of the second-year course is to prepare students to participate in an eight-week field internship and take the NYS EMT-Basic (EMT-B) certification exam.

In order for EMCC to be able to offer the EMT-B training program, we are required to have a course sponsor. Our course sponsor is Monroe Community College (MCC). In accordance with MCC course policies, in order to be eligible to participate in an internship and sit for the NYS EMT-B certification exam students must:

- Maintain a minimum of a 75% class average
- Have 100% attendance
- Register and pay for the associated MCC dual enrollment course (Emergency Medical Technician—EMS 110, 6 credits) where students pay 1/3 the regular tuition per credit hour
- Register and pay for the associated MCC dual enrollment course (Certified First Responder—EMS 101, 3 credits)

Industry Based Exam/Certifications

NYS Department of Health (DOH) Certified First Responder Certification

NYS DOH Emergency Medical Technician—Basic Certification

American Heart Association CPR/AED

Precision Exams

New Vision Medical Careers

This one-year program allows high school seniors to explore careers in health care through partnerships with Rochester General Hospital and St. Ann's Community. Students participate in a rigorous academic program with hands-on experience in medical careers. Students participate in four 10-week rotations in different medical departments of the health care facility. This

placement provides the student with an indepth look at the responsibilities of patient care in a health care facility.

Industry Based Exam/Certifications: CPR/AED; NYS Mandated Reporter Abuse; Identification and Treatment; SAVE Certification; Six Sigma Yellow Belt Certification; Stop the Bleed-Certification

Professional Health Careers

Students are provided with an exploratory experience of emerging health occupations. Students study the concept of “Life Cycle” and identify factors contributing to positive personal health. The basic course integrates the NYS High School health curriculum. In the advanced year, students develop the skills to obtain entry level employment in the health care field. This program is also designed to help students enhance their leadership, communication and management skills, and professional behavior is embedded throughout. After successful completion of the program, students will have met the clinical and classroom requirements for the NYS Nursing Assistant exam.

Industry Based Exam/Certifications: Nursing Assisting-National Occupational Competency Testing Institute; NYS Nursing Assistant Certification; CPR, First Aid and AED; Precision Exams

Cosmetology

Students learn the latest techniques in hair cutting, styling, and chemical services, as well as nail and skin care. Students practice cuts and styles on mannequins and classmates, before offering services to customers in our school-sponsored salon. The curriculum includes skill development in the areas of communication, organization, and time management, which are essential to success in the industry. Students attend the program for two years, including a summer session between the junior and senior year. Students will need to complete 1,000 hours of theory and practice before they are eligible to take the NYS Cosmetology Licensing exam.

Industry Based Exam/Certifications; Cosmetology–National Occupational Competency Testing Institute

Nail and Waxing Specialty with Makeup Artistry

Nail and Waxing Specialty with Makeup Artistry is a perfect course for students interested in launching a career in the beauty industry, but not interested in hair styling. In this 2-year program, students will have an in-depth focus on nails, temporary hair removal methods, and makeup. Students will learn natural nail care, manicures, pedicures, as well as a variety of artificial nail enhancement techniques, proper hair removal procedures including tweezing and waxing of the face and body, and beginner to advanced makeup techniques and applications. In year one, when students are safely and competently able to perform skills, they will be able to practice on patrons in a clinical setting. In year two, students will continue to practice and enhance their knowledge and skills with a weekly clinic. Upon successful completion of the course, students will be prepared to sit for the New York State Licensing Exams in Nail Specialty and Waxing Specialty. Students must complete 250 hours of theory and practice in Nail Specialty and 75 hours of theory and practice in the area of Waxing Specialty, as well as be 17 years of age at the time of testing to be eligible. Students will also create a portfolio of work.

Industry Based Exam/Certifications: National Occupational Competency Testing Institute (NOCTI) exam— Nail Specialty; Preparation for the NYS Nail Technology Specialty and/or Waxing Specialty licensing exams

CISCO Networking Academy

Students learn skills in the areas of basic network cabling, network security, wireless implementation and advanced routing and design. Students work independently as they acquire the skills necessary to become CISCO certified. Students need to develop and demonstrate strong personal time-management skills and problem-solving skills.

Industry Based Exam/Certifications: CISCO Certified Entry Networking Technician; Precision Exams

PC Repair & Network Cabling

Students perform live customer work through a student-operated simulated computer repair business. This program gives students the knowledge, abilities, and customer relations skills needed for entry-level employment in the field. Students develop individual and team skills as they troubleshoot and solve networking issues. Course expectations require online participation. Networking experience prior to program admission would benefit students.

Industry Based Exam/Certifications: CompTIA A+ Certification; Six Sigma Yellow Belt Certification; Precision Exams

Automated Manufacturing & Machining

This program is recommended for students interested in pursuing a career in the field of industrial or mechanical engineering or to obtain employment in advanced manufacturing, including the optical and photonics industry. Employment opportunity in both disciplines is very good throughout the country. Students are introduced to the field of precision machining (cutting metal very precisely) through a hands-on approach with machines and cutting tools. A student completing this two-year program will be able to safely set up and operate various machines such as metal cutting lathes, mills, grinders, band saws, and Computer Numerical Controlled (CNC) mills and lathes. Students will also learn print reading, precision measuring, CAD & CAM software and shop math. Students will use precision measuring tools to measure and inspect projects. There are no prerequisites, although a good math background is helpful.

Industry Based Exam/Certifications: Precision Exams; National Institute of Metal Working Skills (NIMS) Certification

Welding & Fabrication

Welding students learn the technology and art of joining metal by various methods, including Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW) and Oxy-Acetylene Welding (OAW). Students also learn gas and electric arc cutting, blueprint reading, electrode selection, joint design, and metallurgy. Students complete test plates to increase skill and accuracy. Students apply welding and cutting skills to fabrication of metal objects and work on customer projects, fabricating, repairing parts/equipment, and performing maintenance.

Industry Based Exam/Certifications: Precision Exams: Welding Technician, Entry; Welding Technician, Intermediate; Welding Technician, Advanced

BRIGHTON HIGH SCHOOL
2022-2023 COURSE SELECTION MASTER LIST

Refer to the BHS Program of Studies Booklet for full course descriptions, including requirements and pre-requisites

ART

60200 STUDIO ART (1/2) (1-4)
 60700 DRAWING I (1/2) (1-4)
 60800 PORTFOLIO PREPARATION (1/2) (3-4)
 60900 PAINTING I (1/2) (1-4)
 61000 ADV. DRAWING & PAINTING (1/2) (2-4)
 61100 SCULPTURE (1/2) (1-4)
 61200 CERAMICS I (1/2) (1-4)
 61300 CERAMICS II (1/2) (1-4)
 61400 JEWELRY MAKING (1/2) (1-4)
 61600 PHOTOGRAPHY I (1/2) (1-4)
 61800 PHOTOGRAPHY II (1/2) (1-4)
 61900 AP ART HISTORY (3-4)
 61950 AP STUDIO ART (3-4)
 61960 UNDERSTANDING DESIGN (1-4)

BUSINESS

50100 ENTREPRENEURSHIP (1/2) (1-4)
 50370 INTRO TO ACCOUNTING (1/2) (1-4)
 50500 BUSINESS AND PERS LAW (1/2) (1-4)
 51300 MARKETING (1/2) (1-4)
 53300 PERSONAL FIN & CAREERS (1/2) (1-4)
 53500 SPORTS & ENTRMT MKTG (1/2) (1-4)
 50800 PER KEYB/MICROSOFT OFFICE (1/2) (1-4)
 53650 INTERNATIONAL BUSINESS (1/2) (1-4)
 50200 VIRTUAL ENTERPRISE I (1/2) (1-4)
 50250 VIRTUAL ENTERPRISE II (1/2) (1-4)
 59700 VIDEO GAMING (1/2) (1-4)

COUNSELING

83900 9TH GR LINK GROUP (Fall)
 84100 9TH CNS SEMINAR-HJ (Spring)
 84200 9TH CNS SEMINAR-CS (Spring)
 84300 9TH CNS SEMINAR-KD (Spring)
 84400 9TH CNS SEMINAR-HL (Spring)
 84500 9TH CNS SEMINAR-JV (Spring)
 84600 9TH CNS SEMINAR-KC (Spring)
 85100 10TH CNS SEMINAR-HJ
 85200 10TH CNS SEMINAR-CS
 85300 10TH CNS SEMINAR-KD
 85400 10TH CNS SEMINAR-HL
 85500 10TH CNS SEMINAR-JV
 85600 10TH CNS SEMINAR-KC
 86100 11TH CNS SEMINAR HJ
 86200 11TH CNS SEMINAR-CS
 86300 11TH CNS SEMINAR-KD
 86400 11TH CNS SEMINAR-HL
 86500 11TH CNS SEMINAR-JV
 86600 11TH CNS SEMINAR-KC
 87000 12TH CNS SEMINAR-CS
 87100 12TH CNS SEMINAR-HJ
 87300 12TH CNS SEMINAR-KD
 87400 12TH CNS SEMINAR-HL
 87500 12TH CNS SEMINAR-JV
 87600 12TH CNS SEMINAR-KC

ENGLISH

03100 ENGLISH 9 (1-4)
 03400 ENGLISH 10 (1-4)
 03700 ENGLISH 11 (1-4)
 03850 ENGLISH 12 * (1-4)

03900 AP LANGUAGE & COMPOSITION (4)
 04000 AP ENGLISH LITERATURE (4)
 04300 ENG. 12 LIT: MODERN DRAMA (1/2) (2-3)
 04400 ENG. 12 LIT: NONFICTION LITERATURE (1/2) (2-3)
 04600 INTRODUCTION TO FILM STUDIES (1/2) (2-4)
 04700 ENG. 12 LIT: MYTH & MODERN WORLD (1/2) (2-4)
 04800 ENG. 12 LIT: MULTICULTURAL LIT (1/2) (2-3)
 05200 MEDIA IN THE 21ST CENTURY (1/2) (1-3)
 05400 CREATIVE WRITING (1/2) (3-4)
 05800 LEADERSHIP SEMINAR (1/2) (3-4)
 06120 ENG. 12 LIT: DYSTOPIAN LIT. (1-4)
 06122 ENG. 12 LIT: LANGUAGE AND LITERATURE OF OPPRESSION (1-4)

ENGLISH AS A NEW LANGUAGE (ENL)

06000 ENL 9-10 (1-4)
 06200 ENL 11-12 (1-4)
 06400 ENL ACADEMIC SUPPORT (1-4)

HEALTH

55000 HEALTH (1/2) (1-4)
 55100 HEALTH, FITNESS, AND SPORT PERFORMANCE (1/2) (1-4)

MATHEMATICS

31900 ALGEBRA I (2-3)
 32100 FUNCTIONS AND STATISTICS (2-3)
 32200 ALGEBRA II (3)
 32300 ALGEBRA II HONORS (4)
 32760 INTRODUCTION TO COLLEGE ALGEBRA (1/2) (2-3)
 32900 GEOMETRY (2-3)
 33400 GEOMETRY HONORS (4)
 37000 PROBABILITY AND STATISTICS (1/2) (3-4)
 37200 AP STATISTICS (3-4)
 37600 AP CALCULUS BC (4)
 37700 AP CALCULUS AB (4)
 37900 CALCULUS III (4) (MCC)
 38300 PRE-CALCULUS (3)
 38400 PRE-CALCULUS HONORS (4)
 30850 DATA SCIENCE (1/2) (3-4)
 38500 DISCRETE MATHEMATICS (1/2) (3-4)
 39610 GRAPHICAL AND OBJECT ORIENTED PROG (1/2) (1-4)
 39620 ALGORITHMS & ABSTRACTION (1/2) (1-4)
 39400 AP COMPUTER SCIENCE (4)
 39630 AP COMPUTER SCIENCE PRINCIPLES (2-4)
 39640 ABSTRACT MATHEMATICS (1/2) (2-3)

MUSIC

65125 STRING ORCHESTRA I (2-4)
 65150 STRING ORCHESTRA II (2-4)
 65200 WIND ENSEMBLE (2-4)
 65300 CONCERT BAND I (1-4)
 65400 CONCERT BAND II (1-4)
 65500 JAZZ BAND (1-4)
 65600 JAZZ ENSEMBLE (1-4)
 65700 SYMPHONIC BAND (2-4)
 65900 FRESHMAN ORCHESTRA (1-4)

67600 CHORALE (1-4)
 67900 TREBLE CONCERT CHOIR (1-4)
 68200 MUSIC THEORY/COMP (1-4)
 68400 AP MUSIC THEORY (4)
 68600 MIXED CONCERT CHOIR (1-4)

OTHER (Departments)

81000 RESOURCE ROOM (Special Ed)
 81010 RESOURCE ROOM 9 (Special Ed)
 81020 RESOURCE ROOM 10 (Special Ed)
 82000 LEARNING LAB (Special Ed)
 83000 INTERNSHIP (Ind. Studies)
 83400 INDEPENDENT STUDY (Ind. Studies)
 83800 MOUNTAIN BOUND (Ind. Studies)
 88830 FUNCTIONAL SKILLS I (Special Ed)
 88840 FUNCTIONAL SKILLS II (Special Ed)
 91800 EXTENDED STUDIES PRGM (ESP)
 87760 SUPPORT CENTER (Instructional Support)

PHYS ED

70100 PE 9-10B (Fall) (1-4)
 70200 PE 9-10B (Spring) (1-4)
 71100 PE 9-10G (Fall) (1-4)
 71200 PE 9-10G (Spring) (1-4)
 72100 PE 11-12B (Fall) (1-4)
 72200 PE 11-12B (Spring) (1-4)
 73100 PE 11-12G (Fall) (1-4)
 73200 PE 11-12G (Spring) (1-4)
 73500 ADAPTIVE PE (Fall) (1-4)
 73600 ADAPTIVE PE (Spring) (1-4)

SCIENCE

40000 EARTH SCIENCE (3)
 41700 LIVING ENVIRONMENT (3)
 41800 LIVING ENVIRONMENT HONORS (4)
 43000 CHEMISTRY (3-4)
 43500 PRINCIPLES OF CHEMISTRY (1-2)
 44000 OPTICS AND PHYSICS PRINCIPLES (1-2)
 44600 PHYSICS (3)
 45600 AP PHYSICS C (4)
 46300 AP PHYSICS 1 (4)
 46400 AP PHYSICS 2 (4)
 46600 AP BIOLOGY (4)
 47000 AP CHEMISTRY (4)
 47400 AP ENVIRONMENTAL SCIENCE (4)
 58350 ENERGY AND SUSTAINABILITY (2-4)

SPECIAL PROGRAMS - BOCES

90013 AUTOMATED MANUFACTURING & MACHINING – BASIC
 90014 AUTOMATED MANUFACTURING & MACHINING – ADV
 90045 AUTOMOTIVE SERVICES – ADV
 90050 AUTOMOTIVE SERVICES – BASIC
 90400 BIOMEDICAL LABORATORY TECHNOLOGY – BASIC
 90401 BIOMEDICAL LABORATORY TECHNOLOGY – ADV
 90500 CISCO NETWORKING ACADEMY
 90005 COLLISION REPAIR – BASIC
 90007 COLLISION REPAIR – ADV
 90375 CONSTRUCTION TRADES – ADV
 90376 CONSTRUCTION TRADES – BASIC
 90055 COSMETOLOGY – BASIC
 90060 COSMETOLOGY – ADV
 90440 CRIMINAL JUSTICE – BASIC

90450 CRIMINAL JUSTICE – ADV
 90240 CULINARY ARTS – BASIC
 90270 CULINARY ARTS – ADV
 90130 EARLY CHILDHOOD EDUCATION – BASIC
 90140 EARLY CHILDHOOD EDUCATION – ADV
 90200 EMERGENCY SERVICES – BASIC
 90250 EMERGENCY SERVICES – ADV
 90180 NEW VISION MEDICAL CAREERS
 90520 PC REPAIR & NETWORK CABLING
 90390 PROFESSIONAL HEALTH CAREERS – BASIC
 90395 PROFESSIONAL HEALTH CAREERS – ADV
 90191 TRADE ELECTRICITY – ADV
 90190 TRADE ELECTRICITY – BASIC
 90600 WELDING & FABRICATION – BASIC
 90650 WELDING & FABRICATION – ADV
 90120 VISUAL COMMUNICATION & PHOTOGRAPHY – ADV
 90130 VISUAL COMMUNICATION & PHOTOGRAPHY – BASIC
 95010 ENGLISH IN EMCC PROGRAM
 90410 TECHNICAL MATH IN EMCC PROGRAM
 90420 TECHNICAL SCIENCE IN EMCC PROGRAM
 90260 PARTICIPATION IN GOVERNMENT IN EMCC PROGRAM
 95040 PHYSICAL EDUCATION IN EMCC PROGRAM
 90060 HEALTH IN EMCC PROGRAM
 90965 ECONOMICS IN EMCC PROGRAM

SOCIAL STUDIES

10001 GLOBAL HISTORY AND GEOGRAPHY I (1-4)
 10301 GLOBAL HISTORY AND GEOGRAPHY II (3)
 10600 AP WORLD HISTORY: MODERN (4)
 11001 US HISTORY AND GOVERNMENT (3)
 11500 COMPARATIVE RELIGIONS (1/2) (1-4)
 11900 AP UNITED STATES HISTORY (4)
 12000 ECONOMICS (1/2) (2-3)
 12300 LAW & GOVERNMENT (1/2) (1-4)
 12400 AP EUROPEAN HISTORY (4)
 12600 PSYCHOLOGY (1/2) (1-4)
 12700 SOCIOLOGY (1/2) (1-4)
 12800 AP PSYCHOLOGY (4)
 13000 AP GOVERNMENT & POLITICS (4)
 13100 PRINCIPLES OF ECONOMICS (1/2) (1-2)
 13001 AP HUMAN GEOGRAPHY (4)
 13220 COLLEGE ECONOMICS (1/2) (4)

TECHNOLOGY

58300 DES. & DRAW FOR PROD - DDP (1/2) (1-4)
 58500 DESKTOP PUBL & MULTIMEDIA DESIGN (1/2) (1-4)
 58600 ADVANCED CAD AND DRAFTING (1/2) (1-4)
 58800 ARCHITECTURAL DESIGN (1/2) (1-4)
 59200 ELECTRONICS & ROBOTICS (1/2) (1-4)
 59400 VIDEO COMMUNICATIONS (1/2) (1-4)
 59500 ADVANCED VIDEO COMMUNICATIONS (1/2) (1-4)
 59600 PRINCIPLES OF ENGINEERING (1/2) (1-4)
 59700 VIDEO GAMING (1/2) (1-4)
 58350 ENERGY AND SUSTAINABILITY (2-4)
 58200 MANUFACTURING SYSTEMS (1-4)
 58400 COMMUNICATION SYSTEMS (1/2) (1-4)

THEATRE

69000 ART OF ACTING (1/2) (1-4)
 69100 ART OF ACTING II (1/2) (1-4)

WORK BASED LEARNING

13400 GENERAL WORK EXPERIENCE (1/2-1)
13300 PROFESSIONAL INTERNSHIP EXPERIENCE
(1/2-1)

WORLD LANGUAGE

20000 FRENCH 1 (2-3)
20400 FRENCH 2 (2-3)
20600 FRENCH 2 HONORS (3-4)
20800 FRENCH 3 (2-3)
21000 FRENCH 3 HONORS (3-4)
21200 FRENCH 4 (2-3)
21300 FRENCH 4 HONORS (3-4)
21500 SENIOR FRENCH (3)
21600 AP FRENCH LANGUAGE & CULTURE (4)

22000 GERMAN 1 (2-3)
22400 GERMAN 2 (2-4)
22800 GERMAN 3 (2-4)
23400 GERMAN 4 (3-4)
23600 AP GERMAN LANGUAGE & CULTURE (4)
27000 SPANISH 1 (2-3)
27150 SPANISH 1B (1-4)
27400 SPANISH 2 (2-3)
27800 SPANISH 3 (2-3)
28000 SPANISH 3 HONORS (3-4)
28200 SPANISH 4 (2-3)
28400 SPANISH 4 HONORS (3-4)
28500 SENIOR SPANISH (3-4)
28600 AP SPANISH LANGUAGE & CULTURE (4)

COURSE LEVEL CLASSIFICATION

To help you plan your program and anticipate the level of difficulty of a course, we use a common classification for all courses.

When selecting courses, attention should be given to the course level numbers. This is indicated after the course number as Level 1, 2, 3, 4 or a combination thereof. A 1-4 level would indicate course designed for students of all skill levels.

Level 1: Courses at this level are designed for students who need targeted academic support from teachers as they develop independence with essential skills in the subject area. Classes are typically smaller so more individual assistance can be given to students.

Level 2: Courses at this level are designed for students who have developed basic skills in the subject area, but continue to benefit from focused teacher support as they move towards greater degrees of independence.

Level 3: Courses at this level are designed for students who have developed independence in the essential skills in the subject area and who seek out opportunities to be challenged academically.

Level 4: Courses at this level are designed for students who are highly independent learners and who are prepared to engage in rigorous academic work.