



Academic Handbook 2019-2020

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At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

This is accomplished by preparing scholars for academic success in school and preparing them for real world success out of school. The earlier scholars prepare for their future the better. This handbook will help you plan for success.

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East's mission: At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

Our vision of the East graduate:

<p>Components: BE TENACIOUS</p>	<p>THINK PURPOSEFULLY</p>	<p>ADVOCATE FOR SELF AND OTHERS</p>
<p>Attributes of a scholar who is tenacious:</p> <ul style="list-style-type: none"> Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests Defines goals and develops a plan to meet them Sets short term goals knowing they will lead to long term success Accesses resources necessary to get job done - multiple resources if necessary Is determined to achieve goals Learns from mistakes; picks up and keeps going Uses feedback to refine thinking or actions Take risks in order to learn and grow 	<p>Attributes of a scholar who thinks purposefully:</p> <ul style="list-style-type: none"> Focuses on the task at hand to get the job done Reflects on one's own thinking and the thinking of others to inform future actions Thinks creatively and critically to solve problems, make decisions or take action Critically questions to refine or extend understanding Listens to and seeks out varying perspectives as part of thinking, decision making and problem solving Uses foundational knowledge and essential literacies to develop deeper understandings Produces work that meets college and work place standards Seeks to understand the role of culture in shaping an individual 	<p>Attributes of a scholar who advocates for self and others:</p> <ul style="list-style-type: none"> Respects and cares for others and works to build relationships Accepts differences and listens to the voice of others Identifies and utilizes skills to support self and others globally Speaks confidently and is willing to respectfully voice opinions to advocate for self or others Works collaboratively to achieve a goal or effect change Leads by example Embraces change; is open minded Communicates effectively for different purposes and audiences through a variety of media
<p>As measured by tasks of academic, civic or personal significance.</p>		

Learning Principles

Autonomy supportiveness	1	Successful learning requires metacognition: learning how to reflect, self-assess, and use feedback to self adjust. These metacognitive processes can (and should) be taught explicitly.
	2	Learning is most effective when differences in learners' prior knowledge, interests and strengths are accommodated.
Relatedness to self and others	3	Learning is most effective when built on individual students' prior knowledge and experiences.
	4	Learning is most effective when students are engaged in authentic inquiry.
	5	Learning is most effective in a classroom-based community of learners.
	6	Learning is most effective when instruction is linked to core concepts in order to focus on and nurture connection-making.
	7	Students must have regular opportunities to see the value of what they are asked to learn, how it relates to past learning and how it will relate to future learning.
	8	As a model learning community, a school appropriately requires learning from every member of its community, since continual learning is vital for institutional as well as personal success.
	9	Learning is social.
Competency in task orientation (optimal challenge) and belief in own ability	10	Learning is most effective when we utilize authentic assessments as experiences to individualize and diversify instruction.
	11	Learners must develop accurate understandings of the nature of the discipline.
	12	Learning is most effective when the planning of teaching includes consideration of learners' zones of proximal development.
	13	The goal of all learning is fluent and flexible transfer – powerful use of knowledge, in a variety of contexts.
	14	Greater learning depends upon the right blend of challenge and comfort – knowing that success is attainable, and realizing that persistent effort will pay off.
	15	Learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to re-do and improve.
	16	All learning-related work in schools should be judged against standards related to learning goals (for both students and adults) and reflecting how people learn.
	17	All learners are capable of excellent work, if the right conditions for learning are established.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.

McTighe, J., & Wiggins, G. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: ASCD.

Graduation Requirements

Required Courses	Regents Diploma	Regents Diploma with Advanced Diploma
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Math	3 credits	3 credits
Science	3 credits	3 credits
Language Other than English	1 credit	3 credits
Art/Music	1 credit	1 credit
Health	.5 credit	.5 credit
Physical Education	2 credits	2 credits
Electives	3.5 credits	1.5 credits
TOTAL	22 credits	22 credits

Regents Diploma Required Exams

(passing score 65 and above)

- Common Core English Exam
- Regents/Common Core Math Exam
- Regents Global History Exam or
- Regents U.S. History Exam
- Regents Science Exam (Earth Science, Living Environment, Chemistry, or Physics)
- 5th exam: Social Studies, Math, Science, or CDOS Skills USA

Regents Diploma with Advanced Designation Required Exams

(passing score 65 and above)

- Common Core English Exam
- Algebra I, Geometry, Algebra II
- Regents Global History Exam
- Regents U.S. History Exam
- Two Regents Science Exams (must pass Living Environment and either Earth Science, Chemistry, or Physics)
- LOTE Comprehensive

Grading Guidelines

Letter Grade	Level of Work	Numeric Grade
A+	Superior	95-100
A	Excellent	90-94
B+	Very Good	85-89
B	Good	80-84
C+	Above Average	75-79
C	Average	70-74
D	Below Average	65-69
F	Failure	< 65

Weighted Grade Points Earned			
Letter Grade	Honors Class	Regents Class	Non-Regents Class
A+	6.5	5.5	4.5
A	6.0	5.0	4.0
B+	5.5	4.5	3.5
B	5.0	4.0	3.0
C+	4.5	3.5	2.5
C	4.0	3.0	2.0
D	3.0	2.0	1.0
F	0	0	0

Homework cannot count for more than 10% of the final average for each marking period. It is a student's responsibility to complete homework assignments. It is the teacher's responsibility to clearly articulate the purpose of homework to students and parents. It is the parents' responsibility to support the student in completing assignments and in seeking clarification when necessary.

Attendance Requirements

Attendance is crucial for academic success. There is a direct correlation between a scholar's grade point average and their attendance. In other words, scholars who show up to school on time everyday will be more successful in their studies. Also, New York State Law requires students to be in school every day. The following absences are legally excused:

- Absence due to student illness
- Absence due to death in the family
- Absence for a religious holiday
- Absence for a medical appointment

When returning to school from a legally excused absence, scholars must bring a note to their house office. The note must be signed by their parent/guardian and must contain the scholar's name, date(s) of absence, and reason for absence.

Arrival and Dismissal Times

Lower School (Grades 6-8)

Arrival and Breakfast: 7:15—7:30 a.m.

Dismissal: 2:55 p.m.

Upper School (Grades 9-12)

Arrival and Breakfast: 7:30—8:00 a.m.

Dismissal: 3:30 p.m.

School success starts with attendance!

Everyday in school matters!



Special Initiatives at East

EPO

In 2014 the University of Rochester, led by its Warner School of Education, embarked on an initiative to improve East High School which was, at the time, on the verge of being closed by the New York State Department of Education. Therefore, the University of Rochester prepared and submitted a comprehensive proposal to become the Educational Partnership Organization (EPO) for East, beginning July 1, 2015. The proposal was approved by the Board of Education, the New York State Department of Education, and other local organizations. Now, the University of Rochester assumes full management responsibilities of East with the objective to set the school, and its scholars, on the path to success.

Family Group

All scholars are assigned a Family Group which includes at least two staff members, known as the Parents, and 12 to 14 of their peers. Each school day has scheduled Family Group time, during which families will focus on matters such as growing into adulthood, attendance, school performance, job readiness, life skills, decision making, and other social and emotional supports within the school. A major model we teach is the Seven Habits of Highly Effective Teens. Family Group is a unique opportunity for scholars to build positive relationships, to develop healthy habits, and to be empowered by sharing their voice.

Restorative Practices

Restorative practices is a model of conflict resolution, crisis intervention, decision-making, and peer mediation. The model is focused on resolving conflicts and damaged relationships through dialogue—restoring damaged relationships to healthy, positive ones. At East there are overarching systems in place to support and sustain student social and emotional developmental health and academic success through restorative practices. Faculty and staff are trained to use the restorative model so that the potential negative impact of social emotional stressors, especially on academic achievement, is minimized so that student learning is enhanced, enabled, and nurtured by the school culture and climate. Family Group is one place where the foundation for restorative practices is built.

Support Model

Almost all scholars at East can benefit from greater academic support. This is provided via Support periods where scholars can work on homework, complete class assignments, and study course material. Support time is not a study hall; instead, it is a time for scholars to focus on their studies and ask for help if they need it. Support rooms are fully equipped with course-specific materials and are coordinated by Support Room Managers, who are teacher leaders. Course content teachers are available for help in support rooms, and updated grade reports are studied continuously with scholars to keep them informed and on-track for success.

7 Habits

The Seven Habits of Highly Effective Teens model, known in younger years as Leader in Me, is part of our approach to develop the whole child. Through this model, scholars work on self-management, planning, interacting appropriately and effectively, self-knowledge, advocacy, responsibility, and civility. All students have leadership ability, and one of the goals of this approach is to help scholars find the leader in themselves. This program is developed through Family Group but also through our active Lighthouse team.

Performance Assessment System

The EPO ensures major curriculum work ranging from adoption to adaptation to creation of original curriculum in all subject areas. We use the *Understanding by Design* model which describes a mission aligned performance assessment system. Every unit is to end with a performance assessment and every course is to design a major performance assessment requiring an outside audience.

Opportunities for Acceleration

Advanced Placement Courses

The Advanced Placement (AP) program is a collaborative endeavor between secondary schools and colleges and universities in which high school students have the opportunity to take college-level courses while still in high school. Students who participant engage in college-level inquiry and may earn college credits based on AP exam outcomes. More information about the program can be found at <http://apcentral.collegeboard.com/apc/public/program/index.html>.

A variety of Advanced Placement (AP) courses are offered at East; the AP offerings are added to the schedule based on student interest and teacher availability. Additionally, East has designed Pre-AP courses to enable students to work up to the AP level over more than one year while meeting NYS standards in the subject area. Currently Pre-AP is offered in English and social studies.

All students are encouraged to take courses through which they can challenge themselves to learn and grow. Any student who is interested in taking an AP course should express interest to both their guidance counselor and the teacher(s) of the subjects which interest them. East counselors and teachers will work together with scholars to be sure that they have every chance to take advantage of this opportunity.

Dual Credit Options

Dual credit allows students t take formally designated courses that also can earn college credits if passed. These courses are each designed in coordination with a participating college and have approved syllabi and

East Course Name	MCC Course Name/ Number	# Credits
<i>TLI Seminar IV</i>	<i>Introduction to Teaching - EDU100-01P</i>	1
<i>Spanish 4</i>	<i>Elementary Spanish - SPA 101-07P</i>	3
<i>Spanish 4</i>	<i>Elementary Spanish Conversation I-SPA 111-07P</i>	2
<i>Spanish 4</i>	<i>Elementary Spanish II - SPA102</i>	3
<i>Spanish 4</i>	<i>Elementary Spanish Coversion II-SPA 112</i>	2
<i>Dual Credit Calculus</i>	<i>Calculus I - MTH 210-12P</i>	4
<i>Adv Business Computer Applications</i>	<i>Microsoft Office-CRC 125</i>	4
<i>College Optics</i>	<i>College Optics</i>	3
East Course Name	Alfred State Course Name	# Credits
<i>Kitchen and Restaurant Mgmt</i>	<i>Food Safety & Service Training</i>	3
East Course Name	Buffalo State Course Name	# Credits
<i>TLI Seminar III</i>	<i>School and Society</i>	3
<i>TLI Seminar IV</i>	<i>Intro to Education</i>	3
East Course Name	GCC Course Name	# Credits
<i>Personal Health & Wellness</i>	<i>Personal Health & Wellness</i>	3
East Course Name	SUNY ESF Course Name	# Credits
<i>ESF Global Environment</i>	<i>Global Environment</i>	3
East Course Program	ECC Course Name/ Number	# Credits
<i>Complete Vision Care Program & Exam</i>	<i>Ophthalmic Fabrication I— VC245</i>	2

Acceleration in Lower School

Scholars in Lower School who choose acceleration may begin in grade eight with Algebra, Studio Art, U.S. History, and Living Environment. Acceleration is a joint decision with teachers recommending and parents and scholars deciding if these options are right for them. Because we start world language study in grade seven, successful students can earn up to five high school credits in Lower School, thus meeting their minimum requirements in four subject areas and being well set up for upper level, early college opportunities.

Opportunities for Bilingual and ELL Scholars

Transitional Bilingual Program

Our goal is One-Way Dual Language Bilingual Program but currently we have a Transitional Bilingual Program.

Transitional Bilingual Education (TBE) programs offer students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English.

The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional supports once they reach proficiency. Even though the amount of English instruction students receive will increase over time, in a TBE program, there will always be home language instruction/supports allowing students the opportunity to develop bilingually.

Entrance criteria:

- Through the NYS Identification Process, identified as an English language learner, and
- Home language is Spanish, and
- Parents choose enrollment in the bilingual program, and
- Not identified as SIFE
- If room, students continuing from HOLA dual language program from No. 12 School

Exit Criteria

- Proficient level on all four subtests of the NYSESLAT, or
- Advanced or proficient on subtests of the NYSESLAT and a score of 3 or 4 on the 8th grade ELA or a score of 65 on the ELA Regents.
- Transitioning bilingual ELLs who test out may still take advantage of selected content courses in Spanish if they show a need for that support.

Management

- ESOL/bilingual team needed to oversee all the ELLs at East including: ESOL/bilingual counselors, social worker, administrator, and program coordinator/instructional coach who are sensitive to the academic, linguistic, social, and emotional needs of ELLs and SIFE.
- ESOL/bilingual program coordinator at East maintains and updates data on students and programs with some assistance from data department at Central Office.

Counselors' role

- Work to understand ELLs and their needs, especially bilingual programming
- Placement of students in appropriate bilingual and ENL sections
- Guidance of students and parents (bilingual or with assistance of interpreters) toward college and career readiness
- Participation in grade level teams (including ESOL, bilingual and content teachers as well as administrator and program coordinator) to guide ELL students toward graduation

Administrators' role

- An in-building administrator oversees all programs for ELLs, not just the bilingual program, as students may move from one type of program to another. This administrator provides updated student enrollment and data reports, secures needed instructional materials for teacher and students and develops relevant PD, and makes connections with community agencies such as Ibero.

NYS defines a bilingual program (CR 154-2.2b & CR 154.2.2h) as:

“ a researched-based program comprised of three components:

- language arts component, including home language arts (HLA) and ELA
- English as a new language (ENL)- a research-based program comprised of two components:
 - Integrated ENL component = content area (ELA, math, science or social studies) in English
 - English language development component
- Bilingual content area instructional component in at least two core content areas (math, science, social studies)

One-way dual language consists of groups of students whose same home language is other than English with literacy and concept development in both home language and English. The goal is bi-literacy.

New York State Seal of Biliteracy



The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.

In order to earn the NYS Seal of Biliteracy, students must demonstrate proficiency in English and another language based on criteria set by the NYS Education Department.



Special Education Program

Philosophy & Beliefs

Philosophy:

- Our goal is to prepare our Special Education scholars to succeed in the general education environment by creating Specially Designed Instruction (SDI) according to the individual's educational needs.
- At East we strive to provide scholars with instructional strategies, scaffolds, modifications, accommodations, and behavioral interventions that will assist them in accessing the general education curriculum.
- Special Education opportunities at East include direct and/or indirect Consulting Teaching services, Resource Room, and a multi-disability education classroom.
- The Committee of Special Education (CSE), scholar, and family collectively agree on decisions made regarding the scholar's Individualized Education Program (IEP) and transition plan. East is moving towards Scholar Led Conferences (SLC) where the individual contributes to the development of a program that capitalizes on their strengths and addresses their needs.

Beliefs:

- We believe ALL Special Education scholars should have equal access to the general education curriculum through the use of program modifications, accommodations, and scaffolds.
- We believe that every Special Education scholar should be held to the same grade level standards and rigor as their general education counterparts.
- We believe all East staff and community members are responsible for maximizing the strengths of our Special Education scholars and meeting their needs according to their IEP.
- We value the principle of Least Restrictive Environment and promote inclusion.
- We address academic, behavioral and social/emotional needs through our school mission of being tenacious, thinking purposefully, and advocating for self and others.
- We believe in creating active citizens through the use of case management, family group, restorative practices, and community programs (i.e. ACCES-VR, BOCES, OPWDD). We believe that additional opportunities such as Support Room and Literacy Workshop are vital to developing an individual who is career and college ready.

Alternative Educational Programs

Quest

The Quest program is intended to help scholars get back on track. Quest students take semester courses. Scholars work in small groups on intensive standards-based work focused on two classes every 10 weeks. Quest scholars have their own specialized teachers and counselors. Scholars can make up two years of work in one year of Quest, putting them back on track for graduation if they work hard and attend regularly.

Freedom School

The Freedom School is an off site alternative education program. Freedom School serves over age and under credited scholars who have failed 9th grade at least twice. Freedom School teachings are designed to foster growth in nine areas of socio-cultural learning that are effective in increasing academic achievement of students with color. The program focuses on: 1) literacy and using culturally relevant high quality books and materials, 2) encouraging scholars to dream and set high goals and expectations and cultivate positive attitudes, 3) civic engagement and social action, 4) developing non-violent conflict resolution skills, 5) connecting families with health care and other resources

NCAA Academic Eligibility

If you are interested in **participating in athletics in college**, you need to meet certain academic requirements to be eligible to play and receive an athletic scholarship.

Student eligibility is determined based on performance in **16 core classes (Core GPA) and a corresponding SAT or ACT score**. The breakdown of specific subject areas are different for **Division 1** and **Division 2** schools.

Division 1	Division 2
English (4 years)	English (3 years)
Math (3 years)	Math (2 years)
Science (2 years)	Science (2 years)
Additional (English/Math/or Science) – (1 year)	Additional (English/Math/or Science) – (3 years)
Social Studies (2 years)	Social Studies (2 years)
Additional Core (any of the above subjects plus Foreign Language) – (4 years)	Additional Core (any of the above subjects plus Foreign Language) – (4 years)

In addition to obtaining a qualifying GPA and corresponding SAT or ACT test score, students **also need to be accepted to the college or university of their choice**.

There are no requirements for Initial Eligibility for students to participate at the **Division 3** level. Students wishing to play at this level simply apply to the college or university through the regular admissions process. If the student is accepted, they are eligible to participate in athletics.

Please make an appointment with your **school counselor** to obtain more information, to ensure that you are enrolled in NCAA approved courses, and to calculate your core GPA. Please meet with your counselor regularly to keep track of your progress. Please start this as early in your high school career as possible. Courses taken in 9th grade begin to count in calculating the core GPA.

Sample Course Schedule



Every child is a work of art.
Create a masterpiece.

East HS (61)

1801 EAST MAIN STREET
ROCHESTER, NY 14609
(585) 288-3130
www.rcsdk12.org

Student Name:

Last Name, First Name

Grade	Hmrm	Schedule
11	N/A	EAST 2015-16

Principal: Marlene Blocker

Counselor: Gilbert, Mary H

Student's Address

Student Schedule

Term	Meets	Class	Teacher(s)	Room
FY	1AC	Global His & Geography II-001E	Gotham, S / Espinosa, L	D244
FY	1BD	English III (Yr)-001ENL	Reyes, A / Shaw, K	D335
FY	2AC	Support A-11/12 2AC	Deisinger, E	D239
FY	2BD	US History & Govt (Yr)-005	Delehanty, D	E118
FY	3ABC	Earth Science (Yr)-004	Worthington, T	F305
FY	3D	Physical Ed 10-12 (Yr)-003DM	Mundorff, E / Millitello, M	Gym
FY	3W ABCD	Family Group 10/12 - 036	Girven, L	D240
FY	3X ABCD	Lunch 10-12 (Yr)	Cafeteria / Teacher TBA	Cafe
FY	4AC	Vision Care Fabrication I-001	Newman, L	E107B
FY	4BD	American Sign Language III-1	Wardlow, K	D337
FY	5AC	Algebra II R (Yr)-003	Richman, R	D336
FY	5BD	Culinary Skills Develop I -005	Festenstein, D	D135

Sample Transcript

Last Name, First Name
Parent/Guardian's Name
Address

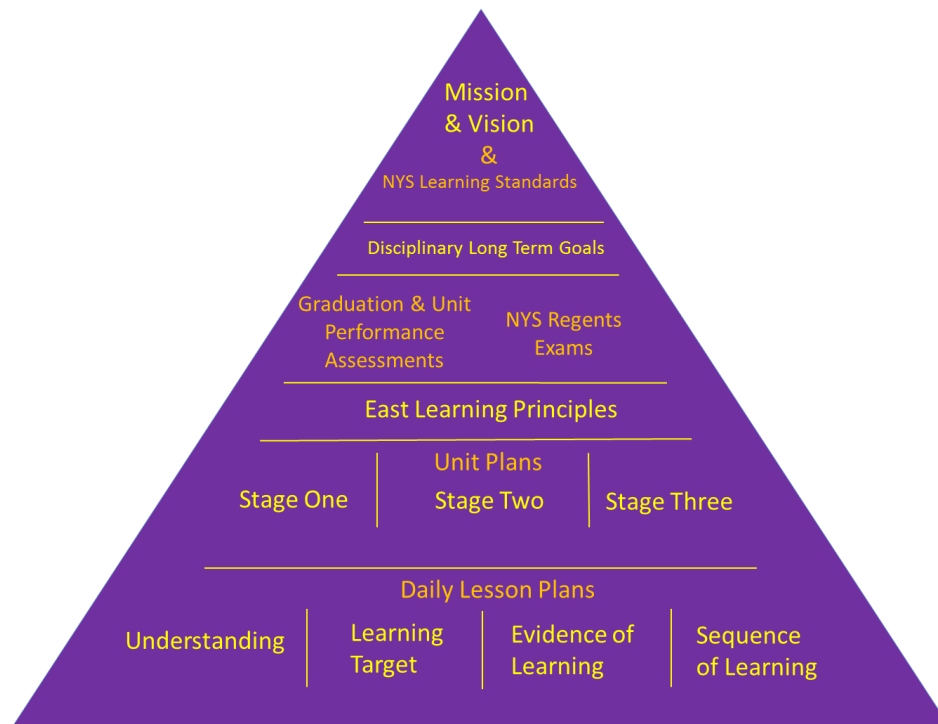


Counselor: Gilbert, Mary H
East HS (61)
CEEB# 334795
1801 E MAIN ST
ROCHESTER, NY 14609-7495

Cumulative Unweighted	Cumulative Weighted	Earned Credits
2.60	3.35	11.00

2013 - 2014 East HS (61), Rochester, NY		
English I (Yr)	Regents C+	1.00
American Sign Language I (Yr)	Regents A	1.00
Algebra I R (Yr)	Regents C+	1.00
Phys Ed 9-12 Male	A	0.50
Living Environment (Yr)	Regents B	1.00
Global History & Geography I (Yr)	Regents C	1.00
Total Credits:		5.50
2014 - 2015 East HS (61), Rochester, NY		
English II (Yr)	Regents C	1.00
American Sign Language II (Yr)	Regents B+	1.00
Geometry R (Yr)	Regents D	1.00
Studio in Art Ext (Yr)	A	1.00
Phys Ed 9-12 Male	B+	0.50
Chemistry R (Yr)	Regents B	1.00
Global His & Geography II (Yr)	Regents F	
Total Credits:		5.50
Regents Exams Taken		
Regents Living Environment (January, 2015)	Regents	67
Regents Phy Set/Chemistry (June, 2015)	Regents	27
Regents Global History (June, 2015)	Regents	48
Regents Integrated Algebra (June, 2014)	Regents	80
Regents Geometry (June, 2015)	Regents	61
Total Credits:		0.00
LOTE Exams Taken		
American Sign Lang Checkpoint A (June, 2014)	SLP	94
Total Credits:		0.00

Instructional Program Overview



East EPO Instructional Model



Instructional Program Overview

The East Educational Partnership Organization (EPO) has defined a curriculum and instruction program in alignment with New York State standards, the East EPO mission and vision statement, and East EPO Learning Principles. The East faculty has been engaged in extensive curriculum writing since summer, 2015. While our program is ever evolving, we have codified our basic criteria, documents, tools, and templates, with some modifications occurring each year. Annually the Instructional Council determines the focus areas for the following year, using the original EPO plan and the Five Year Plan for Curriculum and Instruction as a guide. Below is a part of the Five Year Plan poster as a sample of the Instructional Council recommendations. In accordance with the Instructional Council's recommendation, the Professional Learning Committee makes a plan to support the work using collaborative planning times (CPTs), half-day release days, additional supported curriculum writing time when available, faculty meetings and summer professional learning time. Our contract supports substantial professional learning and curriculum development work.

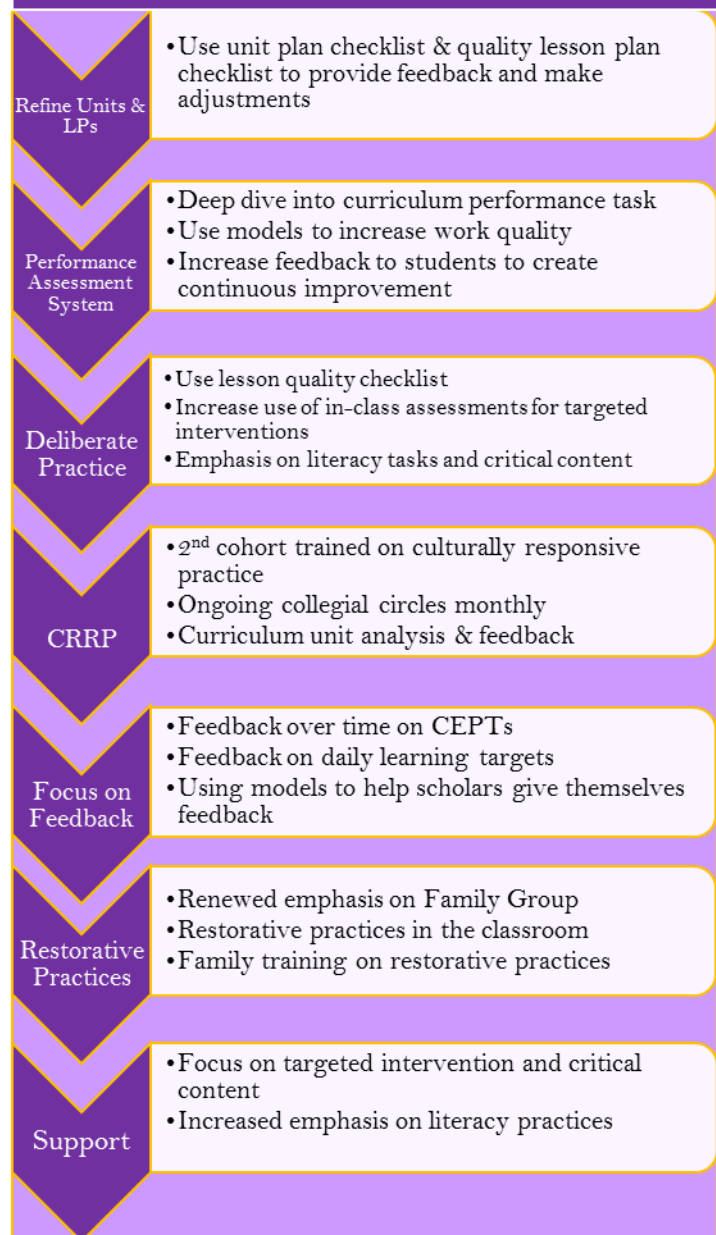
Our system of Teacher Leadership is critical to the support of teaching and learning at East. All Teacher Leaders teach at least one course and provide coaching, curriculum leadership, and learning labs for their content areas. The Teacher Leader group has its own collaborative planning time and is led by the Lead Teacher Leader.

Learning is further supported at East through an extensive Support Model, where almost all teachers are assigned to provide additional content time to almost all students. In this way support can be differentiated both by time and content area.

The following foundational documents are available on request:

- East EPO Five Year Plan Poster-Year 4
- East EPO 2018-2019 Lesson Quality Checklist
- East EPO 2018-2019 Lesson Quality Checklist coded for Danielson w notes
- East EPO Rubric for Learning Targets
- East EPO 2018-2019 Rubric for Feedback
- East EPO 2018-2019 Unit Template
- East EPO 2018-2019 CEPT Checklist
- East EPO 2018-2019 Criteria for In-Class Assessments
- East EPO 2018-2019 Curriculum Unit Checklist

Year 4: CEPTs with Models





CURRICULUM OVERVIEW

Lower School — Connected Mathematics Project (CMP3) Curriculum:

The National Science Foundation funded the Connected Mathematics Project (CMP) at Michigan State University between 1991 and 1997. CMP helps students develop an understanding of important concepts, skills, and ways of thinking and reasoning—in number, geometry, measurement, algebra, probability, and statistics. In 2012, the same authorship team created the next generation of the Connected Mathematics Project — CMP3. This new curriculum aligns the program’s existing rigor and emphasis on constructing viable arguments to the Common Core Standards. CMP3 enhances its problem-based, interactive curriculum with digital instructional tools and content.

Upper School — Core Plus and Meaningful Math

Both Meaningful Math and Core Plus are comprehensive high-school mathematics curricula. Meaningful Math was identified as “Exemplary” by the U.S. Department of Education for providing convincing evidence of its effectiveness in multiple schools with diverse populations. It was developed with support from the National Science Foundation (NSF) and other funding agencies, the program was first published after more than 10 years of research, pilot testing, evaluating, field testing, revising, and detailed reviewing.

The development of the Core-Plus Mathematics Project (CPMP) curriculum was informed by research on teaching and learning and the NCTM *Curriculum and Evaluation Standards*. There is a large and growing body of rigorous research documenting the effectiveness of the CPMP curriculum. Based on evidence from nationally standardized tests (ITED, SAT, ACT, NAEP), course-specific tests, researcher-developed tests, interviews, and surveys, the CPMP curriculum has been shown to enhance students' mathematical achievement and attitudes toward mathematics.

Math Long Term Transfer Goals:

- ⇒ Think purposefully using mathematical reasoning to analyze and model new problem situations.
- ⇒ Communicate mathematical ideas clearly, constructing viable arguments and using precise mathematical language.

<p>8th Grade</p>	<p>From Math 7 & + TR To <u>Algebra I Regents</u> <u>CC</u></p>	<p>Course Sequence <i>The vertical column represents the most likely sequence; students are not restricted to these sequences. TR mean teacher recommendation and SC means student choice. Bil means bilingual class.</i></p>		
<p>9th Grade</p>	<p>From Algebra 8 (H) To <u>Geometry Regents</u> <u>CC</u> if passed Algebra I course and Algebra Regents exam OR <i>Repeat course</i></p>	<p>From Math 8 To <u>Algebra I Regents CC</u></p>		
<p>10th Grade</p>	<p>From Geometry R CC To <u>Algebra II Regents</u> <u>CC</u> if passed Geometry course and Geometry Regents exam (or with TR) + <u>Geometry Review</u> if failed Geometry Regent exam OR <i>Repeat course</i></p>	<p>From Algebra I R CC To <u>Geometry Regents CC</u> if passed the Algebra I course and Algebra Regents exam (or with TR) OR <i>Repeat course</i></p>	<p>From Algebra I R CC To Foundations of Geometry If struggled to pass Algebra I course and barely passed or failed the Regents exam (or with TR) + Algebra re-view if failed the Algebra Regents exam</p>	<p>From Algebra I R CC To Algebra Repeat (S1) & Foundation of Geometry (S2) if failed the Algebra 1 course and Algebra Regents exam</p>
<p>11th Grade</p>	<p>From Algebra II R CC To <u>Pre Calculus</u> if passed the Algebra II CC R course (or with TR)</p>	<p>From Geometry CC R If passed the course and the Regents exam (or with TR) To <u>Algebra II Regents CC</u> + <u>Geometry Review</u> if failed the Geometry Regents exam OR <u>Math 3</u> if failed the Geometry course and Regents exam</p>	<p>From Foundations of Geometry To <u>Geometry Regents CC</u> OR <u>Math 3</u> (with SC or TR)</p>	
<p>12th Grade</p>	<p>From Pre Calculus To <u>Dual Credit Calculus</u> if passed the Pre Calculus course (or with TR)</p>	<p>From Algebra II Regents CC To <u>Pre Calculus</u> if passed the Algebra II CC course (or with TR) OR <u>Transition to College Mathematics</u> if failed the Algebra II course and Regents exam (or with TR)</p>	<p>From Geometry R CC or Math 3 To <u>Algebra II Regents CC</u> if passed the course and the Regents exam (or with TR) OR <u>Transition to College Mathematics</u></p>	

8th Grade	<p>From Math 7 & + TR</p> <p><u>Algebra I Regents CC</u></p>	<p>Course Sequence <i>The vertical column represents the most likely sequence; students are not restricted to these sequences. TR mean teacher recommendation and SC means student choice. Bil means bilingual class.</i></p>	
9th Grade	<p>From Algebra 8 (H) To</p> <p><u>Geometry Regents CC</u> (Bil)</p> <p>if passed Algebra course and Algebra Regents exam OR Repeat course</p>	<p>From Math 8 To</p> <p><u>Algebra I Regents CC (Bil)</u></p>	
10th Grade	<p>From Geometry R CC To</p> <p><u>Algebra II Regent CC</u> (Bil)</p> <p>if passed Geometry course and Algebra Regents exam (or with TR) + <u>Geometry Review</u> if failed Geometry Regent</p>	<p>From Algebra I R CC To</p> <p><u>Geometry Regents CC (Bil)</u></p> <p>if passed the course and Algebra Regents exam (or with TR) OR Repeat course</p>	<p>From Algebra I R CC To</p> <p><u>Algebra Repeat (Bil) S1</u></p> <p>If failed the Algebra 1 course and Regents exam OR <u>Algebra Review</u> (Co– seated with Algebra Repeat every day) if failed Algebra Regents exam but passed the course & <u>Foundation of Geometry (Bil)S2</u> + <u>Algebra review</u> if failed the Algebra Regents exam (Jan)</p>
11th Grade	<p>From Algebra II CC R To</p> <p><u>Pre-Calculus</u></p> <p>if passed the Algebra II course (or with TR)</p>	<p>From Geometry CC R If passed the course and the Regents exam (or with TR) To</p> <p><u>Algebra II Regents CC(Bil)</u> + <u>Geometry Review</u> if failed the Geometry Regents exam OR <u>Math 3</u> if failed the Geometry R course and Regents exam</p>	<p>From Foundations of Geometry To</p> <p><u>Geometry Regents CC (Bil)</u> OR <u>Math 3</u> (with SC or TR)</p>
12th Grade	<p>From Pre Calculus To</p> <p><u>Dual Credit Calculus</u></p> <p>if passed the Pre Calculus course (or with TR)</p>	<p>From Algebra II Regents CC To</p> <p><u>Pre Calculus</u></p> <p>if passed the Algebra II CC course (or with TR) OR <u>Transition to College Mathematics</u> if failed the Algebra II course and Algebra II Regents exam (or with TR)</p>	<p>From Geometry R CC or Math 3 To</p> <p><u>Algebra II Regents CC (Bil)</u></p> <p>if passed the Geometry R course and the Regents exam (or with TR) OR <u>Transition to College Mathematics</u></p>



COURSE DESCRIPTIONS

In all of the math courses at East , students will deepen their understanding of mathematical concepts while developing reasoning skills. The students will use context and inquiry to make sense of the mathematics and develop problem solving skills. Students will use technology, not limited to the use of graphing calculators, as they engage in problem solving. All courses will provide opportunities for students to be engaged in the Standards for Mathematical Practice.

Math 8

In this course, students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. The standards of this course aligned with the NYS Common Core Learning Standards for Math 8. Topics include Linear Relationships, Systems of Linear Equations and Inequalities, the Pythagorean Theorem, as well as Symmetry and Transformations. At the completion of this course students will be prepared to take Algebra I.

Algebra I CC Regents

Full-year course (Daily)

Credit: 1.0 Math plus 1.0 elective

This mathematics course is the first of a regents sequence culminating in the NYS Algebra Common Core Regents Exam. Passing this examination is a graduation requirement in NYS. Students will develop both algebraic and statistical reasoning while investigating topics such as linear, exponential and quadratics functions as well as describing data and making predictions. Students will use context to make sense of the mathematics as well as developing conceptual understandings and skills that can be transferred to solve novel problems. Students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. The standards of this course are aligned with the NYS Common Core Learning Standards for Algebra. At the completion of this course students will be prepared to take Geometry.

Geometry CC Regents

Full-year course (Daily)

Credit: 1.0

This mathematics course is the second of a regents sequence culminating the NYS Geometry Common Core Regents Exam. Students will use reasoning and sense making to develop geometric thinking that can be used to solve problems both in real life and mathematical context. Students will build on experiences from middle school to begin to formalize geometric ideas, in particular transformations which will be used to justify geometric relationships. Students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. The standards of this course are aligned with the NYS Common Core Learning Standards for Geometry. This course will conclude with the Geometry Common Core Regents exam.

Foundations of Geometry (Non Regents)

Semester course (Daily), Full—year course (Every-Other day)

Credit: 1.0

The course will include Common Core State Standards in Mathematics in Geometry. Students will use reasoning and sense making to develop geometric thinking that can be used to solve problems both in real life and mathematical context. Students will build on experiences from middle school to begin to formalize geometric ideas, in particular transformations which will be used to justify geometric relationships. Topics in Geometry include congruence and similarity of triangles, transformations, and properties of triangles

Mathematics



Algebra II CC Regents

Full-year course (Daily)

Credit: 1.0

This mathematics course is the third of a regents sequence culminating in the NYS Algebra 2 Common Core Regents Exam. Students will develop conceptual understandings and skills in topics such as polynomial functions, logarithmic functions, trigonometric functions, probability and statistics. This course will help students develop both algebraic and statistical reasoning skills while deepening their conceptual understanding of mathematics. Students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. The standards of this course are aligned with the NYS Common Core Learning Standards for Algebra 2. At the completion of this course students will be prepared to take Pre-Calculus or Math 4 or AP Statistics.

Math 3

Full-year course (Every Other day)

Credit: 1.0

Math 3 is a mathematics course for students who have successfully completed Common Core Algebra and Common Core Geometry. This is a course that is parallel to Common Core Algebra 2 at the 3 year level but it is an integrated mathematics course with a focus on problem solving. Students will continue to develop algebraic reasoning, concepts and skills by applying the functional relationships of linear, quadratic, exponential and inverse models to the solution of real life problems. Students will use modeling to solve real world problems including both science and business applications. In addition to this, students will study some of the statistics of the Algebra 2 course. Students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. The course will also address some of the STEM Common Core Standards including the study of matrices and using these to solve problems involving simultaneous equations. At the completion of this course the students would be prepared to either take Math 4 course or AP Statistics.

Transition to College Mathematics

Full-year course (Every Other day)

Credit: 1.0

Math 4 is a mathematics course for students who have successfully completed Common Core Algebra, Common Core Geometry, and either Math 3 or Common Core Algebra 2. This is a course that is parallel to Pre-Calculus at the 4 year level, but it is an integrated mathematics course with a focus on problem solving. Students will use modeling to solve real life problems in the areas of discrete mathematics, probability and statistics, algebraic functions, and trigonometry. This course is designed for students that are career or college bound with a focus on learning new mathematical ideas that can be used to solve a variety of problems. Students will continue to develop problem solving strategies as well as algebraic, statistical and geometric reasoning. Students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. This course builds on the ideas of the Common Core Mathematics Standards as well as addressing a number of the STEM standards such as using the Law of Sines and Cosines to solve problems involving triangles.

Mathematics

Pre-Calculus

Full-year course (Every-Other day)

Credit: 1.0

This is a fourth year mathematics course for students who have successfully completed Common Core Algebra, Common Core Geometry, and Common Core Algebra 2 and want to continue in a STEM career. Students will continue to develop their mathematical reasoning skills while they investigate families of functions including further development of polynomial and rational functions, circular functions, inverse functions, recursion, exponential and logarithmic functions. Students will continue to develop their problem solving strategies while deepening their understandings of functions. Students will engage in inquiry experiences to make sense of mathematics while employing the Standards for Mathematical Practice. This course builds on the ideas of the Common Core Mathematics Standards as well as addressing a number of the STEM standards.

Dual Credit Calculus

Full-year course (Daily)

Credit: 1.0

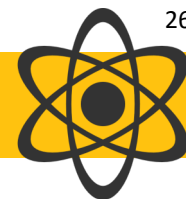
This is a fourth year mathematics course for students that have completed Pre-Calculus. Students will be able to demonstrate an understanding of Calculus beyond the manipulation of symbols, and apply the theory and methods of Calculus to solve a variety of different problems. Some topics that this course includes are limits and continuity; differentiation of algebraic, trigonometric, exponential, logarithmic, and inverse trigonometric functions; applications of derivatives to curve sketching, related rates, optimization, and rectilinear motion; indefinite and definite integrals; both parts of the Fundamental Theorem of Calculus; applications of definite integrals to area, average value, and rectilinear motion; and integration by u-substitution.



Science Long Term Transfer Goals

Science teachers at East will foster a safe and nurturing learning environment in which scholars will experience the way science studies the natural world by doing the following:

- ⇒ develop an understanding of the natural world and a sense of relatedness to our lives.
- ⇒ explore the implications of scientific findings on our understanding of the natural world and on society, in order to take actions based on scientific information.
- ⇒ collaboratively ask scientific questions, design and carry out authentic investigations, and share and critique their findings with communities in Rochester.
- ⇒ construct scientific explanations and design solutions.
- ⇒ engage in argumentation using evidence as support.
- ⇒ design, revise and use models as predictive scientific tools.
- ⇒ use mathematics and computational thinking as a means to represent variables and analyze data.
- ⇒ use scientific tools and technology appropriately and effectively in the service of scientific inquiry.



Science

COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means "teacher recommendation." Parental request is another way in to advanced courses unless otherwise restricted.

8 (2 Options)	From Science 7 + TR Regents Living Environment To Earth Science <i>+ Living Environment Review if fail exam</i>	From Science 7 Science 8 To Regents Living Environment		
9 (3 Options)	Passed Living Environment Earth Science To Regents Chemistry if pass OR <i>General Chemistry if fail</i> <i>+Earth Science Review</i> AND/OR Science Elective ONLY if part of Optics pathway	Passed Science 8 Regents Living Environment To Earth Science if pass <i>+Living Environment Review if fail exam</i> OR <i>Repeat if fail course</i>	Failed Living Environment Earth Science AND Living Environment Review To Regents Chemistry if pass OR <i>General Chemistry if fail</i> <i>+ES OR LE review course</i>	
10 (4 options)	Passed Earth Science Regents Chemistry To Regents Physics AND/OR Science Elective OR <i>General Chemistry if fail</i>	Passed Living Environment Earth Science To Regents Chemistry OR <i>General Chemistry if fail</i> AND/OR Earth Science Review Science Elective	Failed Earth Science General Chemistry (or Sci Electives) To Science Elective OR Regents Physics (with TR) OR <i>Repeat Gen Chem if fail</i> <i>AND LE or ES review course as needed</i>	if enrolled in Optics pathway Science Electives Precision Optics*
		Failed Living Environment Living Environment To General Chemistry if pass		
11 (4 options)	From Regents Chemistry or General Chemistry Regents Physics To Science Elective OR SUNY ESF Global Environment	From Gen Chemistry, Earth Science or Science Elective Regents Chemistry To Regents Physics AND/OR Science Elective OR SUNY ESF Global Environment	From Regents Chem, Gen Chem or Science Elective Science Electives Anatomy and Physiology, Precision Optics*, AP Biology, AP Physics**	Failed or scored low in Earth Science General Chemistry To Science Elective <i>AND/OR</i> <i>Repeat course if fail</i>
12 (3 options)	From Regents Physics or Regents Chemistry SUNY ESF Global Environment	From Regents Chemistry Regents Physics	From Regents Chemistry or General Chemistry or Other Science Elective Science Electives Anatomy and Physiology, Precision Optics*, AP Biology, AP Physics**	



Science

COURSE DESCRIPTIONS

6th Grade Science

Scholars in the 6th grade will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. They will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions for building foundational skills in Science. Scholars will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning. They will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions about observation and interpretation of animals, including humans, criteria and constraints, collaborating with peers, and how iterations (repeatable outcomes of an experiment) matter when it comes to determining if an experiment has a consistent outcome which shows validity.

7th Grade Science

This science course will focus on deepening the understanding of how Earth systems and life change over time. Scholars will engage in authentic investigations in which they uncover the cross-cutting themes of both the physical setting. This meaning making process will develop scholars capacity to think purposefully (through problem solving), advocate for themselves and others (through developing scientific reasoning and argumentation) and increase their willingness to take academic and social risks.

8th Grade Science

This course has a strong emphasis on the Life Science portion of the Intermediate Science Standards. The class begins with an investigation of ecology, human body systems, genetics and reproduction and evolution. From this focus on life science, the students finish the second half of the year investigating physical sciences. Throughout the year, students will develop science skills and processes doing authentic science that is situated within solving real world problems. This course culminates in the NYS Intermediate Level Science Test that is composed of both a written and practical lab portion.

Living Environment

This science course culminates in the NYS Living Environment Regents exam. Scholars will investigate topics such as evolution, ecology, energy and matter, reproduction, and genetics to develop their understanding of the natural world and how it relates to their lives. At the completion of this course, students will understand the natural world, make real world connections, and take action based on scientific information. They will also be able to plan and execute authentic scientific investigations. They will think creatively and logically to develop arguments and provide evidence-based solutions to problems. Students will use scientific findings to advocate and take action to improve their lives and their local and global communities.

Earth Science

This course is designed to encourage our scholars to think purposefully about the natural world and their relatedness to it. Earth Science allows scholars to investigate how Earth is a complex system of interactions between space, land, water, air, and life. It is a melding of three separate sciences; astronomy (study of space), geology (study of the physical Earth.) and meteorology (study of weather and climate). This course will provide them with the tools and technology needed to better understand their place in the universe and daily life in Rochester, NY. Through participation in this course scholars will collaboratively and individually continue to develop their identity both as scientists and as integral members of their community by growing in their ability to make informed decisions and communicating their findings. This course culminates in the NYS Earth Science Regents Exam.

Science

General Chemistry:

The Physical Setting / Chemistry Core Curriculum is an introductory course based on the commencement level New York State Learning Standards for Mathematics, Science, and Technology. It incorporates scientific inquiry, the use of information systems, the interconnectedness of content and skills and problem-solving approaches. This course highlights skills necessary to allow students to evaluate proposed explanations of natural phenomena. Instruction focuses on the understanding of concepts, relationships, processes, mechanisms, models, and applications. In addition it engages students in the process of inquiry and investigation. Students will demonstrate understandings, generate explanations, exhibit creative problem solving and reasoning, and make informed decisions. Assessments will test students' ability to explain, analyze, and interpret chemical processes and phenomena, and use models and scientific inquiry. Throughout this course teachers will help scholars find and elaborate conceptual cross-linkages that interconnect many of the chemistry key ideas to each other, and to other mathematics, science, and technology learning standards.

The course emphasizes an in depth understanding of major concepts rather than memorization of science facts. These major topics include atomic structure, behavior of matter, and chemical interactions. Historical content, the scientific method, uncertainty in measurement, significant figures and SI units are included. Students will understand the content in terms of macro, micro and symbolic representations.

The course culminates with a Local exam. There is no NYSED laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry as part of the course grade. A passing grade of 65 or above in the course earns 1 credit toward the RCSD and NY State graduation requirements for science.

Regents Chemistry

The Physical Setting / Chemistry Core Curriculum is a college preparatory course based on the commencement level New York State Learning Standards for Mathematics, Science, and Technology; building on the concepts covered in Algebra and the scholars' prior success in past Regents lab science classes. It incorporates scientific inquiry, the use of information systems, the interconnectedness of content and skills and problem-solving approaches. This course highlights skills necessary to allow students to evaluate proposed explanations of natural phenomena. Instruction focuses on the understanding of concepts, relationships, processes, mechanisms, models, and applications. In addition it engages students in the process of inquiry and investigation.

Students will demonstrate understandings, generate explanations, exhibit creative problem solving and reasoning, and make informed decisions. Assessments will test students' ability to explain, analyze, and interpret chemical processes and phenomena, and use models and scientific inquiry. Throughout this course teachers will help scholars find and elaborate conceptual cross-linkages that interconnect many of the chemistry key ideas to each other, and to other mathematics, science, and technology learning standards.

An alternative to this course is General Chemistry, which requires less intense math skills, no lab minute requirement, and no culminating Regents Exam. General Chemistry would be appropriate for students looking to earn a science credit but not a Regents science credit.

The course emphasizes an in depth understanding of major concepts rather than memorization of science facts. These major topics include atomic structure, behavior of matter, and chemical interactions. Students will understand the content in terms of macro, micro and symbolic representations. In addition the material on the Chemistry Reference Tables is considered part of the core curriculum and is testable.

The course culminates with a Regents exam. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. The laboratory time is an additional one class period per four day cycle to the normal instructional time of other core courses. A satisfactory laboratory write-up is the criteria for successful completion of the lab exercise.

A grade of at least 65 on the exam is required for Regents credit. A passing grade of 65 or above in the course earns 1 credit toward the RCSD and NY State graduation requirements for science.

Science

Regents Physics:

Scholars in the regents physics course explore the ideas of the physical world such as motion, forces, energy, electricity and waves. Scholars study the interactions and relationships between forces and energy and how they make the world move. This course culminates in a regents exam and requires students use mathematical reasoning to demonstrate and explain natural relationships. Through this course students will ask questions, develop experiments and gather data that helps them answer those questions.

AP Physics:

AP Physics 1 is an algebra-based, introductory college-level physics course. Scholars will develop a deep understanding of foundational principles of physics in classical mechanics, energy and electricity by applying these principles to complex situations that combine multiple aspects of physics rather than present concepts in isolation. Scholars will discuss, confer, and debate with classmates to explain a physical phenomenon investigated in class, design and conduct inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation. - Adapted from The College Board



CURRICULUM OVERVIEW

Curriculum Overview:

East's grades 6-12 Social Studies curricula are based on the New York State Education Department Social Studies Framework, and incorporate the development of the Stanford History Education Group's historical thinking skills of sourcing, close reading, contextualization, and corroboration. Scholars are also coached in how to develop claims and counterclaims in discourse and writing. The Global History and Geography, and United States History and Government courses expose scholars to different points of view while examining historical concepts through analysis of cause and effect. The Lower School curricula especially prepares scholars to hone their skills as follows: sixth grade places a special emphasis on corroboration, seventh grade on perspective, and eight grade on contextualization. Each of the Upper School curricula provides scholars with a chronological understanding of history coupled with a conceptual framework that helps them synthesize information for informed civic and scholarly expression during which they connect the past to the present. The 9th grade curriculum prioritizes skills over content, whereas the 10th and 11th grade curricula creates a balance between the two, in addition to preparing students for Regents examinations. Students in the 12th grade investigate contemporary, and controversial political and economic issues we face as a nation and explore possible solutions to these.

Social Studies Department

Disciplinary Long-Term Goals

- ⇒ **Thinks purposefully and critically about domestic and/or global issues.**
- ⇒ **Understands and respects the role of identity and culture in shaping how people think and act.**
- ⇒ **Decides what evidence is credible and useful in developing a position/argument, addressing an issue or taking an action.**
- ⇒ **Advocates for yourself and others by acting as an informed participant in our democracy and promoting social justice.**

Social Studies



COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means “teacher recommendation.” Parental request is another way to advanced courses unless otherwise restricted.

8 (1 Option)	From Social Studies 7* Social Studies 8**+ To Global History I* OR PreAP World History/ Global History I**			
9 (2 Options)	From Social Studies 8 PreAP World History/ Global History I To AP World History/Global History II OR Regents Global History II* OR <i>Repeat course or to Global I/ II if fail</i>		From Social Studies 8 Regents Global History I To AP World History/ Global History II OR Regents Global History II* OR <i>To Global I/II if fail</i>	
10 (3 options)	Passed PreAP World History or Regents Global History I AP World History/Global History II To AP US History OR Regents US History* + <i>Global Review if failed exam</i> OR <i>Repeat course or to Global II if fail</i>		Passed Regents Global History I* Regents Global History II* To AP US History OR Regents US History* + <i>Global History Review if failed Regents exam</i> OR <i>Repeat course if fail</i>	Failed Global I Global I/II Condensed To US History* AND PIG/Economics* + <i>Global Review if failed exam</i> OR <i>Repeat course if fail</i>
11 (4 options)	Passed AP World History OR Regents Global History I & II* AP US History To Participation in Govern- ment (PIG)* AND Econom- ics* + <i>US History Review if failed Regents exam</i> OR <i>Repeat course or Regents US History if fail</i>	Passed AP World History OR Regents Global History I & II* AND US History Regents in 8 th grade Participation in Govern- ment (PIG)* AND Economics* To Social Studies elective (s) OR <i>Repeat course(s) if fail</i>	Passed Regents Global History II* Regents US History* To Participation in Govern- ment (PIG)* AND Econ- omics* + <i>US History Review if failed Regents exam</i> OR <i>Repeat course if fail</i>	
12 (4 options)	Passed AP US History Participation in Govern- ment (PIG)* AND Economics* <i>MUST repeat courses if fail</i>	Passed PIG*/Econ* OR Wish for additional credit Social Studies electives Introduction to Law Latino Studies 0.5 credit Women’s Studies 0.5 credit AP Government	Passed US History* Participation in Govern- ment (PIG)* or AP Government and Politics AND Economics* <i>MUST repeat courses if fail</i>	

Social Studies



COURSE DESCRIPTIONS

Grade 6 Social Studies: The Eastern Hemisphere

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires, interactions between societies, and the comparison of trends in government and economics. Scholars are developed as social scientists and learn to apply the reading like a historian skills of close reading, sourcing, and corroboration.

The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s with an examination of Enduring Issues from ancient through modern times. Scholars are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

Grade 7 and 8 Social Studies: History of the United States and New York State

In Grades 7 and 8, students will examine the United States and New York State through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history. Scholars in seventh grade focus on developing the historical thinking skill of perspective and study about Native Americans and Colonial America through the Civil War. Scholars in eighth grade study post-Civil War /Industrialization and Urbanization and major events in United States history through present times. Eighth graders practice the historical thinking skill of contextualization.

Global History and Geography IR

1.0 Social Studies Credit

Prerequisite: Social studies 8

Global History and Geography I requires students to explore human history, through the lens of five enduring issues: impact of power and conflict on human rights, impact of the environment on human development, impact of technology on human development, impact of trade and globalization and impact of belief systems on human development and interactions with others. Students participate in curriculum embedded tasks which require them to work collaboratively and independently in examining these enduring issues. This course exposes students to human history from early humans through the 1700's in a thematic approach. Global I comprises the first half of a two-part course that culminates in the New York State Regents Examination in Global History and Geography.

Global History and Geography IIR

1.0 Social Studies Credit

Prerequisite: Global History IR

Global History and Geography II explores human history from the 1700s and Age of Global Absolutism to the present day in a thematic approach. It requires students to explore human history, through the lens of five enduring issues: impact of power and conflict on human rights, impact of the environment on human development, impact of technology on human development, impact of trade and globalization and impact of belief systems on human development and interactions with others. Students participate in curriculum embedded tasks which require them to work collaboratively and independently in examining these enduring issues. This course culminates in the New York State Regents Examination in Global History and Geography.

Condensed Global History and Geography I and II

2.0 Social Studies Credits

Prerequisite: Students who have already taken both Global History & Geography I and/or II

Global History and Geography I and II is an opportunity to earn two credits in one year in an intense, accelerated course that explores human history from the beginning of recorded time up to the present day. It is for any student that has already taken Global I and/or Global II and needs to recover either of these credits. It requires students to explore human history, through the lens of five enduring issues: impact of power and conflict on human rights, impact of the environment on human development, impact of technology on human development, impact of trade and globalization and impact of belief systems on human development and interactions with others. Along with an in-depth study of world cultures there is an emphasis on writing and the development of these concepts and themes. This course culminates in the New York State Regents Examination in Global History and Geography.

AP World History

1.0 Social Studies Credit

Prerequisite: Global History and Geography I or Pre-AP World History

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

US History & Government

1.0 Social Studies Credit (Whole year or condensed semester course)

Social Studies

AP US History

1.0 Social Studies Credit

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Economics

0.5 Social Studies Credit

Prerequisite: US History and Government is strongly recommended.

Economics provides students with an overview of macro and micro economic concepts. Units of study include the Global and United States Economy, Globalization, the Enterprise system, labor and business relations, fiscal and monetary policy, as well as personal finance. Students participate in curriculum embedded tasks which require them to work collaboratively and independently in examining these current economic issues. This course satisfies the New York State ½ Economics credit requirement toward graduation

Participation in Government

0.5 Social Studies Credit

Prerequisite: US History and Government is strongly recommended

The Participation in Government course is a culminating course of study that focuses Civics, Citizenship, and Government. Students will explore their rights and responsibilities as citizens by engaging in the analysis of public policies and issues that are relevant to students' lives. Historic and contemporary public policy issues are explored through application of research-skills and completion of a public policy paper. Students participate in curriculum embedded tasks which require them to work collaboratively and independently in examining these public policy issues. In this capstone course, students apply their learning in the field as they complete a minimum of 20 hours of community service as a requirement for successful course completion.

Social Studies Electives

Intro to Law

1.0 Social Studies ELECTIVE

Credit Prerequisite: Global History and Geography II

Intro to law presents an overview of the legal system in the United States including the structure of government and individual rights and responsibilities. The emphasis is on the way laws and rules are written and changed, and on the rights and responsibilities of juveniles and citizens in school and in the courts. Career opportunities in law, law enforcement, and government will be explored. Court procedures and mock trials will be introduced and explored. Speech and debate are the core assessments for this course.

Latin American History

0.5 Social Studies ELECTIVE Credit

Prerequisite: 11th grade students who are on track to graduate and have passed the Global History Regents.

Latinos and Latinas have become the largest minority group in the United States and are reshaping the future of our community, our country, our hemisphere, and our world. Students will explore the diverse challenges and contributions of Latinos and their communities through the study of Latino history, literature, and culture, both national and local. The content is rich with literature and activities that inspire cooperative, independent. The course will also include an in-depth examination of contemporary issues of identity, and education, culminating in a research project.

Women's Studies

0.5 Social Studies ELECTIVE Credit

Prerequisite: 11th grade students who are on track to graduate and have passed the Global History Regents.

This course explores the core concepts underlying the interdisciplinary field of Women's Studies, introducing the ways in which the study of women and gender as social categories transforms our understanding of culture, history and society. Topics include feminism and the feminist theory, history of the women's movement as well as various sub-topics which will be analyzed from a historical perspective and with respect to the combined effects of gender, race and class on the status of women in contemporary society.

AP Government and Politics

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior.



CURRICULUM OVERVIEW

Scholars at East are exposed to a rigorous core ELA curriculum adapted from the NYS modules. These modules are supplemented by strategies from the National Writing Project. Each year, scholars develop their critical literacy skills through close reading informational, argumentative, and literary texts. Scholars are challenged to identify central ideas that exist across these texts, becoming increasingly aware of how an author intentionally develops these ideas using a variety of literary and rhetorical devices. Scholars also develop an understanding of how a quality argument is crafted, learning to delineate arguments, identify sound reasoning, and weigh the quality and relevance of evidence. Through this process, scholars establish nuanced understanding of controversial issues, learning to develop claims and counterclaims both in discussion and writing. Scholars have an opportunity to challenge themselves with college level content through both pre-AP and AP courses. In 12th grade, scholars have additional opportunities to explore their interests with a variety of senior English offerings

English Language Arts Transfer Goals

- ⇒ Read analytically at the literal and inferential level and think purposefully to determine and construct arguments, claims, and evidence.
- ⇒ Develop purposeful thinking habits of writing, reading, and oral discussion to be tenacious in pursuing personal goals as well as solving problems, making decisions, and taking action.
- ⇒ Read and comprehend complex literary and informational texts and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world and advocate for self and others.
- ⇒ Articulate one's point of view comfortably, clearly and coherently in a variety of modes suitable to the task, purpose, and audience, including advocating for self and others.

English Language Arts



COURSE SEQUENCE

9 (2 Options)	TR from Grade 8 PRE AP Lang To Pre-Lang OR Eng II OR (if fail) Eng Seminar	ENGLISH I To Pre-AP LIT OR Eng II OR (if fail) Seminar		
10 (3 Options)	TR from Pre AP Lang PRE AP LIT To AP Lang or English III or, if fail, Eng Seminar	Passed English I or TR from Pre-AP Lang ENGLISH II To AP Lang or English III or, if fail, Seminar		Failed English I ENGLISH II SEMINAR** <i>Daily, 2.0 Credits</i> To Eng III or, if fail, Seminar
11 (3 Options)	TR from Pre-AP Lit OR TR from English II AP LANG/COMP To AP or English electives or Seminar if fail; if fail Exam only, go to Workshop	Passed English II, Passed English II Seminar, or TR from Pre AP Lit ENGLISH III To AP Lit OR English electives, or Seminar if fail; or if fail Exam only, go to Workshop		Failed English II ENGLISH III SEMINAR <i>Daily, 2.0 Credits</i> To English Electives, or Seminar if fail, or if fail Exam only, go to Workshop
12 (6 Options)	From AP Lang or TR from Eng III AP Lit/COMP	From AP Lang or Eng III or Seminar & Passed CC ELA Exam ENGLISH ELECTIVES African-Am Lit/ Research Study Journalism/Newsletter Writing Latin American Lit Public Speaking	Passed English III <u>but</u> failed or did not take CC ELA Exam ENGLISH IV ELA Review Students who have enough credits to graduate & passed English IV BUT failed the CC ELA exam. ELA Review ENL	ENGLISH IV SEMINAR <i>Daily, 2.0 Credits</i> Failed English III <u>and</u> Failed English CC ELA Exam

ELECTIVES: Creative Writing available for 10-12 grade scholars as an elective (1 credit)

English Language Arts



COURSE DESCRIPTIONS

Pre-AP Language and Composition

Available to scholars in grade 9 by teacher recommendation

The PreAP option offers scholars additional enrichment opportunities to English III and asks participants to engage in more rigorous application of the essential concepts and content of the course while preparing scholars to take the AP Language and Composition exam next year. Scholars will take the ELA CC exam at the end of this course.

Pre-AP Literature and Composition

Available to scholars who completed Pre-AP Language or by teacher recommendation

In this course scholars make accelerated growth in reading, vocabulary, and writing through an intensive program that provides a learning structure through the use of rituals and routines. The extended workshop models reading comprehension strategies of complex texts and facilitates independent and self-directed learning. The program follows a workshop model of systematic routines that include: independent reading, whole group instruction, academic classroom conversations, independent work-time and various scaffolds that support learning. While still adhering to CC Learning Standards and curriculum, the PreAP options offers scholars additional enrichment opportunities and asks participants to engage in more rigorous application of the essential concepts and content of the course. This class prepares scholars to take AP English Literature and Composition in grade 10.

AP English Language & Composition

Available to scholars who complete Pre-AP Language and Composition or by teacher recommendation

This course engages scholars in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make scholars aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The course helps scholars move beyond the five-paragraph essay to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. The course will culminate with the AP English Language and Composition exam.

AP English Literature and Composition

Available to scholars who completed AP Language and Composition or by teacher recommendation. Recommended that scholars scored an 80%+ on the CC ELA Regents Exam

For a year, scholars will participate in a course that will expose them to college-level readings, writings, and expectations. Scholars will engage in reading, analyzing, writing, rewriting, and discussing creations by renowned authors. With intensive concentration on composition skills and on authors' narrative techniques, this literary experience equips scholars with strategies for success in college, in a career, and on the AP exam.

African American Literature/Research Study

Available to scholars who have 3.0 credits of ELA and passed the ELA CC Exam

This course provides a survey of the development of African American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors.

English Language Arts



COURSE DESCRIPTIONS

Journalism/Newsletter Writing

Available to scholars who have 3.0 credits of ELA and passed the ELA CC Exam

This is an introduction to journalism where scholars develop their writing skills by writing news, sports, features, entertainment, and viewpoint articles. They develop the ability to determine what format, style, and voice is appropriate for each type of writing. Scholars enrolled in this course will write articles for the school newsletter.

Latin American Literature/Research Study

Available to scholars who have 3.0 credits of ELA and passed the ELA CC Exam

This course is an introduction to the study of contemporary Latin American literature and its interactions with mass media, popular culture, and politics in the region. These interactions offer various perspectives on what Latin America means today. A major component of this course will be a research paper.

Public Speaking/Presentation Skills

Full year course

Available to scholars who have 3.0 credits of ELA and passed the ELA CC Exam

This course is designed for senior scholars interested in the development of their public speaking and presentation skills. It will be highly participatory in nature. Scholars will learn and develop skills in writing effective speeches and delivering them for various audiences. Scholars will gain practice in different types of speeches (formal, informal, persuasion, informative, etc.). Scholars will learn the components, styles, and techniques involved in public speaking. Scholars will also be expected to research and prepare presentations to accompany formal speeches.

Creative Writing

This course will engage scholars in an analysis of poetry, short story, narrative and drama pieces to help them develop their own personal identity as writers and readers. Scholars will produce an online literary magazine for East. We will include readings from Francine Prose, Anne Lamott, Stephen King and others on writing and the writing life in order to expand scholar mastery of the elements of fiction.



COURSE DESCRIPTIONS

English II Seminar

Full-year course

Available to scholars who failed English I

Credit: 2.0

The objective of this course is to deliver English II Common Core instruction in ways that make ELA content accessible to scholars who failed English I during the previous school year by tailoring instruction to bolster continuous academic language and skills development. To the greatest extent possible, and in line with Common Core State Standards, this course will mirror the content of level the II CC ELA class. This is a yearlong course that meets daily to further explore the elements and structure of literature through the study of various literary genres. Scholars will also read and discuss related informational texts. Scholars will develop analytical reading, academic writing, critical thinking, and presentation skills. Scholars will also develop skills in effective discussion and listening methods, collaboration, and CCSS Language standards. Scholars will be challenged by varying degrees of text complexity. After successful completion of this course scholars will transition to English III for the next school year.

English III Seminar

Full-year course

Available to scholars who failed English II

Credit: 2.0

The objective of this course is to deliver English III Common Core instruction in ways that make ELA content accessible to scholars who failed English II during the previous school year by tailoring instruction to bolster continuous academic language and skills development. To the greatest extent possible, and in line with Common Core State Standards, this course will mirror the content of the level III CC ELA class. This is a yearlong course that meets daily to further explore the elements and structure of literature through the study of various literary genres. Scholars will also read and discuss related informational texts. Scholars will develop analytical reading, academic writing, critical thinking, and presentation skills. Scholars will also develop skills in effective discussion and listening methods, collaboration, and CCSS Language standards. Scholars will be challenged by varying degrees of text complexity. After successful completion of this course scholars will transition to English IV for the next school year.

English IV Seminar

Full-year course

Available to scholars who failed English III and the ELA CC exam

Credit: 2.0

The objective of this course is to deliver English IV Common Core instruction in ways that make ELA content accessible to scholars who failed English III and the ELA CC exam during the previous school year by tailoring instruction to bolster continuous academic language and skills development. To the greatest extent possible, and in line with Common Core State Standards, this course will mirror the content of the level IV CC ELA class while also preparing scholars for the ELA CC exam. This is a yearlong course that meets daily to further explore the elements and structure of literature through the study of various literary genres. Scholars will also read and discuss related informational texts. Scholars will develop analytical reading, academic writing, critical thinking, and presentation skills. Scholars will also develop skills in effective discussion and listening methods, collaboration, and CCSS Language standards. Scholars will be challenged by varying degrees of text complexity.



COURSE DESCRIPTIONS

English IV

Full-year course

Available to scholars who passed English III but failed the ELA CC exam

Credit: 1.0

In this course, the target of college and career readiness is developed with a standards-based approach and focus on reading, writing, speaking, and listening. By analyzing a variety of texts, scholars develop an awareness of a writer's perspectives and the skills required to evaluate text for potential biases. Scholars are exposed to texts that represent diverse world views and have literary and artistic merit. Writing emphasizes scholar's analysis and as outlined by the CCSS and College and Career Readiness Standards: narrative, expository, research-based, and argumentative. Scholars will also develop skills in critical thinking, effective discussion and listening methods, collaboration, and CCSS Language standards. The course will culminate with the NYS Common Core ELA Examination.

English Review

Semester course

Available to scholars who have 4.0 credits in ELA but failed the ELA CC exam

Credit: 0

The ELA Review is a semester long class that meets every other day. The review class provides scholars with personalized and/or small group instruction designed to prepare scholars to successfully complete the NYS CC ELA exam by offering scholars additional time to build foundational literacy skills and by providing frequent opportunities to develop critical reading and writing skills.

English Review – ENL

Semester course

Available to scholars who have 4.0 credits in ELA but failed the ELA CC exam and require bilingual instruction in English and Spanish

Credit: 0

The ELA Review ENL is a semester long class that meets every other day. The review class provides scholars with personalized and/or small group instruction designed to prepare scholars to successfully complete the NYS CC ELA exam by offering scholars additional time to build foundational literacy skills and by providing frequent opportunities to develop critical reading and writing skills. The class is taught in both English and Spanish.

Hip Hop Education 1

Semester course

Available to scholars in grades 11-12

Credit: .5

This is a scholar designed course that is activity-based and relevant to their lives. It is a one-semester, elective course (.5 credits). The hip hop theme will ground scholars' exploration of their own interests and topics in an interdisciplinary curriculum, including the origin and history of hip hop, hip hop as a form of activism, and the role ancient dances played in the development of hip hop. Curriculum will be primarily guided by scholar interest; however, we will use existing resources in the emerging field of hip hop education as curricular guides (<http://hiphopeducation.com>). We will draw upon the vibrant Rochester Hip Hop community with field trips and/or class speakers, including spoken word poets, performance poets, artists, musicians, and dancers.



COURSE DESCRIPTIONS

Hip Hop Education 2

Semester course

Available to scholars who completed Hip Hop Education 1

Credit: .5

This course is a level 2 continuation of the interests and topics explored by scholars in Hip Hop Education 1. Scholars will deepen their understanding of the origin and history of hip hop, hip hop as a form of activism, and the role ancient dances played in the development of hip hop. Curriculum will continue to be primarily guided by scholar interest; however, we will use existing resources in the emerging field of hip hop education as curricular guides (<http://hiphopeducation.com>). We will draw upon the vibrant Rochester Hip Hop community with field trips and/or class speakers, including spoken word poets, performance poets, artists, musicians, and dancers.



CURRICULUM OVERVIEW

Curriculum Overview

Literacy courses at East are designed to support today's students need to develop an increasingly complex set of literacy skills and competencies in order to access social and economic opportunities. The literacy curriculum at East takes a balanced approach to literacy, focusing on the foundational skills students need to be literate, while also developing advanced literacies. According to the Next Generation English Language Arts Standards, "*Advanced literacies* denote a set of skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences."

In order to develop these complex set of literacy skills and competencies, there is an increase in instructional time devoted to literacy. All scholars grades 6-9 will be enrolled in a Literacy elective course. Scholars who are reading at a proficient or advanced level as determined by the Reading Inventory (RI) will be enrolled in **Literacy Workshop**. Scholars who score in the basic or below basic level on the RI will be enrolled in **Literacy Read180 or System 44**. In addition, scholars grades 6-12 who are below basic may receive further intervention based on teacher recommendation.

The goal of all Literacy courses is to promote the practices and habits of life-long readers and writers. Scholars will read a variety of text, self-select texts based on interest, monitor reading comprehension, make connections to their reading, and write often for a variety of purposes and audiences.

End of Year Reading Proficiency Bands

Students scoring in the range below on the Reading Inventory are proficient at their grade level.

Grade 8 1010-1185 Lexile

Grade 9 1050-1260 Lexile

Grade 10 1080-1335 Lexile

Grade 11 1185-1385 Lexile

Grade 12 1185-1385 Lexile

ELA/Literacy Transfer Goals

1. Read analytically at the literal and inferential level and determine and construct arguments, claims, and evidence.
2. Develop habits of writing, reading, and oral discussion to pursue personal goals as well as to solve problems, make decisions, and take action.
3. Read and comprehend complex literary and informational text and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world.
4. Articulate their points of view comfortably, clearly and coherently in a variety of modes suitable to the task, purpose, and audience.

Literacy



COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means “teacher recommendation.” Parental request is another way in to advanced courses unless otherwise restricted.

<p>Literacy 8 Workshop Scholars who score advanced or proficient on RI</p>	<p>Literacy 8 R180 Scholars who score basic for grade level</p>	<p>Daily R180 Scholars who score below basic for grade level and teacher recommendation</p>	<p>Daily System 44 Scholars who score below 600 and below advancing on Phonics Inventory (PI) and teacher recommendation</p>	<p>Literacy Intervention Scholars reading far below grade level and based on teacher recommendation. Staffing dependent.</p>
<p>From Literacy 8 workshop or Literacy 8 R180 Literacy 9 Workshop Scholars who score advanced or proficient on RI</p>	<p>From Literacy 8 workshop or Literacy 8 R180 Literacy 9 R180 Scholars who score basic for grade level</p>	<p>Daily R180 Scholars who score below basic for grade level and teacher recommendation</p>	<p>Daily System 44 Scholars who score below 600 and below advancing on Phonics Inventory (PI) and teacher recommendation</p>	<p>Literacy Intervention Scholars reading far below grade level and based on teacher recommendation. Staffing dependent.</p>

Literacy



COURSE DESCRIPTIONS

Literacy 9 Read 180

Literacy 9 Read 180 is a 1 credit elective course at East High school for 9th grade scholars performing below grade level according to the Reading Inventory (RI). This literacy course utilizes the READ180 program to build foundational literacy skills. This instructional model engages scholars daily in small-group instruction, independent reading, and adaptive instructional software. The emphasis of the curriculum is reading comprehension, fluency, vocabulary, word study, writing and grammar. Throughout the course, scholars will tenaciously and purposefully consider their reading needs and advocate for self and others to promote their reading success.

Literacy 9 Workshop

Literacy 9 Workshop is a 1 credit elective course at East High School for 9th grade scholars performing at or above grade level according to the Reading Inventory (RI). This course utilizes Readers and Writers Workshop Model, providing opportunities for scholars to explore their roles as writers and enhance critical literacy skills. Throughout the course, scholars will tenaciously and purposefully consider their identities as readers and writers and advocate for self and others through a variety of publication opportunities.

Literacy 9 System 44

Literacy 9 System 44 is a 1 credit elective course at East High school for 9th grade scholars performing below grade level according to the Reading Inventory (RI) and the Phonics Inventory (PI) showing they need additional support with phonics.. This literacy course utilizes the System 44 Next Generation program. *System 44* Next Generation is a new foundational reading program for the most challenged readers in Grades 3–12+. *System 44* is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.



MUSIC FLOW CHART

LOWER SCHOOL MUSIC DEPARTMENT						
G r a d e 6	CHORUS Grades 6-8		BAND 6 To Band 7-8			STRINGS Grades 6-8
G r a d e s 7 - 8			From Band 6 BAND 7-8			
UPPER SCHOOL MUSIC DEPARTMENT						
G r a d e s 9 - 1 2	Chorus Will be allowed opportunity for individual or small group lessons	Jazz Band with Instrumental Lessons Scholars enrolled in Jazz Band must also be enrolled in Instrumental Lessons	Band with Instrumental Lessons Scholars enrolled in Band must also be enrolled in Instrumental Lessons	Introduction to Music Technology To Advanced Music Technology	Piano I To Piano II	
				From Intro to Music Technology Advanced Music Technology	From Piano I Piano II	



Music & Art

Music Offerings

Piano I: This is an introductory course in piano. Students will learn the keyboard, as well as how to read standard notation including note values, key signatures, time signatures and melodic direction.

Piano II: This is an extension of Piano I with a focus on songwriting. Students will learn the basics of songwriting, lead sheets, analyzing chord progressions, recording, and performing student-written material.

Jazz Band & Lessons: This is a course for new or continuing band students who are interested in performing a wide variety of genres including pop, jazz, blues, R&B, and others. On a primary instrument, students will learn about basic improvisational strategies, composing and arranging, recording, and participate in mandatory lessons and performances throughout the school year.

Intro to Music Technology: This course is designed to provide students with the tools and experience necessary to explore the various facets of music industry – recording, live sound, electronic music composition, and computer music notation. The purpose of this course is to increase students' musical awareness and development of practical skills and knowledge through technology-based experiences. Students will develop musicianship in a 21st century environment by completing projects utilizing critical response, reading and notation, improvisation and composition as well as multi-track audio production and live sound engineering.

Advanced Music Technology: This course continues to expand the repertoire of the scholar through the creation of original mixes, samples, and complete original musical compositions. Scholars will further their knowledge of live sound engineering by working with state of the art musical production equipment. Scholars will have the opportunity to work on live performances as well as studio productions..

Lower School Chorus/Upper School Chorus: This music course emphasizes performance, voice building, and music reading in the context of a performing ensemble. Scholars prepare choral music for a variety of performances over the course of the year. Scholars will be expected to develop their vocal skills and demonstrate sight reading skills as a part of the in class curriculum. Participating scholars are given the option to enroll in a vocal group lesson to rotation to further their studies in vocal technique if they wish. Scholars are expected to perform in formal and informal concert settings and are required to attend rehearsals and performances during school. Attendance at all concerts is required.

Lower School Band: (Purple and Gold Bands) -Grades 6-8 These courses are a continuation level after elementary band and is a logical continuation of developing skills. Band time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging band pieces (Level 0.5 – 2). This is a performing ensemble with mandatory public performance requirements, and students are scheduled for a lesson once a week.

Upper School Band: This course is a continuation level after lower school band and is a logical continuation of developing skills. Band time will include basics of rhythm and melody reading, instrumental group instruction, supervised practice, simple improvisation, simple composition, and more challenging band pieces (Level 2-4). This is a performing ensemble with mandatory public performance requirements, and students are scheduled for a lesson once a week.

Strings: This class is for lower school students who are beginning stringed instruments or who have been playing only a short time. Strings class will include use and care of instruments, proper playing techniques, basic music literacy, instrumental group instruction, beginning improvisation and composition, supervised practice and easy pieces in various styles. This is a performing ensemble with mandatory public performance requirements.

Music & Art

ART FLOW CHART

Studio in Art

(Successful Completion is a Prerequisite for all Art Courses)

Photography I	Drawing and Painting I	Graphic Imaging I	Studio in Sculpture and Ceramics I	Contemporary Crafts (art makers)
Photography II	Drawing and Painting II	Graphic Imaging II	Studio in Sculpture and Ceramics II	
To Art Portfolio	To Art Portfolio	Graphic Imaging III	Studio in Sculpture and Ceramics III	
Art Portfolio (Portfolio exists as a capstone for all Art sequences - Photo, Ceramics, Graphic Imaging, and Drawing and Painting)				



Art Offerings

Art 6 is a course in which students will develop foundational skills and knowledge of different art styles, media, and techniques. Through the creation of art in a variety of 2D and 3D media, students will develop vocabulary and knowledge of historical art movements and their effects on cultures. Students will learn and use art vocabulary to build foundational art critique skills.

Studio in Art for 8th grade is a course designed to develop students' foundational knowledge of the Visual Arts. Students will explore art and learn foundation skills through producing both 2-D and 3-D works of art. Students will explore contemporary and historical art movements to become familiar with the historical foundations of art and its impact on cultures. Students will develop their ability to speak and write about art works using art content specific vocabulary.

8th grade scholars have an opportunity to achieve High School credit for this class

Studio in Art is a foundation level art class in which students will learn foundation skills, vocabulary and concepts through a variety of media. Students will create both 2D and 3D works of art while becoming familiar with the cultural and historical impact of art on society. Students will also develop their own aesthetic understandings and abilities to critique art in both verbally and in writing using content specific vocabulary.

Photography I: is an introductory course designed for students to explore the basics of photography. Students will learn about the various parts of the camera as well as how to shoot, compose, format, and mount their own photos. Concepts from Studio in Art will be applied to photography as well as the historical foundations and place of the camera in society.

Photography II: In this intermediate level photography course students will further their exploration of photography. Concepts from Studio in art and Photography 1 will continued to be developed while focusing on intention and concepts of work. Use of 35mm DSLR's. Scholars will also participate in a school/community related project

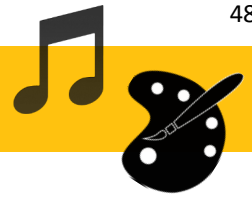
Graphic Imaging I: This course is an introduction to design and computer-generated and computer-manipulated art. The student will have hands-on training using Adobe Photoshop CS5 and Adobe Illustrator CS5 to draw, scan, alter, and reproduce images using the design principles and elements. Activities include logo design, digital photography, and digital drawing. Students will use industry standard procedures to produce professional quality projects. This course will be taught in a computer lab for one double block every other day for the entire year, earning students one complete art credit.

Graphic Imaging II: In this intermediate level media course, students will use the Adobe Creative Suite to work through various forms of animation, original creation, digital manipulation, and production. This hands-on course applies publishing and presentation concepts to the development of brochures, magazines, flyers, web ads, animations, infographics, identity design and package design. Students will use industry standard procedures to produce professional quality projects. This course will be taught in a computer lab for one period every other day for the entire year, earning students one complete art credit

Graphic Imaging III: This third-level course will focus on conceptually and aesthetically sophisticated digital design solutions. In consultation with faculty and peers, students will focus on creating multi-component, content-driven projects that demonstrate their ability to research, investigate, brainstorm and organize information in order to reach content-heavy, visually engaging solutions. The course will culminate with a final professional presentation as well as work towards creating a strong portfolio of work for college consideration.

Studio in Sculpture and Ceramics I: Scholars will extend the study of the visual arts through a ceramic medium using introductory hand building skills. In doing so, students will expand their artistic skills analytically, conceptually, and technically and will further develop their visual arts vocabulary. Students will learn to create ceramic works as both functional pieces and as aesthetic sculptural forms. The material learned in the art foundation classes should be applied to all works in regards to the elements of art and the principles of design.

Studio in Sculpture and Ceramics II: Scholars will focus on advanced ceramics and sculptural techniques. This class is designed to engage students in higher level course content using complex techniques. Students will develop and enhance skills learned in Sculpture and Ceramics I as well as refine and experiment with new materials and techniques. Aesthetic sensibilities (including the use of historic and contemporary references in ceramics and other arts, criticism, expression of personal concepts in works). This is intended to build on the basic information from prior hand-building, throwing, vessel, and ceramic sculpture classes.



Studio in Sculpture and Ceramics III: Studio in Sculpture and Ceramics III is designed for students who have passed the level I and II and are interested in pursuing Ceramics and sculpture further. Students will continue to work on developing technical skills, and aesthetic sensibilities. Scholars will build on information and skills derived from prior hand-building, throwing, vessel, and ceramic sculpture classes. Students will create strong portfolio pieces and learn how to photograph 3D work to create a professional portfolio for post-secondary art opportunities.

Drawing and Painting I: Scholars will begin to learn the process of creating visually interesting and unique artwork in drawing and painting materials. Portrait work, perspective, value creation to imitate reality, as well as a variety of painting techniques and projects will be explored in this class.

Drawing and Painting II: Students will continue to refine their skills in drawing and painting. Contour, gesture, still life, landscape, portrait, figure, and perspective drawing and paintings are some of the techniques to be mastered. Media will include pencil, pastel, charcoal, pen and ink, tempera, acrylic, and watercolor. Students will discover their ability to integrate their own “voice” into the artistic process. Students will also further their knowledge of current as well as historic trends in art.

Art Portfolio – Designed to assist the serious visual art student in developing, organizing, and presenting a professional portfolio. A student’s past work will be assessed and an individualized plan will be generated for the student. The resulting portfolio(s) will be used for admission to a post secondary institution, scholarship applications, and the professional job market. Students will enhance both their artistic abilities and their communication abilities.

Contemporary Crafts (Art Makers): Contemporary Crafts is a Fine Arts Class that will explore differing styles of art making. Perfect for anyone with a desire to work with their hands and make things. From the creation of original books and journals, printmaking, unique pop up books, to paper crafts, illustrations, and using natural materials to create art. This class will also foray in to digital media art creation.

Art 6 and Art 8 (High School Credit Opportunity)

Physical Education & Health



CURRICULUM OVERVIEW

Health Education

Scholars will be introduced to the Health curriculum as seventh graders in East Lower School. This semester course includes a heavy emphasis on decision-making along with other health skills: communication, planning & goal-setting, self-management, stress management, advocacy and relationship management. Scholars will practice these skills as they learn content in our units: Wellness, Refusing Drugs, Social & Emotional Wellness and Reproductive Health & Family. Once scholars are in the Upper School, they will be enrolled in the Comprehensive Health Education Course, usually in tenth grade. This course also focuses on decision-making as well as other health skills. Scholars will dive deeper into the units of Wellness and Nutrition, Safety, First Aid & CPR, Mental Health & Addiction and Sexual Health & Relationships. For our college bound scholars that have an interest in health, scholars can move on to our Personal Health and Wellness course for the challenge and the chance to earn college credits.

Physical Education

Scholars in both lower and upper schools are provided Physical Education at East. Courses encourage and support physical literacy in scholars; Motivating and developing skills and knowledge to sustaining regular, lifelong physical activity for a healthy, productive and fulfilling life. Units of instruction include a combination of individual/duel sports including: Tennis, badminton, pickleball, speedminton, boxing and track and field. Team sports include: Volleyball, Basketball, Floor Hockey, and Lacrosse. Units in Lifetime activities include: Weight training, swimming, ice skating/roller blading, yoga and dance. Each of these units provide opportunities for enjoyment, challenge, self-expression and communication. Scholars are provided these opportunities to develop their physical literacy focusing on skilled play, knowledge in regard to staying physically active and develop an optimal level of health related fitness.

Long Term Transfer Goals:

- ⇒ Scholars will independently demonstrate being physically educated.
- ⇒ They will demonstrate tenacity seeking skill development and refinement.
- ⇒ They will think purposely when developing a plan for lifelong health and wellness, understanding the value of a physically active lifestyle and the implications of inactivity.
- ⇒ They will advocate for themselves and others by seeking out opportunities in the community to be physically active with friends and family.



Physical Education, Health

COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means “teacher recommendation.” Parental request is another way to advanced courses unless otherwise restricted.

*Physical Education						Health Education
PE 9 To PE 10-12	Adapted PE – 9-12 To APE 9-12	FITT for Life <i>Daily 1 PE credit 1 elective credit</i> To PE 10-12				Comprehensive Health** To Personal Health & Wellness MUST repeat course if failed
from PE 9 PE 10-12 To PE 10-12	From APE 9-12 Adapted PE – 9-12 To APE 9-12	From PE 9 FITT for Life To PE 10-12	Failed PE 9 2 nd PE 10-12 To PE 10-12 or FITT for Life	From PE 10-12 Lifeguarding .25 elective credit <i>Must be 15 years old</i>	From PE 10-12 Advanced Weight Training	
From PE 10-12 PE 10-12 To PE 10-12	From APE 9-12 Adapted PE – 9-12 To APE 9-12	Passed FITT for Life or PE 10-12 FITT for Life To PE 10-12 or FITT for Life	Failed PE 10-12 2 nd PE 10-12 To PE 10-12 or FITT for Life	From PE 10-12 Lifeguarding .25 elective credit <i>Must be 15 years old</i>	From PE 10-12 Advanced Weight Training	Passed Comprehensive Health Personal Health & Wellness***
From PE 10-12 PE 10-12	From APE 9-12 Adapted PE – 9-12	From FITT for Life or PE 10-12 FITT for Life	Failed PE 10-12 2 nd PE 10-12	From PE 10-12 Lifeguarding .25 elective credit <i>Must be 15 years old</i>	From PE 10-12 Advanced Weight Training	Passed Comprehensive Health Personal Health & Wellness**



Physical Education, Health

COURSE DESCRIPTIONS

Health

Comprehensive Health Education

Full-year course

Available to scholars in grades 10-12

Credit: 1.0

Comprehensive Health Education is a required 1-credit course at East High School. It can be taken anytime during grades ten through twelve. Scholars will tenaciously and independently use skills that they have learned in **health class** to think purposefully regarding healthy decisions and advocate for self and others in a way that supports a healthy, active lifestyle. The emphasis of the curriculum is skills-based including decision-making, planning & goal setting, self-management, stress management, advocacy, and communication skills. Through these skills, scholars will be learning about various content areas such as nutrition; drug, alcohol, and tobacco use and abuse; lifestyle diseases; behaviors that lead to HIV infection and unintended pregnancy; mental health; and relationships. Additionally, this course is designed to teach the scholars basic first aid and emergency management procedures and skills for a variety of injuries and sudden illnesses. The course contains both a lecture and practical component. Certification in first aid and CPR will be awarded upon the satisfactory completion of the written and practical requirements. **Note: Successful completion of this course is required for graduation.**

Personal Health and Wellness (Introduction to Healthy Living)

Full-year course

Available to scholars in grades 11-12 that have completed the Comprehensive Health Education Course

Credit: 1.0

Scholars that successfully complete this course will earn 1 elective credit at East High School as well as 3 credits at Genesee Community College. This course emphasizes reasons and strategies for assuming responsibility for maintaining a healthy lifestyle. Focuses on lifestyle factors and their relationship to well-being, behaviors and diseases. Includes health and wellness, stress, drug, alcohol and tobacco use and abuse, nutrition and weight control, cardiovascular health, physical fitness, healthy relationships, sexuality, birth control, sexually transmitted diseases, safety education (identifying dangerous environments, preventing child abduction, fire and arson), communication skills for productive relationships (conflict resolution), identifying and reporting suspected child abuse and maltreatment and Safe Schools Against Violence in Education Legislation Certification. Scholars that take this course should be prepared to read a college level text and be ready produce college level work both in school and at home.

Physical Education

FITT for Life

Full-year course

Available to scholars in grades 9-12

Credit: 2.0 (.5 PE credit; 1.5 elective credit)

FITT for Life is a daily intensive Physical Education/fitness program that will include a weekly classroom nutritional component. Scholars will design and follow personal fitness programs aimed to dramatically improve all health related fitness components using training principles including FITT (Frequency, Intensity, Time and Type). They will attain competency in physical activities including but not limited to: Strength training, Aerobic Capacity training, Yoga/Stretching. Proficiency in a few complex motor and sport activities may include but are not limited to: running, swimming, biking, power lifting, and kayaking. Scholars will be aware and able to access opportunities within the community, including area fitness clubs and 5k distance races, and will evaluate those facilities and programs through their experiences.

Physical Education, Health

Physical Education 9

Full-year course

Credit: .05

Scholars in 9th grade PE focus on refining fundamental skills in individual/duel, team sports and lifetime fitness activities with an increase importance on the rules and conventions of play. Once in 9th grade, scholars become part of a Physical Education Choice program. This choice program supports scholar's development of physical competence, self-efficacy and the knowledge and motivation to be physically active.

Physical Education 10-12

Full year course

Credit: .05

Scholars in 10-12th grade PE continue in the choice program to refine fundamental skills in individual/duel, team sports and lifetime fitness activities, with an increase focus on proficiency of movement and the application of skills and strategies in authentic situations. Scholars are required to swim at least once during the year and may be provided the opportunity to become lifeguard certified. Opportunities are also provided for scholars to travel out into the community during class to experience fitness opportunities with our community.

Adapted Physical Education

Full year course

Credit: .05

Adapted Physical Education at East will provide activities adapted to meet the needs of students who are temporarily or permanently unable to participate in the regular program of Physical Education. Adapted Physical Education provides a unique opportunity to develop and expose scholars to multiple forms of lifetime activities, sports and fitness, all modified to meet the needs of the individual scholar.

Advanced Weight Training

Full year course

Credit: 1 elective

To enroll in Advanced Weight Training, the scholar must be up to date with their Physical Education credit at the end of their 9th grade year. (.05 credit of P.E.) This course will not replace their regular Physical Education class. This course should only be used as an ELECTIVE course if the students are on track in physical education and currently fulfilling their .5 Physical Education requirement each and every year. The course is designed to give the students the knowledge and understanding of the principles of kinesiology and weight training. Topics to be covered are muscle structure and function, warm-up, flexibility, stretching, safe and effective weight training, nutrition, rest, drugs, weight training exercises, planning a personal weight training program and weight training for life.



CURRICULUM OVERVIEW

Curriculum Overview:

By graduation at East High, **World Language** scholars will: **Be tenacious** by recognizing and taking advantage of opportunities to discover passion and interests in the target language while taking risks and learning from mistakes. **Think purposefully** by seeking to understand new cultures and being open minded as to how they shape an individual. **Advocate for self and others** by communicating effectively for different purposes.

This is reflected in the Standards for Foreign Language Learning in the 21st Century in the opening statement, “Language and communication are at the heart of the human experience.” The national standards are undergirded by five goals (the 5 Cs) that focus language learning on:

- **Communication:** The ability to convey and receive messages based on the three modes of communication; interpersonal, or two-way interaction with someone else; interpretive, the ability to understand and interpret a one-way aural or written text; and presentational, the ability to present information in either a written or oral format. These modes reflect how people communicate in real life.
- **Cultures:** As the teaching of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture.
- **Connections:** Students are able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom.
- **Comparisons:** As students learn a new language and culture, they develop insight into their own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.
- **Communities:** Language learning becomes even more purposeful for students when they see the application beyond the classroom. With today’s communication technologies, language classrooms can bring the world to the students, as teachers provide opportunities for students to use the language beyond the confines of their classroom walls.

World Language LT Transfer goals:

- ⇒ Be tenacious by recognizing and taking advantage of opportunities to discover passion and Interests in the target language while taking risks and learning from mistakes.
- ⇒ Think purposefully by seeking to understand new cultures and being open minded as to how they shape an individual.
- ⇒ Advocate for self and others by communicating effectively for different purposes.



World Languages

COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means “teacher recommendation.” Parental request is another way to advanced courses unless otherwise restricted.

	Spanish & Spanish Language Arts			ASL
8	From Spanish 7 Spanish IC <i>To Spanish I if do not earn 1.0 language credit by end of grade 8</i>	From Spanish 7 Spanish IP To Spanish II OR <i>To Spanish I if do not earn 1.0 language credit by end of grade 8</i>	From Spanish Language Arts 7 Spanish Language Arts (SLA) 8 To SLA I	
9	From Spanish IC or Spanish IP Spanish II To Spanish III OR <i>Repeat course if fail</i>	From Spanish 8, or Spanish IP if failed Spanish I To Spanish II OR <i>Repeat course if fail</i>	From Spanish Language Arts 8 or new entrant Spanish Language Arts I To SLA II OR <i>Repeat course if fail</i>	American Sign Language I To ASL II OR <i>Repeat course if fail</i>
10	From Spanish II Spanish III To Spanish IV OR <i>Repeat course if fail</i>	From Spanish 8, Spanish IP or Spanish I Spanish II To Spanish III OR <i>Repeat course if fail</i>	From Spanish Language Arts I Spanish Language Arts II** AP Spanish Language & Culture OR <i>Repeat course if fail</i>	Passed ASL I American Sign Language II To ASL III OR <i>Repeat course if fail</i>
11	From Spanish III Spanish IV* To AP Spanish Language & Culture OR <i>Repeat course if fail</i>	From Spanish II Spanish III To Spanish IV OR <i>Repeat course if fail</i>	From Spanish Language Arts II AP Spanish Language & Culture	Passed ASL II American Sign Language III
12	From Spanish IV AP Spanish Language & Culture	From Spanish III Spanish IV* To AP Spanish Language & Culture OR <i>Repeat course if fail</i>	From Spanish Language AP Spanish Lang AP Spanish Literature & Culture	



COURSE DESCRIPTIONS

American Sign Language I (RCSD Course #4105Y)

Full Year Course

1.0 LOTE Credit

Includes fingerspelling and basic sign vocabulary, allowing for immediate conversation at the simple sentence level. Vocabulary is built on signs from home, school, food, family, weather, jobs, feelings and descriptors. Aspects of Deaf Culture will be explored, including characteristics, famous role models and its history.

American Sign Language II* (RCSD Course #4205Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: American Sign Language I credit

Students will be able to comprehend messages and short conversations when they contain frequently used grammatical features and word order patterns. Understand main ideas and information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public. Express themselves clearly, using proper ASL grammar on familiar topics. Lastly, understand and continues to use the rules of Deaf Culture

American Sign Language III (RCSD Course #4305Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: American Sign Language I credit

Students will be able to comprehend messages and extended conversations when they contain frequently used grammatical features and word order patterns. Understand main ideas and information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public. Express themselves clearly, using proper ASL grammar on familiar and unfamiliar topics. Lastly, understand and continues to use the rules of Deaf Culture

7th Grade - Spanish IB (RCSD Course #4054Y)

Full Year Course

Spanish 1B curriculum Includes introduction to basic listening, speaking skills and grammatical structures. Culture is imbedded in curriculum and students will be expected to learn basic greetings. Themes covered include: Introduction, Personal Identification, Education, Meal Taking, Family, Community & Transportation. This course is NON CREDIT bearing and is the first half of a credit bearing class.

World Languages

8th Grade Spanish IC (RCSD Course #4056Y)

Full Year Course

1 LOTE Credit*

**Students must pass course AND Checkpoint A Examination in order to receive one (1) LOTE credit*

Further development of vocabulary, literacy skills, reading, writing speaking and listening. Culture is imbedded in curriculum. Themes covered include: House & Home, Travel, Shopping, Health & Welfare, Earning a Living, Sports & Leisure.

Spanish I* (RCSD Course #4155Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: none

The Spanish 1 curriculum includes:

- Introduction to basic reading, listening, speaking and writing skills;
- Introduction to basic grammatical concepts in the Spanish language;
- Emphasis on the communicative approach, stressing common daily vocabulary which will satisfy Checkpoint A of the communicative objective;
- Introduction to Spanish culture, its people and customs.

Any student who did not pass the Spanish Checkpoint A exam must take Spanish 1.

Spanish II* (RCSD Course #4255Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: Spanish I

The Spanish 2 curriculum includes:

Further development of listening, writing, reading and speaking skills which will satisfy Checkpoint B of the communicative objective of the New York State Syllabus;

Greater emphasis on reading comprehension skills;

Introduction and practice of fundamental grammatical concepts;

Strong emphasis on vocabulary build-up through vocabulary, word explanations and word groupings; Continuation of the study of Spanish culture.

Spanish III (RCSD Course #44355Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: Spanish II & passing the Checkpoint A Exam

The Spanish 3 curriculum includes:

Development of stronger, refined reading and comprehension skills;

Further development of speaking and communicative skills;

Mastery of fundamental grammatical concepts;

Continuation of strong vocabulary build-up;

Complete overview of Spanish and Spanish speaking culture;

Development of refined writing skills through composition

Preparation for Checkpoint B exam.

World Languages

Spanish IV (RCSD Course #4455Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: Student must have successfully completed Spanish III with at least an 80 average and received the recommendation of the Spanish III teacher.

MCC SPA 101 Elementary Spanish I is a 3 Credits course that focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development.

MCC SPA 110 Elementary Spanish Conversations: is a 2 credit course that focuses on Speaking. Students will give 2 minute presentations all the content covered in SPA101 in preparation for final exam with MCC staff.

AP Spanish Language & Culture (RCSD Course #4559Y)

Full Year Course

1.0 LOTE Credit

Prerequisite: Spanish IV or Spanish Language Arts II

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication [CR1]. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The students may take the AP exam which carries college credit dependent on the score obtained. Successful completion of this program will result in SUNY credit which can be transferred to most other colleges. Students will be led to consider their own attitudes as they look at literature as a tool for social criticism and analysis as they explore the themes of: Public Identities, Families & Communities, Contemporary Life, Beauty & Aesthetic, Global Challenges, Science & Technology

AP Spanish Literature (RCSD Course #4640Y)

1.0 LOTE Credit

Full Year Course

Prerequisite: Completion of Spanish Language AP Exam

The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. Successful completion of this program will result in SUNY credit which can be transferred to most other colleges. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish as they explore the themes of: Time & Space, Construction of gender, Interpersonal Relationships, Societies and Contact, the Duality of Being, Literary Creation

World Languages

SPANISH LANGUAGE ARTS

4617Y – Spanish Language Arts VII

Prerequisite:

This is a yearlong course that introduces the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes: Personal ID, Values & Belief, Interaction with People, Interaction with Environment, Transition Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition. Students will take the Checkpoint A Spanish exam at the end of the year.

4618Y – Spanish Language Arts VIII

Full Year Course

1.0 LOTE Credit

Prerequisite: SLA VII

This is a yearlong course that continues to focus on the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes: Latinos in the US – The Immigrant Experience, Know the Past, Live the Present, Finding Your Voice, Aim for the Future. Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition. **Students who complete SLA 7 and SLA 8 may advance to SLA I. Students in SLA 8 will take the Checkpoint B Exam to receive 1 LOTE credit.**

Spanish Language Arts I (RCS D Course #4621Y)

Full Year Course

1.0 LOTE Credit

Prerequisite:

This is a yearlong course that introduces the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes: Description, Diversity, Cycles, Public Self. Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition through narratives, short stories, biographies & persuasive writing. **All students in the first year SLA program must take the Spanish Regents in January in order to qualify for advancement in the program if not completed in 8th Grade at East.**

4622Y – Spanish Language Arts II

Full Year Course

1.0 LOTE Credit

Prerequisite: SLA I

This is a yearlong course that further explores the elements and structure of literature (plot, setting, character, theme, etc.) through the study of various literary genres – short story, memoir, novel, play, and essay. Students will also read and discuss related informational texts. Students will explore the following themes: Memory Lane, Imagination & Fantasy, Conflict, Social Justice. Skills to be developed will include sentence structure, correct usage, verb tenses, accent use and composition through narratives, journal entries, creative writing and peer mediation activities.



CTE TRANSFER GOALS

Career and Technical Education (East Career Pathways)

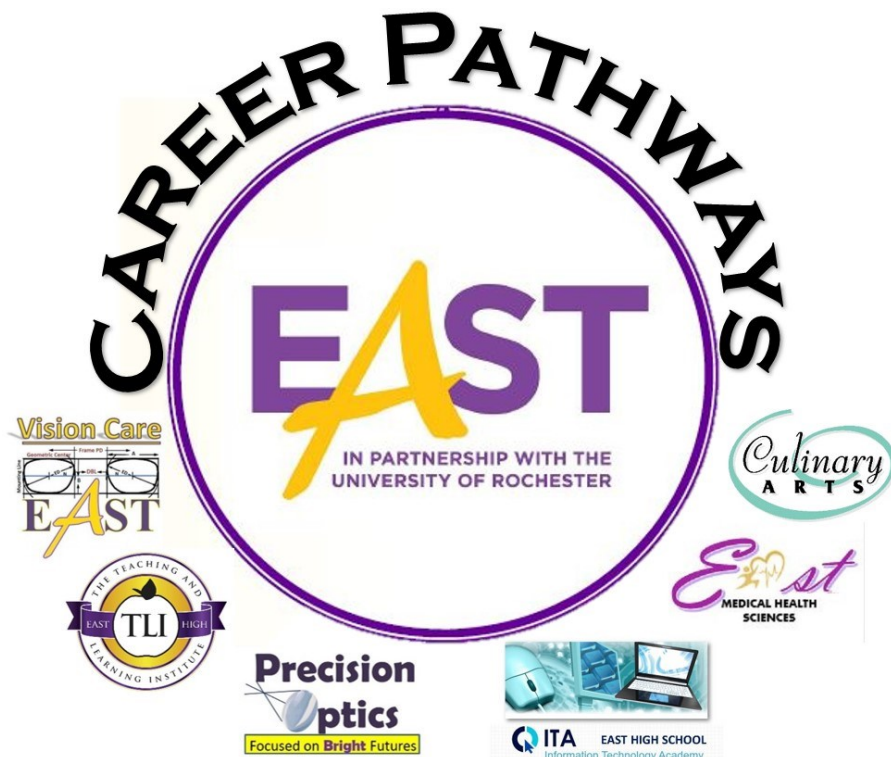
Long Term Goals

Utilize critical thinking to make sense of problems and persevere in solving them.

Demonstrate creativity and innovation while applying appropriate academic and technical skills to produce work that meets college and workplace standards.

Work productively in teams while using cultural/global competence; acting as a responsible and contributing citizen and employee.

Be able to plan for and pursue education and training that is aligned to their personal and professional goals.



Culinary Arts

<p>9 (1 Option)</p>	<p>Introduction to Culinary Arts & Hospitality To Culinary Skills I</p>	<p>OPTION II**</p>	<p>**NOTE 1: Option II does <u>not</u> provide you with a CTE Endorsement on the diploma</p> <p>**NOTE 2: Option II does <u>not</u> provide you with the 4+1 testing option</p>
<p>10 (1 option)</p>	<p>Passed Intro to CA & H Culinary Skills I To Culinary Skills II <i>Exam 1: Serve Safe (Certificate)</i></p>	<p>Introduction to Culinary Arts & Hospitality To Culinary Skills I</p>	
<p>11 (1 option)</p>	<p>Passed Culinary Skills I Culinary Skills II To Restaurant Management ----- AND -----</p>	<p>Passed Intro to CA & H Culinary Skills I To Culinary Skills II <i>Exam 1: Serve Safe (Certificate)</i></p>	<p>Career & Financial Management (CFM) <i>11 or 12th</i></p>
<p>12 □ (1 option)</p>	<p>Passed Culinary Skills II Kitchen & Restaurant Management* <i>NOCTI 4020 Commercial Food</i></p>	<p>Passed Culinary Skills I Culinary Skills II</p>	<p><i>Required for CTE Endorsement & CDOS</i></p>

PATHWAY EXAMS/CERTIFICATIONS

NOCTI 4122 COMPUTER TECHNOLOGY

CDOS SKILLSUSA EMPLOYABILITY EXAM (4 + 1)

Culinary Arts

CULINARY ARTS	
Introduction to Hospitality & Tourism 9 th Grade	<p>Description: In Introduction to Hospitality & Tourism, scholars will get an overview of the Hospitality industry. The course will cover the concepts of customer service and the many career paths available in the Hospitality industry, workplace safety, food safety and sanitation, and an introduction to the commercial kitchen.</p>
Culinary Skill Development I 10 th Grade	<p>Description: The knowledge and skills that are gained in Skill Development I will inherently provide a solid foundation in applications that the scholar will use in production kitchens and in the rest of their career. The scholar will be introduced to the fundamental concepts, skills and techniques of basic cookery and kitchen organization.</p>
Culinary Skill Develop. II 11 th Grade	<p>Description: The scholars will use prior knowledge and experience to develop the skills needed for a career in the foodservice industry. Scholars will use hands-on learning to run the Metals Café. Students will rotate through stations in the kitchen and dining room using culinary and customer service skills. This course will also focus on and develop the foundational business skills needed to run a profitable business.</p>
Restaurant & Kitchen Management 12 th Grade	<p>Description: This course is a capstone course that pulls every aspect of the pathway into a year long project. The scholars will be given an empty space in which they will virtually build a restaurant from the ground up. They will cover both the physical layout and design as well as the business management and planning components needed to run a successful restaurant. These components include business planning, licenses and permits, marketing, and employee relations. The final projects will be reviewed by local business professionals.</p>

Information Technology



COURSE SEQUENCE

<p style="text-align: center;">9 (1 Option)</p>	<p style="text-align: center;">Introduction to Information Technology To Computer Hardware & System Support</p>		
<p style="text-align: center;">10 (1 option)</p>	<p>Passed Introduction to IT Computer Hardware & System Support To Computer Programming OR Advanced Computers & Digital Media</p>		<p style="text-align: center;">Other Electives <i>These are other electives that are a good fit with the pathway</i></p> <p style="text-align: center;">Studio Art Graphic Imaging Graphic Imaging II</p>
<p style="text-align: center;">11 or 12</p>	<p>Passed Computer Hardware & SS Computer Programming (offered in 20-21) If pass in 11th grade, to Advanced Computers & Digital Media OR Advanced Computers & Digital Media* (offered in 19-20) If pass in 11th grade, to Computer Programming (Courses offered biennially; scholars must pass both to complete pathway)</p>	<p style="text-align: center;">Careers & Financial Management (CFM) <i>Required for CTE Endorsement & CDOS</i></p>	<p style="text-align: center;">Precision Optics I Precision Optics II Precision Optics III</p> <p style="text-align: center;">Music Technology</p>

PATHWAY EXAMS/CERTIFICATIONS

NOCTI 4122 COMPUTER TECHNOLOGY

CDOS SKILLSUSA EMPLOYABILITY EXAM (4 + 1)

INFORMATION TECHNOLOGY Course Descriptions	
Intro to IT 9 th Grade	Description: This course provides an overview of Information Technology today. It serves as the foundation for all of the core courses offered by the Information Technology Academy. The course provides students with an introduction to hardware, looking at both peripherals and inside the box. This course also allows students the opportunity to explore a career area that up until the last 5 to 10 years, has gotten little or no play in the schools or at home. Many IT jobs are “behind the scenes” types of careers, so exposure is very important.
Computer Hardware & System Support 10 th Grade	Description: This course is setup to provide hands-on instruction in two parts: <u>Part one</u> familiarizes the student with setting up hardware, installing software, managing system resources, understanding how the parts of a computer system work together, peripherals, connecting to a network, connecting to the Internet and basic PC troubleshooting. <u>Part two</u> continues on by introducing the student to network topologies, network set-ups such as peer-to-peer and client/server networking, network components, cables and connectors, troubleshooting common TCP/IP Ethernet networks, OSI model and also touches on WiFi and telecommunications networking.
Computer Programming 11 th Grade	Description: Computer Programming uses the Python programming language as well as Java to introduce students to basic programming skills. Students learn the principles of programming. The course begins with algorithms; then it lays a foundation of mastering variables, operators, and control structures. Students use models as a way to quickly solve new problems using knowledge and techniques already learned. After this foundation is established, students learn to design programs and write functions. In addition, students learn program design, documentation, formal debugging, and testing.
Advanced Computers (Dual Credit) 12 th Grade	Description: This is the capstone class for the Information Technology Academy. The goal of this class is to polish the software skills and interactive media skills necessary for college and a career. This course includes the college and job readiness documentation necessary for graduating seniors as well as the Microsoft Office skills and multimedia skills necessary for success at college or in the job market. Dual Credit

Biomedical Health Sciences



COURSE SEQUENCE

<p><i>The vertical column represents the sequence of courses as they are typically taken, with the teacher recommending the sequence.</i></p> <p>9 (1 Option)</p>	<p>Introduction to Biomedical Sciences To Medical Health Systems and Structures</p>	<p><i>Adult & Pediatric CPR/ AED Certification</i></p>	<p>Outside Opportunities</p> <p><i>STEP-UP to Medicine – Science & Technology Entry Program: URMC</i></p> <p><i>Rochester Regional Health Youth Apprenticeship Program</i></p> <p><i>U of R Healthcare & Technologies- Youth Apprenticeship Program: URMC</i></p> <p>Emergency Medical Responders- Firefighter</p> <p><i>Career Pathways to Public Safety Programs</i></p>
<p>10 (1 option)</p>	<p>Passed Introduction to Biomedical Sciences Medical Health Systems and Structures To Microbiology and Clinical Lab Techniques</p>	<p><i>HIPPA Certifications</i></p>	
<p>11 (1 option)</p>	<p>Passed Medical Health Systems and Structures Microbiology and Clinical Lab Techniques To Biotechnology and Informatics ----- AND -----</p>	<p><i>CareerSafe OSHA</i></p>	
	<p>Anatomy and Physiology</p>	<p><i>NCHSE Health Science Exam</i></p>	
<p>12 (1 option)</p>	<p>Passed Microbiology and Clinical Lab Techniques Biotechnology and Informatics (offered in 19-20)</p>	<p><i>Precision Exams Biotechnology Exam 708</i></p>	
	<p>Careers & Financial Management (CFM)</p>		

PATHWAY EXAMS/CERTIFICATIONS

PRECISION EXAM – BIOTECHNOLOGY EXAM 708 (CTE ENDORSEMENT)

CDOS SKILLSUSA EMPLOYABILITY EXAM (4 + 1)

Biomedical Health Sciences



COURSE DESCRIPTIONS

BIOMEDICAL & LABORATORY SCIENCES	
Intro to Biomedical Sciences 9 th Grade	Description: An introductory course that engages scholars in the study of the fundamental concepts of Medical Health Sciences. Scholars will focus on human body systems, including both structure and function, with the emphasis on diseases, disorders, and biomedical therapies. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are studied. Scholars will also learn about healthcare's history & current trends, develop medical vocabulary, and understand how different healthcare professionals play a vital role in an individual's health care. Scholars will attain basic health literacy and advocacy skills and become certified in Basic Life Support (CPR, AED, and First Aid).
Medical Health Systems and Structures 10 th Grade	Description: Explores how the combination of various systems and structures in healthcare and medicine provide quality health care for an entire population. Scholars will analyze legal and ethical issues from the field, as well as professional standards for and characteristics of successful health care workers. They will do this through a series of hands-on projects and activities that will also help them develop professionally in the areas of: 1) communication and interpersonal skills, 2) critical thinking and problem solving skills and 3) use of technology. Medical terminology is an integral part of the course and scholars will attain OSHA and HIPPA certifications.
Microbiology and Clinical Lab Techniques 11-12 th Grade	Description: In this course, scholars learn the fundamentals of microbiology and laboratory techniques as they pertain to understanding and diagnosing human disease. Scholars will learn how to properly collect, handle, and process specimens using aseptic and sterile techniques. Key topics include health worker safety, infection control, identification and transmission of pathogens. Scholars will learn the principles for the proper collection and analysis of urine, blood and other biological samples that aid the diagnosis, prevention, prognosis, and treatment of disease. They will become skillful at using an oil emergent microscope, completing a gram stain, and simulating the collection of a blood sample. Scholars will participate in the Biomedical Laboratory Science competitive event sponsored by HOSA- Future Health Professionals.
Biotechnology & Informatics 11-12 th Grade	Description: In this course, scholars explore the scope and role of biotechnology and informatics in the healthcare and medical industry. The intersection of biology and technology is harnessed to serve many purposes including: gene therapies, drug therapies, and biologics. Scholars will survey the methods and applications of biotechnology and examine the impact of developments in the field using hands-on scientific methodologies. They will use techniques for extracting, separating, and assaying biological samples as diagnostic, treatment, and production tools. They also will become skillful at interpreting results using data algorithms and computer software to identify and classify components of the biological system. Scholars will participate in Biomedical Laboratory Science competitive events sponsored by HOSA-Future Health Professionals.

Business and Computer Essentials

COURSE DESCRIPTIONS

<p>9 (1 Option)</p>	<p>Computer Essentials (1 Credit)</p>	
<p>10 (1 option)</p>	<p>Computer Essentials (1 Credit)</p>	
<p>11 (2 options)</p>	<p>Careers & Financial Management (1 credit) 11th—12th Grade ** Required for all CTE pathways**</p>	<p>Computer Essentials (1 Credit) OR Entrepreneurship (½ credit) Gen-Elective 11-12th Grade</p>
<p>12 (2 options)</p>	<p>Careers & Financial Management (1 credit) 11th—12th Grade ** Required for all CTE pathways**</p>	<p>Entrepreneurship (½ credit) Gen-Elective 11-12th Grade</p>

Business & Computer Essentials

COURSE DESCRIPTIONS

<p style="text-align: center;">Computer Essentials Gen-Elective 9-12th Grade 1 credit</p>	<p>Description: BUSINESS will provide students with the basic foundational skills necessary to successfully use Microsoft Office 2010 (Word, Excel, Access, Publisher, PowerPoint, Internet Explorer) in a business setting. Students will learn to create spreadsheets, databases, and PowerPoint presentations and how to incorporate them into their schoolwork, everyday lives and employment. This course also explores the implications of technology in today's ever changing global and media immersed society.</p>
<p style="text-align: center;">Careers & Financial Management (1 credit) 11th—12th Grade ** Required for all CTE pathways**</p>	<p>Description:</p> <p>This course will provide scholars ways to maximize their future earning potential to achieve their dreams and independently make fiscally responsible decisions. Scholars will have a deeper understanding of the correlation between career choice and earning power, spending plans, borrowing, investing, insurance and how to make your money work for you. Scholars will be creating individual personal financial planning portfolios including spending, saving, and investing possibilities.</p>
	<p>Description:</p> <p>This course is a computer based, online course that focuses on helping students develop key literacy and career skills needed for the 21st Century workplace. Scholars will learn self-awareness, career awareness, career exploration, career preparation, college exploration, job seeking, and working skills. Students will complete activities in these areas in order to build a comprehensive Career Transition Portfolio that allows for professional growth in a competitive, evolving, society where careers can change.</p>
<p style="text-align: center;">Entrepreneurship Gen-Elective 11-12th Grade ½ credit</p>	<p>Description: In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.</p>

Precision Optics



COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means

<p>9 (1 Option)</p>	<p>Precision Optics I To Precision Optics II</p>		
<p>10 (2 options)</p>	<p>Passed Precision Optics I Precision Optics II To Precision Optics III</p>	<p>Precision Optics I To Precision Optics II</p>	
<p>11 (2 options)</p>	<p>Passed Precision Optics II Precision Optics III To Dual-Credit Optics</p>	<p>Passed Precision Optics I Precision Optics II To Precision Optics III AND Dual-Credit Optics</p>	
<p>12 (2 options)</p>	<p>Passed Precision Optics III College Optics*</p>	<p>Passed Precision Optics II Precision Optics III ----- AND ----- College Optics*</p>	

Precision Optics



COURSE DESCRIPTIONS

PRECISION OPTICS	
Precision Optics I Gen-Elective	<p>Description: Students learn the basic habits, precautions, and processes to safely and successfully work in a manufacturing environment. Students operate machines and create precision lenses, flats, and prisms. Surfacing, blocking, grinding, polishing, and edging processes are learned. Students learn how to use gauges, test plates, and interferometers to verify part dimensions.</p>
Precision Optics II Science	<p>Description: Students further develop the skills learned in Fab I and are given an introduction to the process for designing optical systems, including industry-standard design software. Students manufacture lenses, prisms, and mirrors; students put several elements together to create a specific optical system that meets specifications from a blue print. Students learn how to use milling and coating machines to create novel lenses and mirrors. 3-D printing is introduced so that students may generate their own barrels and housings for optical systems.</p>
Precision Optics III <i>Science</i>	<p>Description: Students focus intensely on manufacturing and assembling the components of a student-designed optical system. Students build the system and are taught how to use image analysis software to evaluate the quality of the system and suggest ways to alter the design or fabrication process in order to improve image quality. Aberration theory and solutions to limit aberrations are introduced.</p>
College Optics <i>(Dual Credit)</i>	<p>Description: Students are taught the fundamental theories of light and optics. This content-based course helps students to appreciate the ubiquity of light and optics in the modern world and how a relatively small number of scientific principles explain a wide array of light phenomena. This freshman level college course is designed to excite students about the applications of optics and imaging science and the many careers available in this field in Rochester, NY.</p>



COURSE SEQUENCE

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<p>9 (1 Option)</p>	<p>Teaching and Learning Institute (TLI) Seminar I To TLI Seminar II</p>	<p>Other Electives <i>These are other electives that are a good fit with the pathway</i></p> <p>Graphic Imaging I Graphic Imaging II Photography</p> <p>Career and Financial Management Computer Essentials</p>
<p>10 (1 option)</p>	<p>Passed TLI Seminar I OR Enters Pathway in the 10th Grade TLI Seminar II To TLI Seminar III</p>	
<p>11 (1 option)</p>	<p>Passed TLI Seminar II TLI Seminar III* To TLI Seminar IV AND TLI Paid Internship</p>	
<p>12 (1 option)</p>	<p>Passed TLI Seminar III TLI Seminar IV* ----- AND ----- TLI Paid Internship</p>	



COURSE DESCRIPTIONS

TLI	
TLI Freshman Seminar I 9 th Grade	<p>Description: Students who have enrolled in the program have indicated a career interest in education and leadership. In the 9th grade seminar, students focus on the nature of teaching and learning. They study the multiple intelligence theory and learn to identify their own strengths and weaknesses in the classroom. They study organizational skills, peer mediation, cultural and interpersonal awareness, and team building. Students visit and observe different elementary school programs in the Rochester City School District. In their observations, TLI students investigate the school's philosophy, special programs, socio-economic background and the ethnicity of the student population to better understand the culture of different schools and classrooms.</p>
TLI II- Sophomore Seminar 10 th Grade	<p>Description: In the 10th grade seminar, students study issues in education and the organization of schools. Students perform an in depth ethnographic study of their own community, researching the strengths and challenges of their neighborhoods. Students work collaboratively to create the <i>Ideal School</i> to address the needs of our children. The skills of leading in the classroom are further reinforced by the study of lesson plan writing, community building activities and public speaking. Students visit two different elementary schools during the year and observe a specific teacher and classroom through a shadowing experience.</p>
TLI III- Junior Seminar 11 th Grade	<p>Description: The 11th grade seminar has students begin by concentrating on the sociology of education, with an emphasis on looking at issues of equity in the current educational system. Students study how race, class, gender, and disability affect education. Through a detailed mock trial and a series of debates, students must show a command of the county's demographics and politics behind education. The second half of the year, students study human development, brain based learning and psychology. Students return to elementary school classrooms during the second semester to observe and shadow a different teacher and classroom.</p>
TLI IV Senior Seminar /Externship 12 th Grade	<p>Description: The 12th grade seminar prepares students for their role as a professional in the workplace. Students perfect their knowledge of lesson and unit planning, lesson organization, preparation of materials, delivery of instruction, classroom management and reflection upon classroom performance. Students must also prepare their portfolios for senior exit interviews. During the second semester of the seminar, students complete a paid internship at one of the district's elementary schools or in a 7th or 8th grade classroom at East. This is a paid experience for students since they are interns and expected to adhere to the same practices as an employee. Within the classroom setting, TLI students work with individual students, small groups, and large groups preparing and executing lessons with the guidance of their cooperating teacher.</p>

Vision Care



COURSE SEQUENCE

The vertical column represents the most likely sequence; students are not restricted to these sequences. TR means "teacher recommendation." Parental request is another way in to advanced courses unless otherwise restricted.

9 (1 Option)	Vision Care I To Vision Care II		Other Electives <i>These are other electives that are a good fit with the pathway</i> Computer Essentials Entrepreneurship Media Design I Media Design II
10 (2 options)	Passed Vision Care I Vision Care II To Vision Care III	Vision Care I To Vision Care II	
11 (2 options)	Passed Vision Care II Vision Care III To College Optics ----- AND ----- Careers & Financial Management (CFM)	Passed Vision Care I Vision Care II To Vision Care III ----- AND ----- Careers & Financial Management (CFM)	
12 (2 options)	Passed Vision Care III College Optics*	Passed Vision Care II Vision Care III ----- AND ----- College Optics*	

PATHWAY EXAMS/CERTIFICATIONS

ECC'S OPHTHALMIC FABRICATION COURSE – FINAL EXAM (CTE ENDORSEMENT)

CDOS SKILLSUSA EMPLOYABILITY EXAM (4 + 1)

Vision Care



COURSE DESCRIPTIONS

VISION CARE	
Vision Care I 9/10th grade for pathway 11-12 if interest is expressed	Description: The Vision Care program at East teaches students the roles and responsibilities of a fabricating optician, preparing students for further studies or employment in the optical fields. Students will be introduced to the reasons and principles of vision care, the tools required for vision correction, and learn to use machines for manufacturing prescription eyewear. Students will complete a variety of projects to further their knowledge of the optician and the roles they play in the workforce. As a culminating assessment, students manufacture corrective glasses from a doctor's prescription. Upon completion of the fabrication course students will be eligible for internships, job references to local ophthalmic manufacturing companies. ECC Dual-Credit: 3
Vision Care II 10/11th grade	Description: Students complete a variety of projects to further their knowledge of the optician and the roles they play in the workforce including making multifocal lenses and learning to fix broken glasses. Students work with the doctors and measure patient's pupillary distances, manufacture glasses that fit the optometrist supplied prescription, and dispense fabricated glasses to students.
Vision Care III 11/12th grade	Description: An extension of Vision Care II, students in VC III continue to hone their skills in manufacturing various types of glasses and working with eye doctors during the vision screening events that are scheduled. They work as managers, helping to teach and direct students in the vision care II course, providing tutoring to Vision Care I students, and running the vision screening events that occur at East. Students will also learn how to apply anti-reflective coating to lenses, tint lenses, and develop and print 3D versions of frames for personal choice. As a culminating assessment students will develop an optical shop, setting up plans for tools, frames, and stock of materials.
Externships	Description: Scholars have opportunities to work at various retail eyeglass stores part-time throughout their junior and senior year as a way to gain valuable exposure and experience. Credits for this come from the GWEP or General Work Experience Program, scholars in this program can earn up to 2 credits.

English as a New Language (ENL)

COURSE SEQUENCE

Integrated ENL/ELA	Stand-Alone ENL	Integrated Core Content
Based on NYSESLAT score Integrated ENL/English Language Arts MUST meet 180 min/week	Based on NYSESLAT score Stand-Alone ENL MUST meet 180 min/week	Based on NYSESLAT score Integrated ENL/Core Content Area (Usually Social Studies) MUST meet 180 min/week
Based on NYSESLAT score Integrated ENL/English Language Arts MUST meet 180 min/week	Based on NYSESLAT score Stand-Alone ENL MUST meet 180 min/week	Based on NYSESLAT score Integrated ENL/Core Content Area (Usually Social Studies) MUST meet 180 min/week
Based on NYSESLAT score Integrated ENL/English Language Arts MUST meet 180 min/week	Based on NYSESLAT score Stand-Alone ENL MUST meet 180 min/week	Based on NYSESLAT score Integrated ENL/Core Content Area (Usually Social Studies) MUST meet 180 min/week
Based on NYSESLAT score Integrated ENL/English Language Arts MUST meet 180 min/week		
Based on NYSESLAT score Integrated ENL/English Language Arts MUST meet 90 min/week		
Based on NYSESLAT score Integrated ENL/Core Content Area (Usually Social Studies, could also be in Support) MUST meet 90 min/week		

English as a New Language

COURSE DESCRIPTIONS

ENL Stand Alone Long-Term Transfer Goals:

Students will be able to use their learning independently to:

1. Develop a lifelong appreciation for reading a range of increasingly complex texts and media in multiple contexts and for different purposes.

- To read and think critically and be able to locate and define a central idea that can be supported with textual evidence.
- To have text-based discussions with diverse peers.
- Develop their content and practical vocabulary (context clues)

To be able to apply reading strategies and skills to a difficult text across multiple disciplines.

2. Communicate ideas effectively in speaking and writing for various audiences and purposes.

- Develop their academic and everyday vocabulary
- Write for a long period of time (stamina).
- To plan writing and see writing as a process.
- Draft, revise and edit writing,

[add speaking sub-points]

3. Take ownership of their learning and their language development.

- To develop their understanding of themselves as a language learner and understand the strategies and skills that work best for them
- Have the confidence and skills to participate in a class discussion.
- To know how and when to switch from conversational to academic English usage.
- To be able to find and use the resources available to them

To develop a working appreciation/application for metacognition.

4. Begin to understand their identity and their relationship to their school, community, country, and culture.

- To develop an appreciation/understanding of different cultures in their school, community, and world

To see themselves as active participants in their school, community, country, world

English as a New Language (ENL)

English as a New Language Stand Alone

Full-Year course

Available to scholars who scored “Entering,” “Emerging,” or “Transitioning” on NYSESLAT or NYSITELL

Credit: 1.0

This course for English Language Learners covers the English that the scholars need for everyday life both academically and socially. The focus will be on improving scholars’ proficiency and comfort with all modalities of language; speaking, listening, reading, and writing. The class will also address the social and emotional challenges of coming to a new country and provide the ENL department with a systematic way to support these scholars through this transition process. Scholars are eligible for this class if they received a score of *Entering* or *Emerging* on their most recent NYSESLAT/NYSITELL (OR a score of *Transitioning* with the recommendation of an ENL teacher, parent, or counselor). This is a year-long class that meets every other day. Scholars will earn 1.0 credit in the ENL subject area

English as a New Language Integrated ELA

Full-Year Course

Available to scholars who score “Entering,” “Emerging,” “Transitioning,” “Expanding,” or “Commanding” on NYSESLAT or NYSITELL

Credit: 1.0

This course is co-taught with a certified English Language Arts (ELA) teacher and a certified ENL teacher. English language is taught through content, supported and assessed by both teachers. Both Content and Language Targets are implemented. Teachers co-plan these lessons and equally support both ELLs and general education students in the classroom. ELLs have the opportunity to interact and collaborate with native English speakers.

English as a New Language Integrated Content

Full-Year Course

Available to scholars who score “Entering,” “Emerging,” “Transitioning,” “Expanding,” or “Commanding” on NYSESLAT or NYSITELL

Usually occurs within Social Studies classes, but can also happen in Science and Math.

Credit 1.0

This course is co-taught with a certified Content teacher (Social Studies, Science or Math) and a certified ENL teacher. English language is taught through content, supported and assessed by both teachers. Both Content and Language Targets are implemented. Teachers co-plan these lessons and equally support both ELLs and general education students in the classroom. ELLs have the opportunity to interact and collaborate with native English speakers.

English as a New Language (ENL)

English for School and Life

Full-year course

Available to scholars with ELL duration of 2 years or less and at “Entering” on NYSESLAT

Credit: 1.0

This class for newcomer scholars to the United States covers the English that the scholars need for everyday life in school and in the community. Whereas regular ENL classes focus on academic English, this class helps scholars develop basic interpersonal communication skills. All four modalities (speaking, listening, reading, and writing) will be covered, but the focus will be on increasing scholars’ proficiency and comfort with speaking and listening. The class will also address the social and emotional challenges of coming to a new country and provide the ENL department with a systematic way to support newcomers through this transition process. Scholars are eligible for this class if they are newcomers (ELL duration is 2 years or less) and received a score of Entering on their most recent NYSESLAT/NYSITELL (OR a score of Emerging with a low speaking score and an ENL teacher recommendation for the course). This is a year-long class that meets every other day. Scholars will earn 1.0 credit in the ENL subject area