



2021

# JHS Curriculum Guide

## **JPS Core Values & Beliefs:**

### **1. Students must always come first.**

1. We believe it is essential to place the interests of students above all others in every decision we make.
2. We believe that the core work of the District is supporting student learning.
3. We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of challenges or circumstance must be supported and expected to achieve at his or her highest level.

### **2. High-quality teaching and learning are key to student success.**

1. We believe in high expectations for all students and staff built on a culture that includes fair treatment, honesty, openness and respect.
2. We believe high-quality instruction is key to our students' success and is built on a rigorous and relevant curriculum that is aligned to high standards, measurable outcomes, appropriate professional development and equitable access to educational opportunities.
3. We believe that we will need to operate in perpetual learning mode, seeing professional growth as an ongoing responsibility for all.

### **3. This effort requires us all to work together.**

1. We must effectively partner with parents and community resources.
2. We believe students are far more likely to be successful in school when their families share in the commitment to that school success.
3. We believe that teachers and other staff must maintain a collaborative spirit and be willing to share both resources and ideas.

### **4. Positive social, emotional, and behavioral growth provides a sturdy foundation for academics.**

1. We believe schools are the heart of our communities and are committed to providing healthy and safe school environments.
2. We believe structured opportunities outside of the classroom can provide rich experiences that foster positive social/emotional development and responsible behavioral choices.

### **5. Strong leadership, effective systems and reliable measures will be required to accomplish our goals.**

1. We believe that leadership is essential. It should be developed and distributed within every constituency and throughout the organization.
2. We believe that routine review of how we do business will help us to maintain effective and efficient systems that support our core business of teaching and learning.
3. We believe that a continuous improvement cycle can most effectively be maintained by the routine collection and analysis of data.
4. We believe that data should help us refine our approaches within our classrooms and in the systems that support those classrooms

# JAMESTOWN HIGH SCHOOL J

## US News and World Report America's Best Schools 2015, 2016, 2017

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### Jamestown, New York

Located at the southeastern tip of Chautauqua Lake, Jamestown is the largest city in Chautauqua County. It is a city rich in historic sites and museums, such as the Roger Tory Peterson Institute of Natural History, the Fenton History Center, the Jamestown Audubon Center, the Reg Lenna Civic Center, and the National Comedy Center. Jamestown is hometown to Lucille Ball, Robert H. Jackson, Chief Prosecutor of Nazi War Criminals at Nuremberg, Germany and former Supreme Court Justice, and national recording artists, The 10,000 Maniacs.

Jamestown supports a broad diversity of industry, commercial businesses, and financial institutions. It provides a myriad of cultural and recreational opportunities for its residents. Chautauqua Institution, a world-renowned educational and cultural center, is within minutes of the city.

Jamestown is home to Jamestown Community College, a two-year College in the SUNY system and Jamestown Business College, a two-year and four-year private college. Several well-known four-year colleges and universities are also located nearby.



### CEEB Code 332605

### School Counselors

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### QUARTERLY MARKING PERIOD

**90-100 A      80-89 B      70-79 C      65-69 D      0-64 F**

Numerical: 0-100  
Passing: 65 and above

### DIPLOMA REQUIREMENTS

#### **Regents Diploma:**

22 required course credits

Score 65 or above on all required NYS Regents exams.

#### **Advanced Regents Diploma:**

24 required course credits

Regents plus Algebra II, 3 units foreign language sequence/may \*substitute 5 unit sequence in Art, Business, CTE.

#### **Academic Advanced Regents**

**Diploma:**

Advanced Regents plus 3 AP courses: Pre-Calculus, Chemistry,

## **CURRICULUM**

Jamestown High School offers a comprehensive curriculum of more than 230 courses, based on a two semester block schedule. Instructional levels include: Advanced Placement, College, Academically Talented, Honors, Regents, English as a Second Language, and Special Education courses. Off campus programs through our Technology Academy and regional BOCES provide students with access to entry-level job training programs or post-secondary studies in the technical, service, and skilled trades industries. Our Music and Art programs offer courses from beginning level to Advance Placement and have consistently earned New York State and national awards. Music students also consistently score at the highest levels as judged by NYSSMA.

### **ADVANCED PLACEMENT COURSES**

- ◆ Biology
- ◆ Calculus
- ◆ Chemistry
- ◆ English Language
- ◆ English Literature
- ◆ Environmental Science
- ◆ European History
- ◆ Physics
- ◆ Psychology
- ◆ Studio Art
- ◆ United States History

#### **Advanced Placement Testing 2020**

AP Scholars 24  
AP Scholars with Honors 7  
AP Scholars with Distinction 12

### **COLLEGE CREDIT COURSES TAUGHT AT JHS**

BUS 1410: Accounting Fundamentals  
BUS 1500: Intro to Business  
BUS1700: Intro to Tour & Hosp/Bus  
CHE 1550: College Chemistry I/ College Chemistry II  
CMM 1560: Public Speaking  
CSC 1560: Microcomputer Applications I  
ENG 1510 English Composition  
ENG 1530: English Composition  
ENG 1530-1540 English Composition  
ENG 1540 Writing about Literature ENG 2620: British Lit  
HIS 1530: US History Before 1865 HIS 1540: US History since 1865  
MAT 1600: Pre Calculus  
MAT 1710: Calculus & Analytic Geometry  
MAT 1540: Elementary Statistics  
MAT 1590: College Algebra/ Trigonometry  
MCT 1240: Engineering Drawing with Auto CAD  
MCT 1380: Intro to Solid Modeling  
PHY 1610 General Physics I / PHY 1620: General Physics II  
THE 1510: Intro to Theater  
WLD1200: Safety & Cutting Processes  
WLD 1350 Shielded ARC Welding

#### **Average or Mean SAT SCORES**

	2018	2019	2020
Math	538	553	547
ERW	535	555	542
Total Score	1073	1108	1089

#### **Average or Mean ACT SCORES**

	17-18	19-20
English	24.9	24.3
Math	27.0	24.0
Reading	27.0	24.4
Science	26.2	25.2
Composite	26.0	24.8

## **SCHOOL DEMOGRAPHICS**

Four-year public high school. Grades 9-12. Enrollment 1313. Caucasian 59%, Hispanic/Latino 24%, Black/African American 4%, American Indian/Alaska Native 0.3%, Asian 0.3%. Two or more races 11%. Receiving free/reduced lunch 77%.

## **SPECIAL PROGRAMS**

Academy Programs: Students join one of 6 career academies at the conclusion of their freshman year - Business, Management Marketing, and Technology/ Natural Sciences and Resource Management/ Pre-law and Human Service/ Communications, Performing and Visual Arts/Pre-Engineering, Manufacturing and Industrial Technology/ Pre-Medicine and Health Science. Information on each academy can be accessed at: [jamestownpublicschools.org/home/jhs-academies-brochures/RADIOWORKS/VIDEOWORKS](http://jamestownpublicschools.org/home/jhs-academies-brochures/RADIOWORKS/VIDEOWORKS) - in partnership with our local Arts Council, JHS houses unique and award-winning programs integrating media arts technology with core academic subjects.

Adopt A School Program- in partnership with Cummins Engines Inc.

School Based Health Center - The Jamestown SBHC is a medical office in partnership with The Resource Center. The SBHC provides comprehensive health care services to students in the high school.

**INTERSCHOLASTIC AND EXTRA-CURRICULAR ACTIVITIES:** Home of the Red Raiders, sixty teams represent our Athletic Department at the varsity, junior varsity, and modified levels. Thirty-four special interest clubs and after school activities provide a wide range of involvement for students.

### **Mission Statement:**

The mission of Jamestown High School and Technical Academy, in partnership with the community, is to provide our students high-quality, 21<sup>st</sup> century learning experiences within and beyond our classrooms so that our graduates are prepared to excel in college, career, and life. The Jamestown Public Schools have produced a number of exceptionally talented students who have consistently found success in the nation's most prestigious colleges and universities. Our music program is unparalleled in its accomplishments, both with respect to individual artists and to groups, in particular, our state champion marching band. Our athletic teams continue to produce individual champions, as well as league, sectional, regional and even state championship teams. Both our football and basketball teams have been to the state championships. And a number of JPS students have distinguished themselves as All-American athletes.

		English Language Arts (Common Core)	Mathematics (Common Core)	Science	Social Studies	Other Subjects
MINIMUM CREDIT REQUIREMENTS						
ALL STUDENTS	Must earn <u>AT LEAST 22</u> Course Credits:	4 credits	3 credits	3 credits	4 credits	1 credit LOTE <sup>2</sup> 1 credit Arts 2 credits PE 1 credit Health 1 credit Careers 2 credits Electives <sup>2</sup>
MINIMUM EXAMINATION REQUIREMENTS <sup>3,4</sup>						
REGENTS DIPLOMA	Must pass (65+) <u>FOUR</u> Regents exams:	• ELA (CC)	• Algebra 1 (CC) <sup>5</sup>	• Living Environment <u>OR</u> Earth Science <sup>5</sup>	• Global History <u>OR</u> US History	
	<u>PLUS ONE</u> Pathway exam:	<ul style="list-style-type: none"><li>• <b>Humanities Pathway:</b><ul style="list-style-type: none"><li>▪ additional <u>Social Studies</u> Regents exam in a different course or NYSED-approved alternative; or</li><li>▪ additional <u>English</u> assessment in a different course selected from the list of NYSED-approved alternatives</li></ul></li><li>• <b>STEM Pathway:</b><ul style="list-style-type: none"><li>▪ additional <u>Math</u> Regents exam in a different course or NYSED-approved alternative; or</li><li>▪ additional <u>Science</u> Regents exam in a different course or NYSED-approved alternative</li></ul></li><li>• <b>Biliteracy Pathway:</b> NYSED-approved Pathway Assessment <sup>6</sup> in a Language Other than English (<u>LOTE</u>)</li><li>• <b>Arts Pathway:</b> NYSED-approved Pathway Assessment <sup>6</sup> in the <u>arts</u></li><li>• <b>CTE Pathway:</b> NYSED-approved Pathway Assessment in Career and Technical Education (CTE), following completion of NYSED-approved CTE program (BOCES)</li></ul>				
ADVANCED EXAMINATION REQUIREMENTS <sup>3</sup>						
REGENTS DIPLOMA WITH ADVANCED DESIGNATION	Must pass (65+) <u>EIGHT OR MORE</u> Regents exams: <sup>7</sup>	• ELA (CC)	• Algebra 1 (CC), <u>AND</u> • Geometry (CC), <u>AND</u> • Algebra 2 (CC)	• Living Environment, <u>AND</u> • Earth Science, Chemistry, <u>OR</u> Physics	• Global History <u>AND/OR</u> <sup>7</sup> • US History	• District Checkpoint B (Level 3) Exam in LOTE <sup>2</sup>
	Optional Endorsements:	<ul style="list-style-type: none"><li>• <u>Mastery in Mathematics</u>: Must achieve a score of <u>85</u> or higher on <u>all three</u> Regents exams in mathematics</li><li>• <u>Mastery in Science</u>: Must achieve a score of <u>85</u> or higher on <u>at least three</u> Regents exams in science</li><li>• <u>Honors Designation</u>: Must achieve an average score of <u>90</u> on all required Regents exams</li></ul>				
ACADEMIC ADVANCED DIPLOMA	Additional Requirements:	<ul style="list-style-type: none"><li>• Must meet all requirements of the Regents Diploma with Advanced Designation, listed above</li><li>• Must earn a total of <u>four (4)</u> credits in mathematics, including precalculus or calculus</li><li>• Must complete <u>three</u> (3) Advanced Placement (AP) courses and related exams</li></ul>				



## **Explanatory Notes:**

<sup>1</sup> Students who entered grade 9 prior to September 2013 may meet the examination requirement for ELA by passing either the Comprehensive ELA (2005) exam, or the Regents Exam in ELA (Common Core). Students who began or completed a mathematics course in Integrated Algebra (2005) prior to September 2013 may meet the examination requirement for mathematics by passing the corresponding Regents exam.

Students who enter grade 9 in September 2013 and thereafter must pass the Common Core Regents Exams in ELA and Mathematics:

- Through January 2015 students receiving Algebra 1 (CC) instruction may take the Integrated Algebra (2005) exam in addition to the Common Core Algebra 1 exam.
- Through August 2015 students receiving ELA (CC) instruction may take the Comprehensive ELA (2005) exam in addition to the Common Core ELA exam.
- Through January 2016 students receiving Geometry (CC) instruction may take the Geometry (2005) exams in addition to the Common Core Geometry exam.

The higher of the two scores may be applied to transcript and graduation requirements.

<sup>2</sup> To earn the Regents Diploma with Advanced Designation, the student must complete one of the following:

- two additional units in a language other than English (3 LOTE credits total) and a passing score on the locally developed Checkpoint B LOTE Exam or NYSED-approved alternative;
- a 5-credit sequence in career and technical education (CTE); or
- a 5-credit sequence in the Arts.

<sup>3</sup> NYSED-approved alternatives may be substituted for the Regents exam in each subject area. See <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

<sup>4</sup> Transfer students who first enter a NYS high school in grade 11 or 12 may be exempt from the examination in global history; transfer students who first enter a NYS high school in grade 12 may be exempt from the examination requirement in science.

<sup>5</sup> The Regents exam in Geometry (CC) or Algebra 2 (CC) may be used to meet the mathematics exam requirement. The Regents exam in Chemistry or Physics may be used to meet the science exam requirement.

<sup>6</sup> Pathway Assessments for LOTE and the Arts are not yet approved by the NYS Education Department.

<sup>7</sup> The Regents Diploma with Advanced Designation assessment requirements may be met in multiple ways. In all cases, students must pass a total of eight (8) Regents exams or NYSED-approved alternatives where applicable. Students seeking the Regents Diploma with Advanced Designation may replace one of the Regents examinations in social studies with one of the following assessments:

- **STEM (Mathematics) Pathway Combination:**
  - additional (fourth) Math assessment in a different course, selected from NYSED-approved alternatives
- **STEM (Science) Pathway Combination:**
  - additional (third) Regents exam in a different course or NYSED-approved alternative
- **Pathway Combination (other than STEM):**
  - additional English assessment in a different course selected from the list of NYSED-approved alternatives, or
  - NYSED-approved Pathway Assessment in a Language Other than English (LOTE), or
  - NYSED-approved Pathway Assessment in the arts, or
  - NYSED-approved Pathway Assessment in Career and Technical Education (CTE), following completion of NYSED-approved CTE program

Additional information related to Diploma Pathways, can be found at

<http://www.p12.nysed.gov/ciaj/multiple-pathways/docs/multiple-pathways-pathways-qa-2015-04-08.pdf>

DIPLOMA TYPE	AVAILABLE TO	EXAMINATION REQUIREMENTS	ELIGIBILITY CONDITIONS
Regents Diploma by Appeal	All Students	<ul style="list-style-type: none"> <li>Appeal <u>one</u> (1) required Regents exam with a score of <u>62-64</u>, <b>AND</b></li> <li>Pass <u>four</u> (4) remaining Regents exams with a score of <u>65 or higher</u><sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>at least two attempts at exam(s) under appeal</li> <li>passing course average in subject(s) under appeal</li> <li>95% attendance rate during the year the student last took the exam(s) under appeal</li> </ul>
Local Diploma by Appeal	All Students	<ul style="list-style-type: none"> <li>Appeal <u>two</u> (2) required Regents exams with a score of <u>62-64</u>, <b>AND</b></li> <li>Pass <u>three</u> (3) remaining Regents exams with a score of <u>65 or higher</u><sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>received AIS in subject(s) under appeal</li> <li>recommended for appeal by teacher or department chair</li> <li>must be approved by standing committee, including principal</li> </ul>
<a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpassscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpassscore</a> <a href="http://www.p12.nysed.gov/ciai/gradreq/RevisedAppealForm2015.pdf">http://www.p12.nysed.gov/ciai/gradreq/RevisedAppealForm2015.pdf</a>			
Local Diploma by Appeal: English Language Learners	English Language Learners (must have entered the US in grade 9-12)	<ul style="list-style-type: none"> <li>Appeal the Regents exam in <u>ELA</u> with a score between <u>55-61</u>, <b>AND</b></li> <li>Pass <u>four</u> (4) remaining Regents exams with a score of 65 or higher<sup>1</sup></li> </ul> <p style="text-align: center;">- OR -</p> <ul style="list-style-type: none"> <li>Appeal the Regents exam in <u>ELA</u> with a score between <u>55-61</u>, <b>AND</b></li> <li>Appeal <u>one</u> (1) other required Regents exam with a score of <u>62-64</u>, <b>AND</b></li> <li>Pass <u>three</u> (3) remaining Regents exams with a score of <u>65 or higher</u><sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>at least two attempts at the Regents exam in ELA</li> <li>at least two attempts at any other exam under appeal</li> <li>passing course average in ELA and/or other subject under appeal</li> <li>95% attendance rate during the year the student last took the exam(s) under appeal</li> <li>received AIS in ELA and/or other subject under appeal</li> <li>recommended for appeal by teacher or department chair</li> </ul>
Local Diploma: Low-Pass Safety Net	Students with disabilities <sup>1</sup>	<ul style="list-style-type: none"> <li>Five (5) required Regents exams with a score of <u>55 or higher</u></li> </ul>	
Local Diploma by Appeal: Low-Pass Safety Net	Students with disabilities <sup>1</sup>	<ul style="list-style-type: none"> <li>Appeal <u>two</u> (2) required Regents exams with a score of <u>52-54</u>, <b>AND</b></li> <li>Pass <u>three</u> (3) remaining Regents exams with a score of <u>55 or higher</u><sup>2</sup></li> </ul> <p>(A student may not appeal a score below 55 in ELA or Math if also making use of the Compensatory Safety Net, as described below.)</p>	(same requirements as listed above for Regents/Local diploma by appeal)
Local Diploma: Compensatory Safety Net	Students with disabilities <sup>1</sup>	<ul style="list-style-type: none"> <li>Scores <u>at least 55</u> on ELA and Math Regents exams</li> <li>Scores between <u>45-54</u> on one or more remaining required Regents exams, with compensating score of <u>65 or higher</u><sup>2</sup> on another required Regents exam.</li> <li>A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</li> </ul>	<ul style="list-style-type: none"> <li>passing course average in the subject(s) of the exam(s) on which a score of 45-54 was recorded</li> <li>satisfactory attendance rate</li> </ul>
<a href="http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html">http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</a>			

<sup>1</sup> Eligible students include classified students with an individualized education program (IEP), students declassified in grade eight or later with the recommendation by CSE that the student continue to be eligible to graduate with the safety net options, or students with a Section 504 Accommodation Plan that recommends student eligibility for the safety net.

<sup>2</sup> Students may also meet the corresponding graduation requirement with a passing score on a NYSED-approved alternative or Pathway assessment, as applicable.



CREDENTIAL	AVAILABLE TO	REQUIREMENTS
<b>Career Development and Occupational Studies (CDOS) Commencement Credential</b>	Students with disabilities other than those determined by CSE to be eligible for the New York State Alternate Assessment (NYSAA)	<p>Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>Students must be provided appropriate opportunities to earn a Regents or local high school diploma, and must be provided meaningful access to the general education curriculum aligned to NYS learning standards, while engaged in courses and coursework required to earn the necessary credits and to take the Regents assessments required for graduation with a Regents or local diploma.</p> <p>Students must also:</p> <ul style="list-style-type: none"> <li>• complete a career plan</li> <li>• demonstrate attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills</li> <li>• satisfactorily complete the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning)</li> <li>• have at least 1 completed employability profile;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• meet criteria for a national work readiness credential</li> </ul> <p> <a href="http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm">http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</a>  <a href="http://www.p12.nysed.gov/specialed/gradrequirements/CDOS-QA-1113.htm">http://www.p12.nysed.gov/specialed/gradrequirements/CDOS-QA-1113.htm</a>  <a href="http://www.p12.nysed.gov/specialed/gradrequirements/CDOS-attainmentchart.htm">http://www.p12.nysed.gov/specialed/gradrequirements/CDOS-attainmentchart.htm</a> </p>
<b>Skills and Achievement Commencement Credential</b>	Students with severe disabilities determined by CSE to be eligible for the New York State Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.</p> <p> <a href="http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm">http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</a>  <a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a> </p>

# Jamestown High School Counseling Center

## High School Counselors

School Counselors provide counseling, consultation and coordination services to students, teachers, parents and administrators. Counselors help students as they seek to identify and achieve personal goals and assume responsibilities in various life roles at each developmental stage. Counselors assist students with academic planning and advisement, personal/social growth, crisis intervention services, transitional services and college and career planning. College and scholarship information is available on the Jamestown Public Schools website.



## NCAA Eligibility Standards

Student athletes wishing to play sports in college at the Division I or II levels must register with the NCAA Eligibility Center at the end of their junior year. At that point, students should see their counselor to have a transcript sent to NCAA. Information regarding NCAA eligibility can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Contact the NCAA at (877)262-1492.

## JCC College Connections Program

College Connections, Jamestown Community College's concurrent enrollment program, gives JHS students the opportunity to earn college credits at JCC through courses taught at JHS.

In order to be eligible for College Connections, students must meet prerequisites and testing requirements through Accuplacer. Students who have requested a College Connections course will be notified about testing in the spring. For additional information on the placement test including sample questions, please see <http://www.collegeboard.com/student/testing/accuplacer>.

High School credit for the course will appear on the high school transcript. However, college credit is granted through JCC and students must request an official transcript from JCC if they would like the college credit to be considered for transfer credit at another college.



In addition to Jamestown High School's DROP/ADD Policy, it is important to realize JCC also has their own policies regarding dropping and adding courses after the start of a semester. This information is given when the student registers at the beginning of each semester.



## Advanced Placement

Advanced Placement is a program in which high school students can complete college level classes while they are in high school. These courses are considered to be very challenging and require considerable work.

Students who are enrolled in AP Courses will be required to take the corresponding College Board AP Exam in May. Each exam is 3 hours in length. AP exam grades are reported on a 5 point scale: 5=extremely qualified, 4=well qualified, 3=qualified, 2=possibly qualified and 1=no credit. Participating colleges honor exam grades and most grant credit for scores of 3, 4 or 5.

## Drop-Add Procedure

All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices.

1. Student and/or parent-initiated schedule changes will be handled as follows:
  - ❖ At the beginning of semester 1 and semester 2, students are required to follow their schedule the first two full days of classes. No schedule changes will be made
  - ❖ The 3<sup>rd</sup> and 4<sup>th</sup> day of classes, students may schedule an appointment to make changes to elective classes only
  - ❖ There will be absolutely no changes made after the second week of school, each semester

***Any exception will result in a DF “Drop Failure” and be documented on the transcript.***

Final approval of changes is contingent upon the following:

- ❖ The proposed change does not jeopardize graduation
  - ❖ The proposed change does not negatively affect prospects of college admission
  - ❖ The change requested is logistically possible
2. Changes will not be permitted to:
    - ❖ Change teachers
    - ❖ Change lunch periods(unless supported by medical documentation)
    - ❖ Group friends together in the same class
  3. Changes in a student’s placement based on academic concerns that are recommended by administrators, teachers and/or counselors, may occur throughout the school year pending department approval.

## **Student Services:**

### **Special Education Department:**

All disabilities are serviced at Jamestown High School. Students are serviced in the least restrictive environment based on the Individual Education Program created at the student's CSE meeting. Occupational, physical, and speech therapy are also provided by licensed therapists assigned to Jamestown High School. A school psychologist also provides psychological services to students. Transition planning for post-high school training, employment, and adult services is provided.

### **Counseling Department:**

Guidance Counselors provide counseling, consultation, and coordination services to students, teachers, parents, and administrators. Counselors help students as they seek to identify and achieve personal goals and assume responsibilities in various life roles at each developmental stage. Counselors function as members of a Student Assistance Committee to intervene in a developmental way to foster the educational, personal, and social growth of students. Counselor functions include academic planning and advisement, personal/social growth, crisis intervention services, transitional services, parent support, career and college planning. Students and parents are invited to explore the reference and video materials on vocational training, colleges, financial aid and scholarships located in the College and Career Center at the JHS Media Center.

### **JHS Library Services:**

Jamestown High School Media Center offers a number of services to members of the High School family, as well as the local community. Patrons may choose from over 15,000 volumes of printed resources, including books and other reference materials. A large collection of past issues of magazines and newspapers also are included. Along with the printed materials, patrons have access to a number of electronic resources, including the vast array of information available through the Internet. The library's card catalog also is on-line, allowing users more flexibility when conducting a search of the library's holdings. Faculty members can access the center's video collection for use in the classroom.

## **School Health Services:**

**Duties of the school nurse include:** Working together, the school nurse and School Based Health Center provide comprehensive health care to the students of Jamestown High School. The school nurse manages the daily physical, mental, emotional, and social health needs of the students.

- Act as a liaison between home, school, and health care provider
- Administer medication on a daily and as needed basis
- Assess physical and emotional issues
- Counsel students and staff on health and emotional issues
- Engage in disease surveillance
- Enroll students in School Based Health Center
- Ensure immunization compliance
- Monitor health appraisals for State mandates and sports participation
- Provide first aid and chronic condition care to students and staff
- Provide health screenings per State regulations to include: Scoliosis, vision, and hearing
- Refer health concerns to higher level providers for further care and treatment as needed.

**Duties of the SBHC include:** The Jamestown School-Based Health Center is collaboration between The Resource Center and Jamestown Public Schools to provide health care to the students at the high school. Your School-Based Health Center will provide primary and preventive health services to students enrolled in the program right in the school.

- Complete physical examinations
- Health screenings
- Immunizations
- Prescriptions for medications
- Diagnosis and treatment of short and long term illnesses
- Mental health services
- Health education
- Dental services

The School-Based Health Center will bill students insurance for all services provided, including physical examinations. We stress that no family will ever have to pay out-of-pocket for any service provided at the SBHC. If you do not have health insurance or your health insurance doesn't cover SBHC visits, there will be no charge.

Please call 483-4373 for more information or if you have any questions.



# Art Department



## Art Curriculum

Following the New York State standards, the JHS Art Program will prepare students for advanced study in the field of art. Art majors will develop and improve art-making skills to produce a portfolio of work for college admission. In addition to the career-interested students, there are numerous opportunities for non-art students to enrich their high school experience with art elective classes.

## Recommended Art Courses for Art Majors

### Fine Arts Major:

Studio Art

Advanced Studio (10<sup>th</sup> grade)

Drawing (JCC Credit) and/or Painting (11<sup>th</sup>/12<sup>th</sup> grades)

AP Art (12<sup>th</sup> grade)

Further Art Electives should be taken as much as possible

### Media Arts Major:

Intro to Art and/or Studio Art

Studio in Animation

Cartooning

Digital Photography

Introduction to Computer Art

Further Art Electives should be taken as much as possible

### ***PREREQUISITES***

*Students must complete and pass either one of these two classes to enroll in the art electives.*

## **STUDIO ART**

This foundation class is designed to prepare students for success in the advanced art program. The content of the course deals with experiences in drawing, painting, graphics, 3D work, and commercial art, development of compositional skills, and techniques important in producing art, and the appreciation of art through the study of works by the great masters both past and present. Students interested in art should be recommended to enroll in this course as a ninth grader based on recommendation by the middle school art teachers. This is a requirement for enrolling in Advanced Studio.

# ART ELECTIVES



## ADVANCED STUDIO

*Prerequisites: Students must have passed "Studio Art" course.*

The focus of this course is to refine the drawing and painting techniques learned in Studio Art. A variety of drawing and painting media are used including graphite and colored pencils, pastels, tempera and oil paint.

*Grades 10-12*

## DRAWING (JCC DRAWING 1- ART1510)

*Prerequisites: Students must have passed "Advanced Studio" course.*

Students will gain a working knowledge of foundation skills and abilities in artistic visual expression. Students are introduced to drawing media and concepts. Students learn to draw perceived objects and become able to discuss the drawings meaningfully. Successful completion of this course gives students a JCC Drawing 1 college credit.

*Grades 11-12*

## PAINTING (11<sup>th</sup> – 12<sup>th</sup>)

*Prerequisites: Students must have passed "Advanced Studio" course.*

Students will explore a variety of painting media (watercolor, tempera, acrylic, and oil paint) using different painting techniques and styles. Connections to historical and contemporary artists will be explored, as well as a number of genres.

*Grades 11 – 12*

## AP ART

*Prerequisites: Students must have passed "Drawing" and/or "Painting" course.*

*Strongly recommended that students take both "Drawing" and "Painting" previous to AP.*

This intensive course provides guidance to the advanced student in the preparation of a portfolio that will fulfill the requirements for the Advanced Placement Studio Art portfolio. The course is for the highly skilled, gifted junior or senior student that comes to this advanced class with an extensive background at the secondary level in the visual arts. The core of this class will be the completion of a series of works based on a student-created theme. Students will need to work outside the classroom as well as in class and beyond scheduled periods. It is strongly suggested also enrolling in an independent study during the off-semester. Students who enroll in AP Studio Art are expected to take the AP Examination in May for college credit at student cost.

*Grade 12*

## **STUDIO IN ANIMATION**

*Prerequisites: Intro to Art or Studio Art*

Animation utilizes a rapidly flashing sequence of 2-D or 3-D images to create the illusion of movement. Using digital cameras, computers, animation software, traditional art materials, scanners, printers, and studio lighting; students will learn visual storytelling using animation as an art medium. Students enrolled in this course will cover the history of animation, survey classic and contemporary animation, compare/contrast traditional film vs. digital filmmaking, practice writing effective storylines, and produce movie shorts using a variety of styles such as: Cut Paper, Rotoscoping, Traditional Cell, Stop-Motion, and Computer Generated animation. Students will work both individually and in small groups.

*Grades 11- 12*

## **CARTOONING**

*Prerequisites: Intro to Art or Studio Art*

This drawing course will focus on improving students' cartooning techniques. Students will first learn basic cartooning techniques and then focus on different cartooning styles. Students will also be introduced to animation through a computer graphics program. Students are encouraged to develop and improve upon their personal cartooning style throughout the entire course.

*Grades 10-12*

## **STUDIO IN CRAFTS**

*Prerequisites: Intro to Art or Studio Art*

Through creative problem solving, students will create projects using contemporary crafts materials. In addition to creating artwork, students will learn how to display and sell their work. This class is a good choice for students that enjoy working 3-dimensionally. Projects include wire jewelry, paper-mache masks, sculpey candleholders, scrapbooking/altered books, pop-up cards, and tie-dye.

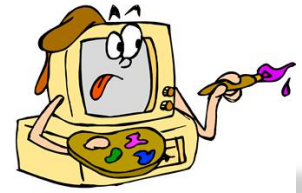
*Grades 11-12*

# INTRODUCTION TO COMPUTER ART

*Prerequisites: Intro to Art or Studio Art*

This course is designed to let the student explore the art possibilities using various computer graphics programs such as Adobe “Photoshop” and Adobe “Illustrator”. Students will create graphic design projects using a mouse or drawing pen and learn how to manipulate digital images into creative artworks. Students do not need a lot of prior computer art experience, as this course is an introduction to the medium of computer graphics. Projects include sports logos, video game covers, movie posters, postage stamps, tee shirt designs, and more.

*Grades 10-12*



## DIGITAL PHOTOGRAPHY

*Prerequisites: Intro to Art or Studio Art.*

This course will provide experience and practice using digital cameras and photo editing software. Students will learn fundamental photography skills such as understanding exposure and shooting modes, ISO, aperture/shutter speed relationships, focal length differences, depth of field, and composition. In addition, we will concentrate on the digital workflow and solutions to organizing and archiving bitmap images. Topics covered include: printing the fine art print, manipulations using Adobe Photoshop, use of storage media and media devices, studio equipment, HDRI, image stitching, and collage. Students may use their own digital camera; school cameras may be signed out on an as-needed basis with parental permission to cover any loss or damages to equipment.

*Grades 10-12*





# BOCES Programs

## **Auto Body Technology**

Students enrolled in Automotive Body Repair develop entry-level skills in shop settings similar to commercial auto collision repair shops. Students hone their skills in metal straightening, aligning, replacing, MIG welding, body filling, painting, buffing, and detailing. Students practice their skills in the paint spray booth as well as with equipment and tools used in the collision repair industry. Students enrolled in this program may work on their own vehicles after developing their skills on an assortment of assigned projects.

## **Automotive Technology**

Automotive Technology provides students with real-world work experience in automotive service and repair shops. Students work with power tools, electronic diagnostic equipment, computerized front-end machinery, and emissions test equipment.

## **Conservation**

This program equips students with employable skills in the areas of natural resources, conservation and site construction. General environmental issues, ecology, horticulture, hydrology, equipment operation and maintenance, and wildlife and land management are studied. Students are provided with a variety of practical hands-on field experiences at the 150-acre Hewes Center campus in addition to a number of off-site locations within Chautauqua County.

## **Construction Technology**

Students will acquire skills for entry-level work or post-secondary education including rough and finished carpentry, masonry, plumbing, heating and electrical. Students also receive instruction in construction procedures such as the use of power and specialized tools and equipment, footings and foundations, framing, roofing, siding, stair construction, interior and exterior finishing, blueprint reading and estimating



## **Cosmetology**

This two-year program instructs in the skills and theory needed for the care of hair, nails, and skin. Students will learn the management techniques needed to operate a beauty salon and gain hands-on experience in the cosmetology clinic, which is open to the public. This program gives students the one thousand hours required for the New York State Licensing exam.

## **Criminal Justice**

This is a one-year program that provides students with career opportunities in the continually expanding field of law enforcement and criminal justice while learning about our legal system. This course furnishes the students experience with criminal investigation, public and private security, use of the computer in law enforcement, fingerprinting and public relations.

## **Culinary Arts**

This is a one or two-year program designed to provide students with skills in short order, specialty and quantity preparation and service of food. Students proceed at their own pace, acquiring skills through practical experience in several areas.

## **Diesel Mechanics**

Diesel Mechanics is a two-year program that emphasizes the study of gas/diesel engines and the maintenance/repair of small engines. Students receive instruction in entry-level skills for diesel/fuel systems, fundamentals of hydraulics, brake systems and general equipment operation. This course includes hands-on experience in preventative maintenance, reconditioning and troubleshooting agricultural equipment and truck vehicles.



## **Graphics Technology**

Graphics Technology is designed for students who are interested in pursuing a career in the fields of commercial art, computer graphics, photography or electronic media. Instruction focuses on commercial art, desktop publishing, advertisement design, sign-making, computer-aided sign production, and computer graphics.

## Health Careers

The Health Careers Program provides students with entry-level skills, valuable industry certifications and the opportunity to have first-hand experience working in a variety of health care-related fields. Students practice performing basic nursing procedures and function as part of a health care team. Clinical experiences allow students to explore different areas of the healthcare field.

## Information Technology/Computer Systems

Information Technology/Computer Systems prepares students for a variety of careers involving computers and information technology, positioning students for success in entry-level computer careers or college-level study.



## Small Animal Science

Small Animal Science teaches students specialized and advanced skills in areas such as veterinary assistance, the care and handling of animals in a laboratory or veterinary setting, and kennel and pet shop management. Students develop basic and advanced dog grooming skills through in-class "doggie day care" programs where dogs are brought to the centers for grooming appointments. Students work with a wide variety of animals, such as rabbits, cats, dogs,

mice, hamsters, gerbils, guinea pigs, chinchillas, ferrets and rats.



# Business Department

## Accounting I

Students will gain an understanding of the accounting principles and procedures used to record, classify, and summarize financial data. Students will become familiar with accounting terminology and many financial records, forms and statements used in an electronic environment. Students will be prepared to perform manual as well as computerized applications. This course is recommended for students going on to post-secondary accounting or business; however, all students are welcome to try this class to explore career options. Students will receive college credit at JCC (BUS 1410) or JBC (ACC 101).

*Recommended Grade: 10-12*

## Accounting II

*Prerequisite: Accounting I*

Students will perform advanced computerized accounting (no computerized experience necessary). Automated Accounting II is designed as an extension of Accounting I, additional topics involving more complex bookkeeping-accounting applications significantly extend the basic accounting concepts and skills. Upon completion, a student could apply for an entry-level position in bookkeeping.

*Recommended Grade: 11-12*

## Business & Personal Law

Course emphasis is on the individual as they encounter the law in their personal life, family life, and occupational life. Students should gain a genuine respect and intelligent application for a segment of the law that affects them both at home and at work. The first portion of the class offers an in-depth analysis of both the criminal and civil systems while the remainder focuses on practical and real life experiences such as investing for your financial future, buying insurance, an introduction to contract law and labor agreements, and more.

*Recommended Grade: 10-12*

## **Career Exploration**

Course emphasis is to provide the student with an opportunity to explore career options and develop an understanding of job expectations in the workplace. A “hands-on” approach utilizing computer programs, the Internet, and career resources allows students to develop an awareness of changes taking place in the workplace and to examine individual interests and explore careers. A mock interview, a possible shadow study, and development of a career portfolio are key components of the class. Students will also use word processing software to produce various work place documents. Emphasis is on the application of formatting skills to create letters, reports, and other business and personal documents.

*Recommended Grade Level:*  
*9-10 (10 Week Course) (1/2 Credit Course)*  
*11-12 (20 Week Course) (1 Full Credit Course)*

## **Computer Applications I**

Students are introduced to a Windows environment through the use of the Microsoft Office suite (Word, Excel, Access, and PowerPoint). The integration and practical application of these topics is stressed throughout the course. Students will work in a guided, self-placed setting and develop problem-solving skills through practical and real-world exercises/documents. Computer Applications is a great class for those students going to college or into the world of work.

*Limited to students in grades 10-12*

*Evaluation: Local Exam*

*Eligible students may receive four college credits through Jamestown Community College for CSC 1560-Microcomputer Applications I.*

## **Hospitality & Tourism**

*Recommended Grade: 10-12*

This course will introduce you to the history, function, and structure of the travel, hotel, restaurant, and recreation industries. The course describes the development of water, land, and air transportation, and looks at the history of the accommodations industry. You will be introduced to the structure of various industry components and current issues and opportunities will be analyzed. The course will also look at the psychology of travel and tourism as it identifies travel motivators and barriers. You will examine both the positive and negative impacts the tourism activity has had on both the economic and social well-being of the host and guest.



## **Introduction to Business**

Students will study the elements and characteristics of a free enterprise system and will be presented an overview of functional areas of business and basic concepts of the business world. Some topics include the environment of business, organization and management of the enterprise, management of human diversity, as well as major societal issues facing today's business executives. Recommended for the beginning business students and non-business majors.

*Recommended Grade: 11-12*

*Eligible students may receive three college credits through Jamestown Community College for BUS 1500.*

## **Personal Finance**

Course offers in-depth financial information. Topics include but are not limited to careers, banking services, amortization schedules, loan applications, and all types of insurance policies. Students will also work on the stock market, investment opportunities, budgeting, personal and business, federal and state taxes and payroll. Students will learn money management for all stages of their lives. *(This will be offered as a ½ credit option beginning in the Fall, 2016.)*

*Recommended Grade: 11-12 (10 Week Course)*



## English Department



To fulfill New York State graduation requirements, all students must successfully complete four units of English and pass the English Language Arts Common Core Regents examination. In addition to the required four units of study, students may take additional English courses as elective credits.

### 9<sup>th</sup> Grade Courses

#### English 9 Regents

English 9 Regents is designed to fit the demands and instructional shifts of the Common Core State Standards. Students read rigorous, complex literature and informational texts, speak and listen, and write to suit a variety of purposes following the conventions of Standard English. In other words, all students read closely, make claims that can be supported by text-based evidence, do research, write arguments, and analyze authors' craft in order to be college and career ready.

#### English 9 AT (Academically Talented)

English 9 AT is a challenging, fast-paced course, which provides the foundation for the advanced AT/AP program. The course is intended for self-motivated, intellectually curious, college-bound students and focuses on the same elements of the Grade 9 Common Core Standards while building interpretive, literary, and critical thinking skills through extensive reading, writing, and oral assignments.

#### English 9 Video Works

Video Works is a two-year sequenced program for students in grades 9 and 10. The class focuses on both English Language Arts and Media Literacy and is aligned with the Common Core Standards. Motivated and creative students will produce rich media projects that require the integration of both English and technology skills. Video Works is a hands-on workshop environment that requires intense student thought and involvement. Students produce meaningful projects with considerable emphasis placed on teamwork and communication skills, preparing them for post high school success. This course meets the entire school year.

*Students earn two credits per year: one credit in English and one credit in Technology.  
(See additional course description for the Videography Program listed under the Technology Department.)*

## 10<sup>th</sup> Grade Courses

### English 10 Regents

English 10 Regents is designed to fit the demands and instructional shifts of the Common Core State Standards. Students read rigorous, complex literature and informational texts, speak and listen, and write to suit a variety of purposes following the conventions of Standard English. In other words, all students read closely, make claims that can be supported by text-based evidence, do research, write arguments, and analyze authors' craft in order to be college and career ready.

### English 10 AT (Academically Talented)

English 10 AT is a continuation of 9AT with a focus on the canon of World Literature, as well as contemporary multi-cultural works and is aligned with the Common Core Standards. Its purpose is to develop skills to interpret literature and advance critical thinking. These skills will be practiced in reading, writing, speaking, and listening tasks.

### English 10 Video Works

Video Works 10 is a continuation of Video Works 9. Please see description for English 9 Video Works.

## 11<sup>th</sup> Grade Courses

### English 11 Regents

English 11 Regents follows the sequence of New York State Common Core standards and emphasizes the study of representational works including drama, novel, short story, poetry, essay and other works of nonfiction, emphasizing language and composition skills. The English Language Arts Common Core exam is administered at the completion of the course.

### English 11 AT (Academically Talented) - College Composition I

*(JCC English 1510 – 3 college credits)*

*A prerequisite to the course is a score of 4+ on the JCC Placement exam Accuplacer Writeplacer and an 80+ on the Reading Test or advanced academic standing.*

English 11 AT adds College Composition I, a three-credit JCC course that teaches students to write precise, clear, substantive essays in a variety of rhetorical modes, to the English 11 Regents curriculum – American Literature. Students will take a JCC final in addition to the English Language Arts Common Core Regents exam. Emphasis will be placed on critical thinking, reading, and writing.

# English 11 AP (Advanced Placement) - Language and Composition

*(JCC English 1530 – 3 college credits)*

*A prerequisite to the course is a score of 7+ on the JCC Placement exam Accuplacer Writeplacer and an 80+ on the Reading Test or advanced academic standing*

English 11 AP is a yearlong course that builds upon the Common Core skills developed in English 9AT and English 10AT. This three-credit college course includes an in-depth study of American literature and serves to prepare students for the English Language Arts Common Core examination. The work completed during the second part of the course fulfills the requirements of JCC College Composition II and prepares students for the national **Advanced Placement Language and Composition** examination.

## 12<sup>th</sup> Grade Courses

All English 12 students choose one of the following courses, which contain a research project, are aligned with the Common Core Standards, and culminate in a departmental final exam. Not all courses are offered every year. Please see the Guidance Course Selection Sheet for availability.

### English 12 – Language and Composition, British Literature

This course offers intense instruction in reading, writing, listening, and speaking skills for students who need to improve developing competencies. Students will study representational works in various genres: poetry, short story, novel, and drama.



### English 12 - Mystery

Everybody knows “the Butler did it!” This course is designed to expose students to the genre of mystery story throughout history and in different cultures. Students will explore the genres of mystery and crime fiction throughout history and in different cultures and develop analytical and critical thinking skills through reading and application. Students will determine the elements that contribute to mystery and crime fiction, identify stylistic application of literary elements by a wide range of authors, trace the patterns in mysteries and crime fiction, examine stereotypes in mysteries and crime fiction, conduct research for creative process application, and write their own “Who Dun It.”

### English 12 – Banned Books

In a modern world of global communication and greater access to information, one might wonder how censorship can still exist. In fact, it may be even more intensely applied today. The class will explore why groups, communities, and even cultures feel so strongly about certain books or stories that they censor, ban or even burn them. All of the literature studied has been banned for various reasons; students will discuss why it was and why it should not be.

## English 12 – Science Fiction/Fantasy

This course examines the history, mythology, and modern applications of science fiction and science fantasy. Students will cover earlier works by Verne, Wells, and Tolkien, as well as more current works by Asimov, Card, Clarke, and Jordan. In addition to reading and critical writing, the course will include a unit on writing science fiction/fantasy.

## English 12 – Literature of War

In war, there are both tender and ruthless actions. This course will, through literature, film and music, explore the complex nature of war and conflict, popular perceptions of war, propaganda and protests, and archetypal war characters. Students will closely examine the human side of war: responsibility, fear, compassion, and tragedy.

## English 12 College Level - College Composition and Introduction to Literature

*(JCC English 1530/1540 - 6 college credits)*

*A prerequisite to the course is a score of 7+ on JCC Placement exam Accuplacer Writeplacer and an 80+ on the Reading Test or advanced academic standing. Students must pass the first unit (JCC 1530) in order to be eligible for the second (JCC1540)*

College Level English 12 combines two units of intensive writing, close reading, oral presentation, and critical analysis. In College Composition (1530), students will analyze, synthesize, and evaluate information through research and writing. Students will study methods of written and visual argumentation, write essays and documented position papers on current issues, research and write an analytical paper utilizing MLA documentation and complete a JCC departmental final exam.

In Introduction to Literature (1540), students will analyze a variety of readings in different genres, experiment with various methods of critical analysis, and create and deliver oral presentations. Students must pass the first unit (1530) in order to be eligible for the second (1540).

## English 12 AP (Advanced Placement) – Literature and Composition,

*(JCC English 1540 Writing about Literature and JCC English 2620 British Literature II – 6 college credits)*

English 12 AP is designed for the serious student who greatly appreciates literature as an art. The emphasis is on an intensive study of drama, the novel, the short story, and poetry. Students should be prepared to read, discuss, write about, and present analysis for many great works of literature. This college-credit course prepares students for the national **Advanced Placement Literature and Composition** examination. In addition, the course offers students experience with blended learning and on-line learning management systems.

*Successful completion of JCC 1530 is required for JCC 1540 eligibility. At the end of the first semester, successful completion of JCC 1540 is required for JCC 2620. Students who do not meet the prerequisites for this course may enroll but will not be eligible for college credit.*



# English Electives

## Creative Expressions

*A prerequisite to the course is the completion on English 10.*

Independent and group projects form integral parts of this non-traditional atmosphere for the motivated, self-directed, and creative student. Students will be exposed to non-canonical narratives and will respond to the narratives through creative mediums such as art, film, poetry, and prose.

## Drama I

Drama I offers an introduction to theater, acting, and public speaking. Based on the Stanislavski method of acting, students become familiarized with in-depth character studies via units in imagination, concentration, vocalization, and physicality. Drama I provides an introduction to drama as a performing art, with emphasis upon creative writing, physical movement, and the use of voice in the development of characters. While developing self-confidence, the students will perform skits, poems, scenes and one act plays. In addition, students will gain experience in teamwork, vocal articulation, blocking, basic costuming, lighting, sound and the artful use of the stage.

## College Theater

*(JCC Introduction to Theater 1510 – 3 college credits)*

*A prerequisite to the course is a score of 4+ on the JCC Placement exam Accuplacer Writeplacer and an 80+ on the Reading Test or advanced academic standing. Students who do not meet the prerequisites for this course may enroll but will not be eligible for college credit. Attendance, both as a speaker and as an audience member, is critical in this class.*

Students will obtain an understanding and appreciation of theatre from early ritual through post-war American drama. Plays are viewed, performed in class and read collaboratively as well as independently. Students will discuss a variety of dramatic forms, approaches and techniques. Acting styles and the elements of costuming, makeup, scenic design, and the lighting necessary to stage a show are also examined. Performance skills are strengthened through acting exercises and methods.



## Justice for All

Participation in this class engages students in a dialogue where they will read, write, and discuss societal issues from both historical and modern times so that they may begin to define justice, understand diversity, and acknowledge the importance of tolerance and advocacy.

# Public Speaking

(JCC Communication 1610 – 3 college credits)



*A prerequisite to the course is a score of 4+ on the JCC Placement exam Accuplacer Writeplacer and an 80+ on the Reading Test or advanced academic standing. Students who do not meet the prerequisites for this course may enroll but will not be eligible for college credit. Attendance, both as a speaker and as an audience member, is critical in this class.*

Public Speaking is a performance driven course that fosters the development of purposeful and well-planned oral communication. Students will learn effective strategies for researching, preparing, and delivering informal, informative, and persuasive spoken presentations to small groups in a safe forum. Students will be able to demonstrate the methods for supporting points with evidence, analyzing the audience, building confidence, and refining their delivery style. Students will have the opportunity to speak in different venues, evaluate themselves and their classmates, and critique speakers outside of class. Speeches include demonstration/process speeches, narratives, improvisation, recitation, informational presentations, and persuasive calls to action. Within this classroom community, students gain confidence, as well as group interaction skills.



## Health Department

Health is required for graduation. The curricula used in all grade levels at Jamestown High School are HealthSmart and Michigan Model for Health. These programs align with the National Health Education Standards and the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT), and include both formative and summative assessment tools.

Based on the Guidance Document for Achieving the New York State Standards in Health Education, health classroom activities will focus on the following essential skills:

- Self-Management
- Stress Management
- Communication
- Planning and Goal Setting
- Decision Making
- Relationship Management
- Advocacy

Together, the HealthSmart and Michigan Model for Health curricula and the NYS Guidance Document will ensure students learn critical knowledge about the following topics:

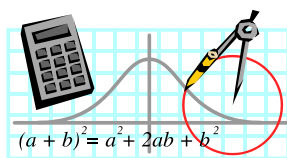
- Emotional and Mental Health
- Nutrition and Physical Activity
- Violence and Injury Prevention
- Tobacco, Alcohol and Other Drugs
- Abstinence, Personal and Sexual Health
- HIV, STD, and Pregnancy Prevention

Lessons focus on the concepts and skills that will enable students to develop, practice and support specific healthy behaviors. Activities have been selected to be developmentally appropriate, challenge students in a variety of ways, and accommodate a range of learning styles.

## Health Electives

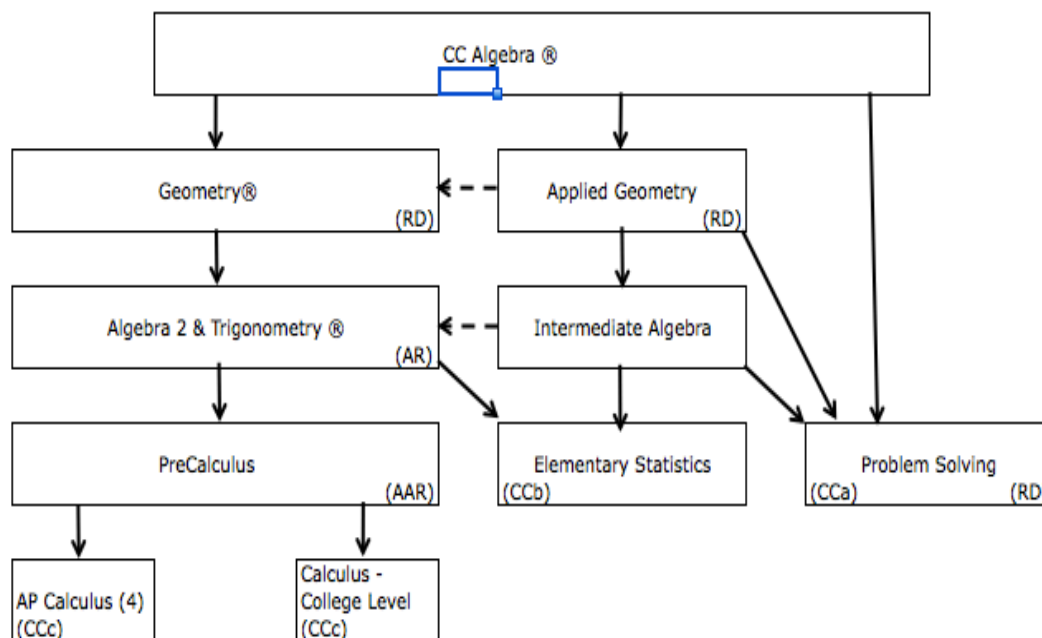
### Intro to Health Careers

This course is designed for students interested in any of the fields of the healthcare sector. Students will look at personality traits, which make one better suited for a career choice in the healthcare field, trends of health care, and the future of the field. Guest speakers will be brought in to discuss what a day on the job is like. What was the worst thing that ever happened to them? What is average salary? Students will also research the Department of Labor regarding health careers and compose a final paper on a health career of choice.



# Math Department

## JHS Mathematics Department Course Sequence Effective September 2016



® Recognizes a course associated with a Regents Exam

(RD) Regents Diploma: 1 Regents exam & 3 credits (minimum)

(AR) Advanced Regents Diploma: 3 Regents exams & 3 math credits

(AAR) Academic Advanced Regents Diploma: 3 Regents exams & 4 math credits (including PreCalculus)

(CC) College Credits:

a. 3 credits for MAT 1500 (Problem Solving) @ JCC

b. 3 credits for MAT 1540 (Elementary Statistics) @ JCC

c. 4 credits for MAT 1710 (Calculus) @ JCC

*See the following pages for course descriptions and prerequisites.*

# Beginning Mathematics

## Algebra I

This two-credit course is a graduation requirement for all students seeking a Regents or Advanced Regents diploma. The course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Students will study the connections between various types of equations and their graphs. Additional topics of study include the story of functions and an introduction to data analysis.

*Students will take the NYS CC Algebra Regents exam upon completion of the course.  
Graphing calculators are highly recommended.*



## Algebra 1B

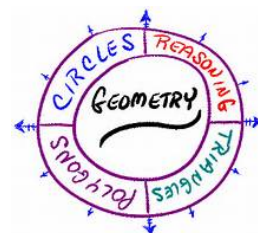
*Prerequisite: Final average of 55 or higher on first attempt at Algebra I or one credit in high school algebra or pre-algebra from previous school district.*

This credit recovery course is intended for students who have previously attempted Integrated Algebra but who need additional preparation to successfully complete the course or the NYS CC Algebra Regents exam. Students may be granted credit for Algebra 1 upon successful completion of Algebra 1B.

## Applied Geometry

*Prerequisite: Credit for Algebra I and a passing score on the NYS CC Algebra Regents exam.*

This course is intended for students seeking a Regents diploma and who wish to continue their formal study of mathematics in preparation for college or technical school. Students will have an opportunity to further develop their math skills while exploring geometry as applied to art, technical drawing, and physical settings. Successful completion of this course will provide students with a third unit of credit in mathematics, required for the Regents diploma.



## Geometry

*Prerequisite: Credit for Algebra I and passing Regents exam score; minimum course average of 75 recommended.*

This is the second mathematics course for students who are pursuing an Advanced Regents Diploma. Students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Students will justify geometric relationships and properties of geometric figures, including congruence and similarity of triangles as well as properties of triangles, quadrilaterals, and circles. An integrated review of algebra topics will be incorporated throughout the course of study.

*Students will take the NYS CC Geometry Regents examination upon completion of the course.  
Graphing calculators are highly recommended.*

## AT Geometry

*Prerequisite: Credit for AT Algebra I and passing Regents exam score; minimum course average of 80 recommended.*

This course is recommended for students who are pursuing an Academic Advanced Regents Diploma and who accelerated their study of mathematics in middle school. This course provides more extensive and rigorous treatment of all topics studied in Geometry, in preparation for the advanced mathematics courses that follow.

*Students will take the NYS CC Geometry Regents examination upon completion of the course.  
Graphing calculators are highly recommended.*

## Intermediate & Advanced Mathematics

### Problem Solving with Mathematics

*Prerequisite: Credit for Algebra I and a passing score on the NYS CC Algebra Regents exam.*

*Requirements:*

- *This course is designed for juniors and seniors.*
- *Prior to taking the course a student must complete the Jamestown Community College placement test, Accuplacer. Minimum scores of 80-Reading and 57-Math must be earned to be eligible for JCC college credit.*

Students will develop problem-solving skills through a detailed study of specific problem-solving strategies such as drawing diagrams, making systematic lists, looking for patterns, identifying sub-problems and working backwards. Solution presentation and communication are emphasized. Successful completion of this course will provide students with a third unit of credit in mathematics, required for the Regents diploma. Upon successful completion of this course students who meet the eligibility requirements will earn 3 college credits from Jamestown Community College.

### Intermediate Algebra

*Prerequisite: Credit for Geometry*

This course is intended for students seeking Regents or Advanced Regents diploma and who wish to continue their formal study of mathematics in preparation for college or technical school. Students will continue their study of algebra as they study various families of functions using polynomials, radicals, absolute values, and exponentials. Algebra and graphing skills will be the main focus of the course.

*Students will take a local final examination upon completion of the course. Graphing calculators are highly recommended.*

## Algebra 2

*Prerequisite: Credit for Geometry or AT Geometry, minimum course average of 75 recommended*

This is the third mathematics course for students seeking an Advanced Regents diploma. Students will extend and develop the algebraic techniques that will be required for continued study of mathematics, while also developing alternative solution strategies and algorithms. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problems resulting in systems of equations will be solved graphically and algebraically. Right triangle trigonometry will be expanded to include the investigation of circular functions. Additional topics of study include arithmetic and geometric sequences, advanced study of probability theory, advanced data analysis, and the complex number system.

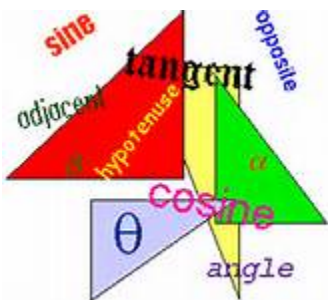
*Students will take the NYS CC Algebra 2 Regents examination upon completion of the course.  
Graphing calculators are required.*

## AT Algebra 2

*Prerequisite: Credit for AT Geometry, minimum course average of 80 recommended*

This is recommended as the third mathematics course for students seeking an Academic Advanced Regents diploma. This course provides more extensive and rigorous treatment of all topics studied in Algebra 2, in preparation for the advanced mathematics courses that follow.

*Students will take the NYS CC Algebra 2 Regents examination upon completion of the course.  
Graphing calculators are required.*



$$a^2 + b^2 = c^2$$
$$y = mx + b$$
$$d = rt$$



# **College Preparatory Mathematics**

## **Elementary Statistics (elective)**

*Prerequisite: Credit for Intermediate Algebra or Algebra 2*

*Requirements:*

- *Student must be a junior or senior*
- *Jamestown Community College – College Connections eligibility requirements apply*

This elective course is intended for students who wish to further their mathematical study in preparation for college degree program requirements. It is particularly recommended for students considering a degree in the social sciences. Students will study various topics in both descriptive and inferential statistics including measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Practical applications are emphasized throughout the course. A significant part of the course is taught in a laboratory setting using a software package such as minitab. Graphing calculators are required.

*Students will take a final examination upon completion of the course. Upon successful completion of this course and final examination, eligible students will earn 3 college credits from Jamestown Community College (MAT1540).*

## **Precalculus**

*Prerequisite: Credit for Algebra 2 and Regents exam; minimum course average of 75 recommended*

This course is intended for students who are seeking an Academic Advanced Regents diploma and who wish to prepare for the study of mathematics at the college level. Material from previous mathematics courses will be extended and further developed as students begin to examine the theoretical basis for algebra and trigonometry. Students will study graphs of functions, equation theory, analytic geometry, and limits.

*Students will take a local final examination upon completion of the course. Graphing calculators are required.*

## **AT Precalculus**

*Prerequisite: Credit for AT Algebra 2, minimum course average of 80 recommended*

This course is intended for students who are seeking an Academic Advanced Regents diploma and who wish to take AP Calculus prior to high school graduation. This course provides more extensive and rigorous treatment of all topics studied in Precalculus, in preparation for AP Calculus.

*Students will take a local final examination upon completion of the course. Graphing calculators are required.*

## Calculus – College Level

*Prerequisite: Credit for Precalculus. Jamestown Community College – College Connections requirements also apply.*

Students will study the fundamental concepts of calculus. Topics include an introduction to analytic geometry, functions, limits and continuity, and derivatives and integrals and their applications. An approved graphing calculator is required. A computer algebra system such as *Mathematica* is incorporated into the course to meet the lab requirements.

*Students will take a JCC final examination upon completion of the course. Upon successful completion of this course and JCC final examination, students will earn 4 college credits from Jamestown Community College.*

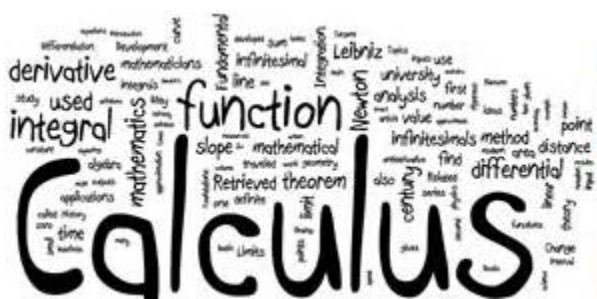
## Advanced Placement (AP) Calculus

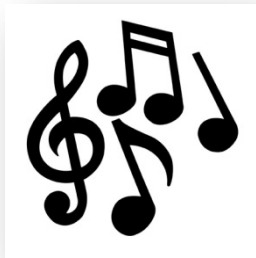
*Prerequisite: Credit for AT Precalculus, minimum course average of 80 recommended*

This rigorous college-level course provides students the opportunity to receive college credit while in high school, pending approval by the college of choice. Calculus is the branch of mathematics that studies the rate of change of a function and its application to business, science, and engineering. Students are prepared for the College Board **Advanced Placement Calculus AB** examination.

*Students will also take a local final examination upon completion of the course. Graphing calculators are required.*

*Students will take a JCC final examination within this course. Upon successful completion of this course and JCC final examination, students will earn 4 college credits from Jamestown Community College.*





# Music Department

## Music Department Course Offerings

### Jamestown High School

The course offerings listed below comprise the credit-bearing music ensembles and classes available at Jamestown High School. Each course awards one credit per school year and fulfills the one unit graduation requirement for music. Choral and Instrumental Ensembles meet daily at each appropriate rehearsal site. Sectional rehearsals are provided for students on a rotating basis during one period per week throughout the year. Concert Orchestra awards one-half unit of credit, and meets one hour per week after school. Participation is based on the recommendation of the band and orchestra directors.

In addition to the curricular offerings, there are extra-curricular activities/ensembles as well. These activities are non-credit bearing, but all enhance the overall musical experience of music students. Additional information regarding these opportunities can be obtained from the chorus, band and orchestra instructors.

### **A Cappella Choir**

The A Cappella Choir the most select group among the choral experiences offered at JHS. Membership is based upon acceptance through a successful audition for the director. This choir will learn to perform and appreciate varied selections from the finest music literature and will contribute immensely to the musical life of the school, student, and community. Each member will attend a vocal sectional each week.

### **Mixed Chorus**

This group is composed of students from grades 9-12 and is open to anyone desiring to participate in a high school choral ensemble. Membership will enable students to receive a musical experience and develop basic techniques in vocal music. Each member will attend a vocal sectional each week.

### **Symphonic Band**

The Symphonic Band is composed of band students from grades 9-12. Students will learn to perform and appreciate varied selections from the appropriate literature. Each member will attend one band sectional each week. Acceptance into the ensemble is based upon successful completion of 8th grade band and director recommendation.

## Concert Band

*Co-Requisite: Every member of the Concert Band must be a member of the JHS Marching Band. Those members who play JHS fall sports are exempt from the fall competitive season, but participate in all other JHS Marching Band events and performances.*

The Concert Band is the most select instrumental ensemble at JHS. Students will learn to perform and appreciate varied selections from the finest available literature. Each member will attend one sectional each week. Acceptance into the ensemble is based upon a successful audition for the director.

## String Orchestra

Membership in the Concert String Orchestra is for all orchestral string players with previous experience from a middle school string program. Students will learn to perform and appreciate varied selections from the appropriate literature. A full orchestra rehearsal also takes place every Wednesday after school from 3:00 PM until 4:00 PM. Each member will attend an orchestra sectional each week.

## Concert Orchestra

Membership in the Concert Full Orchestra is for all orchestral string players and select wind and percussion players from the Concert and Symphonic Bands. The Concert Full Orchestra rehearses every Wednesday after school from 3:00 PM until 4:00 PM. Membership is based solely on recommendation by the band and orchestra directors. Concert Orchestra is a full-year course with students receiving a  $\frac{1}{2}$  unit of credit.



# Music Department Extra Curricular Offerings

## Jamestown High School

### Madrigal Singers

The Madrigal Singers is a highly select group of approximately 20 students who are able to perform an advanced repertoire. This group meets after school one to two days per week, depending on need and programming. Membership is by audition and recommendation of the director.

### Marching Band

The JHS “Red Raider” Marching Band is the most public and recognized part of the JHS band program. The Marching Band participates in field band competitions, in high school football games, and at other prestigious events by invitation. Practices are held after school hours during the season and at various times throughout the summer. Membership in the Marching Band is required of all Concert Band students. Symphonic Band students are strongly encouraged to participate in this activity.

*Color Guard: Color Guard auditions are held in the spring of each year. Students who play in the band are expected to play their instrument in Marching Band.*



### Winter Guard

*Prerequisite: Participation in Marching Band/Color Guard is required of any students wishing to participate in the Express Winter Guard.*

Winter Guard is an activity combining color guard and dance activities. Practices are held after school hours from November until early April.

# Jamestown High School Physical Education Department

## GOAL STATEMENT

The goal of the JHS physical education program is to foster a healthy lifestyle through enjoyable learning experiences that promote the knowledge and appreciation of physical activity.

COURSES OFFERED			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Football	Wrestling	Archery	Zumba
Soccer	Mat Activities	Fitness Fusion	Wellness Center
Swimming	Tumbling	Dance	Badminton
Ice Skating	Volleyball	Wellness Center	Table Tennis
Wellness Center	Basketball	Mat Ball	Pickle ball
Yoga	Swimming	Ultimate Four Square	Tennis
Pilates	Wellness Center	Speed Ball	Softball
Cardio Kickboxing	Team Games	Broomball	Gateway Center
Floor Hockey	-	Lacrosse	Swimming

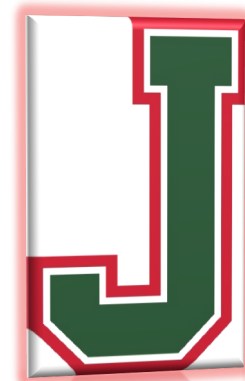
*\*All courses offered at JHS are aimed at meeting the three state physical education standards.\**

## NEW YORK STATE PHYSICAL EDUCATION LEARNING STANDARDS

- **Standard 1- Personal Health and Fitness**  
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- **Standard 2- Safe and Healthy Environment**  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- **Standard 3- Resource Management**  
Students will understand and be able to manage their personal and community resources

## SCHEDULING

- ❖ Once every four days for 80 minutes for a full year
- ❖ Every other day for 80 minutes for a semester
- ❖ Every other day for 40 minutes for a full year
- ❖ Every day for 40 minutes for a semester



## GRADING

- ❖ Attendance/Participation (60%)
- ❖ Preparation (15%)
- ❖ Sportsmanship/Behavior (20%)
- ❖ Summative Evaluation (5%)

## ATTENDANCE

Students “earn” a physical education grade while in physical education. Therefore, if a student is absent from an entire physical education class for any reason, they must make up the time/grade they missed by filling out a “**physical education make-up sheet**” within two weeks of returning to school to earn their points back. If they fail to make up their absence, they will lose all of the points from the day they were absent. These make up sheets are available directly from any physical education teacher.

## DRESS POLICY

The physical education dress policy requires students to have on appropriate clothes for physical activity. (Sneakers, t-shirts, sweatshirts, shorts or sweatpants are permitted) No jewelry is to be worn. One-piece bathing suits are preferred for female students while in the aquatics units. If a two-piece is necessary, a cover t-shirt is mandatory.

## FITNESS TESTING

Student will be assessed on the five components of fitness (**Cardiovascular Fitness, Muscular Endurance, Muscular Strength, Flexibility, and Body Composition**) twice a year, pre-test and post-test. The purpose of the fitness testing is to give students feedback on their current fitness levels. Below are the tests that are administered and which component of health-related fitness that the test addresses.

- ❖ **PACER Test (Cardio Respiratory Endurance)**
- ❖ **1 Minute Sit Up Test (Muscular Endurance)**
- ❖ **Push Up Test (Muscular Strength)**
- ❖ **Sit & Reach Test (Flexibility)**
- ❖ **Body Fat Percentage (Body Composition)**



# Science Department

## Living Environment (Biology)

This full year course prepares students to take the Living Environment Regents exam. Students will participate in a series of lab investigations and class activities. Students will gain the skills needed to design experiments, collect data, and interpret their results. Upon completing the course, the successful student will have developed a comprehensive knowledge of the biological background to solve problems in medicine, public health, agriculture and conservation. Students will learn the following topics: lab skills, cells and related processes, body systems, sexual reproduction and development, genetics, evolution and ecology. Seven key ideas will be studied:

- Living things are similar to and different from each other and from non-living things.
- Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parent and offspring.
- Individual organisms and species change over time.
- The continuity of life is sustained through reproduction and development.
- Organisms maintain a dynamic equilibrium that sustains life.
- Plants and animals depend on each other and their physical environment.
- Human decisions and activities have had a profound effect on the physical and living worlds

## Advanced Placement (AP) Biology

*Prerequisites: Enrollment is limited to juniors and seniors only unless special permission is obtained from the instructor. Students must have Regents credit for Earth Science, Biology, and Chemistry, with scores of 85 or higher on at least two of three science Regents examinations.*

The College Board as a part of its Advanced Placement Program develops this course. It is a lab-based course designed to be the equivalent to a college introductory biology course usually taken by biology majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process.

The course is based on four “Big Ideas”: 1. The process of evolution drives the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, reproduce, and to maintain dynamic homeostasis. 3. Living systems store, retrieve, and respond to information essential to life possess. 4. Biological systems interact, and these systems and their interactions possess complex properties.

Roughly 40% of the material in this class will be determined from the reading assignments. The other 60% will be from notes and labs. Students will be called upon to recall basic biological principles learned in the Living Environment Class. Upon completion of the course, students take the **AP Biology Exam** and perhaps qualify to earn college credit while in high school.



## **Anatomy and Physiology**

Anatomy and Physiology will be a full-year upper level science class that will provide a third science credit and potentially college credit upon successful completion of the class. In order to enroll in Anatomy and Physiology, the student must have successfully completed the Living Environment and Regents Chemistry courses and has an interest in the health sciences. The course will focus on a more complete understanding of the basic principles of the human body and its functions. Students with interests in the health professions will be introduced to concepts that will provide them a foundation for further studies. Students will complete laboratory work that will provide a better understanding of the different tissue types and organ system functions in the human body.

## **Regents Chemistry**

*Co-Requisite: Currently registered in Geometry/Intermediate Algebra or higher and passed both Earth Science and Biology Regents Exam.*

This is a full-year college preparatory course of study leading to a Regents exam. It differs from Non-Regents Chemistry by requiring a stronger background in math. Students should have had or be currently registered in Geometry or Intermediate Algebra. Topics include atomic structure, bonding properties of the elements, states of matter, energy in chemical reactions, nuclear science, solutions, acid-base theory, electro-chemistry, and organic compounds. Emphasis is placed on developing precise laboratory techniques.



## **Conceptual Chemistry**

The Non-Regents Chemistry course is intended to provide an exposure to the study of Chemistry without the math emphasis required in Regents Chemistry. This course leads to a local examination. It provides a broad overview of principles of chemistry, but it differs from Regents Chemistry by placing greater emphasis on daily applications of chemistry and focuses on in-class participation. The course strengthens student awareness of issues through the study of Chemistry.

## Advanced Placement (AP) Chemistry



*Prerequisite: Pass Regents Exam in Chemistry, teacher recommendation, completed or currently enrolled in Algebra II/Trigonometry.*

Course content is designed for science/engineering majors who wish to transfer to a 4-year institution. This course is the equivalent of first year college chemistry, with lab work taught on site. Students will investigate concepts surrounding atomic structure, bonding, stoichiometry, nuclear and organic chemistry. Students will take the **Advanced Placement** exam in May, and their score will determine how many college credits they are granted. Usually one year (3 to 4 credits) of college credit is awarded for scores of 4 or 5 (out of 5).



## College Chemistry 1 & 2 (JCC Chemistry 1550 & Chemistry 1560)

*Prerequisite: Pass Regents exam in chemistry, teacher recommendation, completed or currently enrolled in Algebra II/Trigonometry, and must pass the JCC placement test. Students must pass CHEM 1550 to enroll in CHEM 1560. Students will be responsible for the college lab fee and the cost of one credit hour per semester as determined by JCC. The class portion (6 of 8 credits) is free to JHS students.*

Course content is designed for science/engineering majors who wish to transfer to a 4-year institution. In CHEM 1550, students will investigate the concepts surrounding atomic structure, bonding, stoichiometry, chemical reactions and phases of matter. In CHEM 1560, students will investigate the concepts surrounding kinetics, equilibrium, acids/bases, electrochemistry, nuclear and organic chemistry. This is the exact same course taught on the JCC Campus. Students must enroll in an evening lab section taught either on Tuesday, Wednesday or Thursday evening at JCC. The fall lab will begin the last week in August, before school starts. Successful completion of the lecture and lab will receive 4 college credits for CHEM 1550 and 4 additional credits for CHEM 1560.

## Earth Science

This is a full-year laboratory course of study that will prepare students for the Regents examination. By handling materials and doing experiments, the successful student will learn to identify rocks, minerals, fossils, stars, planets, and will develop a basic understanding of major theories that explain weather, earthquakes, volcanoes, and the history of the Earth. The student is required to work with various pieces of scientific equipment. There is an emphasis on accurate measurements. Field trips will be planned to local points of interests.



## Environmental Science

This is a half-year course designed for non-science majors to complete their graduation requirements. This program of study is centered on man and his interaction with the environment. Topics will include the study of the earth, ecological interactions, biomes, global ecosystems, energy resources, and managing human impact. Local walking field trips will support content covered in the classroom.



## Physical Geology

Physical Geology is a  $\frac{1}{2}$  year science elective offered for students who enjoy science and would like to participate in a “hands on” type of learning experience. This class will help fulfill the science graduation requirements. Geology class will include daily walking field trips, an all-day field trip to Lake Erie and Chautauqua Lake, as well as fun class activities and lab work.

## Advanced Placement (AP) Environmental Science

*Prerequisites: Integrated Algebra, Biology, Earth Science, and Regents Chemistry (or currently enrolled in Regents Chemistry). Students must have maintained a “B” average or better in all four courses.*

The course is designed to assist students in identifying natural and human-induced environmental problems while investigating solutions to alleviate or prevent these issues. The College Board, as a part of the Advance Placement Program, develops this course. Hands-on experiments focus on population ecology, land use, water quality, energy resources, and global change. Students will take the **Advanced Placement** exam in May and qualify for college credit based on achieved scores.

## Conceptual Physics

*Suggested Prerequisites: Completion of at least two other sciences.*

Conceptual Physics is a one-semester course that covers many of the same topics as Regents Physics but is designed for non-science majors. The aim of the class is to expose the students to the world of physics around them. The content of the class will emphasize labs and activities.

## Advanced Placement (AP) Physics 1

*Pre- or Co-requisites: Students must have successfully completed Regents courses in Chemistry and/or Physics, with examination scores of 85 or higher on the related Regents examinations. Students must have passed trigonometry.*

AP Physics 1 is a yearlong course equivalent to a first semester algebra-based physics in college. Topics of AP Physics 1 will include kinematics; Newton's laws of motion; work, energy; systems of particles and linear momentum; circular motion and rotation; electrostatics and circuits; mechanical waves and sound. College credit is based on the score earned on the AP exam. This course best suits students planning to enroll in college programs in science intensive courses of study (ex. medical, computers, science, architecture or engineering, etc.) (Possibility of College Connections for fall of 2016)

*Enrollment limited to students in grades 11 or 12.*

## Physics

*Suggested prerequisites: Regents Chemistry and concurrent enrollment in Intermediate Algebra or Algebra II/Trigonometry.*

Regents Physics is a lab oriented science course based on the New York State Core Curriculum. Students will study mechanics, energy, electromagnetism, waves, and modern physics. Other areas may include motion in a plane, internal energy, electromagnetic applications, geometrical optics, solid state physics, and nuclear energy. The New York State Regents High School Examination in Physics is the final examination for the course.



## Social Studies Department

### **Global History & Geography 1 & 2**

These courses utilize a chronological format that is organized around themes and concepts rather than world regions. The course focuses on the NYS Social Studies Common Core Standards - Geography, History, Economics, and Government – and how common themes recur across time and place. Global History 1 traces human development from prehistory through the Age of Absolutism. Global History 2 continues with the Age of Enlightenment through today's current world events. Both courses examine themes such as political and non-political revolution, religions, human environment interactions, important world leaders, and conflict. Global History 1 and 2 are required courses for graduation, in addition to successful completion of the NYS Regents Global History Exam at the end of Global History 2.

### **United States History & Government**

#### **US History & Government (Grade 11)**

The course involves a chronological/conceptual study of American History that begins with the settlement of the United States and culminates with current issues in America. It is designed to provide students with a more in depth study of US History & Government than they received in Middle School by examining social/economic/political issues, foreign policy, technology/inventions, and their impact on Americans and the world. The course emphasizes critical thinking, research, making comparisons, drawing inferences and analysis of history by incorporating primary sources, text based analysis, various forms of media and current events. Instruction of formulating and writing Thematic and Document Based Essays are included in this course. Upon completion of the course, students will take the NYS US History & Government Regents Exam.

#### **AP American History – Advanced Placement**

Students will examine the history of the United States from the European Encounter to the present. Using the methodology of the social sciences, students will learn and evaluate the major political, social, cultural, scientific-technological, economic and natural developments that have shaped the American experience. Students will give special attention to the unique contributions made by diverse peoples and institutions and will better understand the responsibilities of educated citizens today. Students taking this course will take the **AP U.S. History Exam** in addition to the New York State Regents exam in U.S. History & Government. Students who receive a qualifying score on the JCC placement test are eligible to receive up to six hours of JCC credit for this course.

## **College Level US History I & II – Distance Learning**

*Prerequisite: Successful completion of the NYS Regents US History & Government Exam and course is required. Students must also pass the required JCC Placement Examination.*

*Eligible students may earn up to six credits through Jamestown Community College.*

These courses are designed for students who have not completed AP American History, but have been very successful in the traditional NYS Regents US History & Government course. Students who truly enjoy history will build upon their present knowledge through an analytical, writing intensive and primary source/research driven course. This is an exciting opportunity for students and the instructor, as students already know the facts of US History, thus allowing the class to delve deeper into historical data such as: Majority and Minority Supreme Court Case Arguments, Literary Works, Biographical Data, and Specialty Issues such as the Spanish Flu Pandemic. These courses are taught in the JHS Distance Learning Lab utilizing computer and video technology to link together 6 Chautauqua County school districts allowing for live video conferencing instruction and interaction.

### **Government & Economics**

The government portion of this course is designed primarily for grade 12 students. The focus of the course includes the exploration of the foundations of our government ideals, key civic values, analysis of current government issues and the connection to national and global events, study of the political process. The course emphasizes the interaction between citizens and government at all levels by encouraging students to participate in political opportunities and relate them to the course. The primary goal is preparing students to become informed citizens and effective participants in the democratic process.

The economics portion of this course is designed primarily for grade 12 students. The course curriculum is developed from the nationally recognized twenty-two (22) concepts adopted by the National Council of Economic Education. The focus involves units in fundamental concepts of both microeconomics and macroeconomics. Class activities include the study of current economic issues and exploration of the relationship between these issues and past economic policies, practices, principles, and events. Students will learn real life skills revolving around money management, interest rates, credit and banking.

### **Government & Economics/Radio/Broadcasting II**

This course will allow students to earn their NYS required graduation credits for Government and Economics. The course will explore these topics and students will demonstrate mastery of the current and historical issues of government and economics via a variety of media formats such as radio, film, web design, pod-casting, vod-casting, journalism, etc.

The course is designed to attract those students pursuing a Media Arts major at JHS and those who are interested in a more engaging hands-on project/portfolio based program. Students will be responsible for mastering the same standards of the more traditional government and economics course. Students will work individually and in teams to complete projects. Space is limited.



# Advanced & Elective Courses

## Radio/Broadcasting I

Radio Broadcasting I explores an evolving genre of technology-driven communication that stimulates the mind and senses. It is information art with skills, techniques, and concepts including: audio, visual art, performance art, conceptual art and design, writing and editing, and presentation.

## Philosophy

This introductory course to philosophy covers the history, themes, and conflicts surrounding different world-views and systems of beliefs. Current events and issues are used to illustrate how philosophy affects world events. Artificial Intelligence, faith vs. reason, designer babies, and the ethics of war all involve the debate of philosophical reasoning. In this course students will investigate philosophy through debate, discussion, reading, and essay writing.

## Psychology

*Prerequisite: Enrollment limited to students in grades 11 or 12.*

General Psychology serves as a one semester introductory course to the study of psychology. Through a variety of approaches and interactive activities, students will learn about the fundamentals of human behavior and mental processes. Topics covered in General Psychology include: Learning, Development, Personality, Sleep and Dreams, Sensation and Perception, Motivation and Emotion, Memory, Brain Biology and Psychological Disorders and Therapy. In addition to class discussions, readings, and activities, students will conduct research and develop independent and group projects.

## Advanced Placement (AP) Psychology

*Prerequisite: Enrollment limited to students in grades 11 or 12.*

This course involves a more intense study of human behavior and mental processes than General Psychology. The curriculum for AP Psychology is determined by the College Board AP Psychology Course Description. Students will pursue investigation of Research Methodology, Ethics, Learning, Development, Personality, Social Psychology, Motivation and Emotion, Cognition, Memory, Thinking and Language, Consciousness, Sensation and Perception, and Psychological Disorders and Therapy. The course is demanding and requires a great deal of reading as well as exploration of concepts through activities, article responses, film, reviews of experimental studies, writing, research, and class discussion.

*Students in this course will take the AP Psychology Exam.*

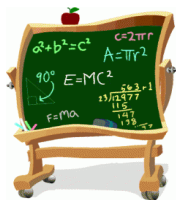
## **Advanced Placement (AP) European History**

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and other Institutions of Power, and Individual and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different time and places.

*Students taking this course will take the **Advanced Placement (AP) European History Exam**.*

## **Local Government**

This course explores local government from the city/county/and state perspective in light of national and global issues/events. Students are expected to actively attend local government opportunities and integrate this into their class discussion and writing. Students will investigate local issues and solutions through the use of public surveys, reading of articles, and examination of the news. This course requires students to remain informed about what is going on locally in the economy, political arena, and social concerns.



# Technology Department

## CAD (Computer Aided Drafting)

*Students who meet eligibility requirements may receive 3 college credits for JCC MCT 1240*

This course provides opportunities in the areas of design and drawing through creative thinking, decision-making and problem-solving experiences utilizing CAD systems. Strategies of design and drawing appropriate now and in the future are emphasized. Students will examine the design and production process through a series of hands-on, design briefs to solve proposed problems based on the engineering process. Students will be introduced to fundamentals of technical drafting, CAD & basic residential home design using AutoCAD, SolidWorks and Chief Architect.

## Advanced CAD

*Prerequisite: CAD*

*Students who meet eligibility requirements may receive 3 college credits for JCC MCT 1380.*

This course is designed for learning advanced technical drawing methods, 3D Solid Modeling, CAD/CAM interface application and CNC machine operations. Topics include free-hand sketching, principles of applied geometry, orthographic projections, dimensioning, section views, pictorials, conventional drawing practices, standards, tolerancing, and an introduction to 2-D wire frame software such as AutoCAD. Students will create and modify CAD geometry, text, and dimensions. Students will use AutoCAD, SolidWorks, Chief Architect and Mastercam applications in order to explore the engineering design process as a means of advanced manufacturing processes.



## Carpentry

*Prerequisite: Limited to juniors or seniors who have successfully completed CAD or obtain teacher permission.*

This course is designed to teach the basics of residential construction through a series of units and projects relating to current construction practices. The course will include units on site work, uniform building code, design and layout, reading drawings, building foundations, structural framing, roofing, finish construction, drywall work, deck construction, residential wiring, plumbing, and HVAC.

# Principles of Engineering

Students who meet eligibility requirements may receive 3 credits for JCC ENR 1560

*Prerequisites: Limited to juniors or seniors who have successfully completed CAD/Adv. CAD or who obtain teacher permission. Must also have passed or be concurrently enrolled in Algebra II/Trig (or higher) and Chemistry (or higher).*



This is a hands-on, laboratory-based course which introduces students to concepts of engineering. The course provides an overview to the various fields of engineering that are studied. Hands-on, problem-solving activities will include all aspects of engineering process; design, prototype creation, testing, modification, and marketing. This course provides “real-life” applications of math and science concepts. This will be helpful for any student planning to enter college to study engineering.

## Electricity/Electronics (MST)

This class focuses on the practical application of electrical wiring skills. The student will study electronics, residential, commercial and industrial wiring methods. The construction of electronics circuits, reading wiring diagrams and the building of various electrical systems in the shop provide an excellent learning opportunity. The student will study basic electronics, AC & DC circuits, digital and analogue electronics, motor and motor control systems. Students will learn about career opportunities in the electrical/ electronics industry.

## Digital Electronics (MST)

*Prerequisite: Electricity/Electronics or passing grade on the Integrated Algebra Regents exam.*

This course introduces students to applied digital logic through the study of digital circuits and systems found in the home and commercial electronic equipment. Students will design circuits to solve problems and use appropriate components to build their designs. Students use math and science in solving real-world problems.

This course covers several topics including:

- Analog and digital fundamentals
- Number systems and binary addition
- Logic gates and functions
- Boolean algebra and circuit design
- Decoders, multiplexers and de-multiplexers

## Information Technology I (MST)

This first year course covers basic skills in computer operation and repair, web development, networking, computer architecture and business skills. Learning will focus on understanding hardware and software systems and peripherals that are a part of every PC. Students will learn troubleshooting techniques to identify and resolve a variety of common PC problems. Students will also learn the fundamentals of HTML programming to create their own web page. This course prepares students for A+ certification.

## Information Technology II (MST)

*Prerequisite: Information Technology I*

This second year course covers communications, software development and applications. Students spend some time working on individual areas of interest. Students inclined to pursue the business aspect of Information Technology will continue working on web development, networking and E Business Skills. E Business Skills covers the aspects of starting your own business. Students will also gain experience in graphic design utilizing Adobe Illustrator and Photoshop.



## Principles of Metal and Welding

*Prerequisite: Students must have passed at least Integrated Algebra and the required Regents exam.*

*Students who meet eligibility requirements may receive 3 college credits for JCC WLD 1200.*

This course is a study of materials, processes and techniques, and fasteners used in the metal industry. Blueprint reading will be covered along with different means of cutting metal. Emphasis will be placed upon the various forms of welding with practical hands-on experience.



*Must be a junior or a senior.*

## Principles of Metal and Welding II

*Prerequisite: Students must have passed Principles of Metals and Welding I.*

*Students who meet eligibility requirements may receive 3 college credits for JCC WLD 1350.*

This course is a continuation of Principles of Metal and Welding I. The course focuses on advanced cutting processes as well as advanced welding in MIG and TIG using practical hands-on experience.

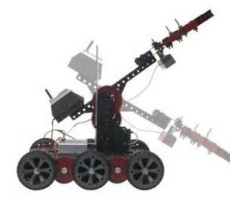
## **Manufacturing Technology I & II (MST)**

This is a computerized laboratory-based course, which introduces students to real world applications using math and science. Students will complete hands-on activities using computer Aided Design (CAD), Computer Numerical Control (CNC), Lathes and Mills, Quality Control, Electronics, Electricity, Pneumatics, Hydraulics, and Robotics. The student will program machines to perform various tasks. These tasks will lead to the manufacturing of a specific product. This course is recommended for students planning to enter an engineering program and/or a trade school. (11th or 12th grade)

*Limited to grades 10-12.*

## **Robotics Engineering I**

The focus of this course is on the design, construction and programming of robots. This includes, but is not limited to robots that walk, grasp, play music, sense direction and have an “intelligence” about them. Strong math and science skills are required for this course along with an aptitude for design and function.



This course teaches real-world robotic technology using the LEGO Company products for the structural components.

## **Robotic Engineering II**

*Prerequisite: Robotics I*

This is the sequential component of Robotic Engineering I. The focus of this course is on structural engineering, physics, power and adaptation of a product for multiple applications. The mastery of math and science concepts is essential for this course. Speed, thrust, force, scale, power, energy, acceleration, inertial and Empirical Law are a few of the components for which the design and application of projects will be based on. The programming software is “Labview”, which is the same software used by NASA. The LEGO Company components are what will be used for the structural members of the projects.

## **Computer Graphics/Media Communications (Art)**

This course will introduce students to vector and raster based graphics design through the use of computer graphics programs such as Adobe “Illustrator” and “Photoshop”. There will be an integration of computer graphic imagery for print and web design. Projects will be conducted as client driven examples and will include the design of the following: logo, business and greeting cards, poster, tee shirt, 3-D packaging, CD cover, scanning, using a digital camera, burning optical media, file management and formatting. General computer and peripheral operating skills will be learned in addition to design projects.

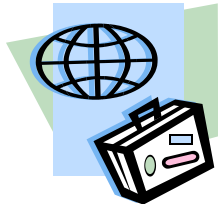
## **Videography Program**

The Videography program offers a multidisciplinary, student-centered approach to instruction, enabling students to study English Language Arts through exploration and development of technical video production. Program instructors include members of the English and Technology departments who collaborate to align the curriculum in ELA with technology and media through project-based learning.

Students may enroll in the Videography program beginning in grade 9 and continuing through grade 11. Students in the Videography program may earn up to three credits in English Language Arts, leading to the ELA Regents examination in Grade 11. Students in grades 9 and 10 also receive a technology credit for additional course work devoted to the completion of projects in video production.

Group projects, as well as independent work are integral parts of this non-traditional atmosphere for the motivated and creative student. Critical thinking, reasoning, and analysis of themes, issues and current events are explored and applied through the video production process and literature. Students focus on various skills, which are strengthened in the two-year looping of the program, such as media literacy, video/audio editing, technical reading, research, independent and group presentations and extensive reading and language art skills. The goal of the course is to prepare the student for the real world of work as well as the State English Language Arts exam and other practical post high school education. Students produce various video projects like documentaries, Public Service Announcements, Poetry videos, Talk Shows, Investigative Reports, Novel-based News Reports and Novel-based scene portrayed in a video production.





## World Languages Department

Foreign language study is advisable for students who plan to attend a two or four-year College, receive vocational or technical training, or develop skills which will enhance their life experiences through travel, communication, or knowledge of other cultures.

Students who enroll in a two or four-year College, vocational, or technical training school are those most successful in our sequential language programs. Upon completion of the program, students will have a basis in the language studies. Most of our students who complete the sequence (levels IV and V) receive up to six (6) college credits that are transferable to many colleges and universities in and outside of New York State.

The choice of the language is a personal matter. Each language will offer the possibility of travel, enhance business opportunities, and double the student's cultural world. Each will make a subsequent language easier to learn.



## Spanish Language Program

### Spanish I

- Required for all high school students who do not earn the required graduation credit in middle school. This credit is earned by a passing grade in 7<sup>th</sup> and 8<sup>th</sup> grade Spanish.
- This course (or French I) is required for a Regents Diploma.
- Required for students new to the district who have not successfully completed 1 unit of language study.

This course is developed to further expand upon the basic concepts of verb conjugation, use of adjectives and listening comprehension taught in middle school. Students will strengthen their understanding of the present tense; increase vocabulary development, writing and grammar skills and oral proficiency within the target language. Teachers will use communicative exercises, informal expressions and activities to ensure the student is able to understand Spanish in basic settings.

## Spanish II

*Prerequisite: Available to high school students upon successful completion of Spanish I.*

- This course is recommended for students who are pursuing an Advanced Regents Diploma.
- Required for Grade 9 students who are continuing in Spanish (but are not AT) to earn credits for both Spanish I and II after successful completion of Spanish II.



This course is designed to move students to higher levels of language development. Students in this class will have had a strong foundation in basic grammar and speaking skills that will prove necessary to be successful in this course. Students will begin using more complex grammar concepts such as appropriate uses for various forms of present and direct and indirect object pronouns and more complex writing. Students will increase oral and listening skills through dialogues, oral presentations and interaction with native speakers. Reading comprehension skills will be supported through the increased use of level appropriate literature (poetry, short stories, and newspapers). Music, everyday life, culture, history, and expressions are part of the program

## Spanish III

*Prerequisite: Successful completion of Spanish II.*

- This course is recommended for students who are pursuing an Advanced Regents Diploma.
- Students must pass the course and the final exam with a 65% to complete their sequence in foreign language.

Students will spend significant amount of time refining skills developed in previous courses and applying them to new situations including social, professional, informational and cultural settings. New grammatical points of this level include the past and future tenses as well as demonstrate appropriate application of various structures learned thus far. The student shall communicate with a certain level of fluency and spontaneity and is able to initiate conversation and respond to a variety of situations in the target language.

## Spanish IV

*Prerequisite: Credit for Spanish III AT or Spanish III. Minimum course average of 80 recommended.*

This intermediate college-level course will develop students' communicative literacy and writing skills in Spanish.

There will be a review of basic complex grammatical and pronunciation patterns, intensive vocabulary expansion through literary and non-literary reading, and extensive conversation practice. At the end of this course, students should demonstrate 50% proficiency or better in these identified areas.

# French Language Program



## French I

This course intensifies into a one-year course the basics of material covered in a one or two year middle school program. Every effort is made to develop the speaking and listening skills, which will lead to a successful experience. Past experience indicates that those French and Spanish students who cover the material in the middle schools usually have superior listening and speaking skills because they have had more class time to practice.

## French II

The student will acquire skills to speak and to understand simple conversations dealing with general topics. Time will be devoted to dialogues and exercises that will increase the students' ability to communicate and to understand the spoken and written language. Knowledge of the structure of the language will increase greatly as the class progresses. Simple readings and directed writings will be a part of class work. The students also enjoy events, foreign food, speakers and audiovisual aids that contribute to the cultural appreciation of areas studied.

## French III

A student who wants to develop usable language skills needs a minimum of three years of language study. As the course progresses, the student is able to express his or her own ideas with the minimum of help from the teacher. He or she will understand the language spoken at a normal rate of speed and will improve writing skills greatly. Conversations become less structured and include everyday useful expressions, which will enable students to converse with native speakers. Cultural awareness is emphasized through readings and discussions.