CURRICULUM

HANDBOOK

Amherst Central High School 2026-2027

Instructional Policies, Services to Students,
Planning Your Academic
Program and Course Descriptions

Developed by school administrators, counselors, and teachers to help students and families plan appropriate academic programs

(Draft Finalized: 1/1/2026)

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School Officials

BOARD OF EDUCATION

Mrs. Jessica McLaughlin, President
Mrs. Maryjane Metzen, Vice President
Mr. Gordon Crock
Mr. Nicholas DeMarco
Mrs. Lynn Errington
Mrs. Lorry Goldhawk
Mr. Daniel Weinstein
Miss Zoe Simonson, Student Ex-Officio

ADMINISTRATION

Anthony J. Panella, Superintendent
Dr. Lynn Shanahan, Assistant Superintendent of Curriculum, Instruction and Technology
Michael Belle-Isle, Assistant Superintendent for Student and Staff Services
Dr. Maria Oddo, Director of Special Education
Laura Bosinski, School Business Administrator
Patrick Kapperman, Principal
Adam Wierbinski, Assistant Principal, Curriculum and Instruction
Karen Kibler, Assistant Principal, Dean of Students
Robert Adams, Director of Health, Physical Education and Athletics

STUDENT SERVICES

Sherry Ciurczak, Counselor and Department Co-Chair
Laurie LeGoff, Counselor
Joli Messinger, Counselor
Kristi Scalzo, Counselor and Department Co-Chair
Obed Narcisse, School Psychologist
Daniela Wolfe, School Social Worker

DEPARTMENT CHAIRS

Art……	Tanis Winslow
Career & Technical Education…….....	Jon Himes
English……	Mark Rapp
Foreign Language…….	Kellie Maranto
Information Services…….	Catherine McMaster
Mathematics……	Kimberly King
Music……	Kiersten Roetzer
Health & Physical Education……...	Kristy Grossman
Science……	David Mansell
Social Studies…….	Mary Ellen Goergen
Special Services…….	Laureen Martin

Principal Letter

Dear Students and Parents:

The Curriculum Handbook stands as a foundational tool in our academic planning process. It is designed to serve families as they navigate course selections and long-term academic planning. This guide is intended to be both a clear articulation of our academic and curricular policies and a practical road map for a successful journey through our high school program. I encourage you to read it thoroughly and return to it often throughout the planning process.

Your counselor in our Student Services Department is an invaluable resource in this process, and I encourage every family to take full advantage of that partnership as course decisions are selected and finalized. Thoughtful, collaborative communication among families, teachers, and the guidance office is central to getting the most out of your high school experience.

As you plan, keep in mind that Amherst Central High School offers a comprehensive and demanding array of courses designed to meet a wide range of academic abilities and interests. I strongly encourage you to weigh teacher and counselor recommendations carefully with regard to level placements, while also taking time to reflect on your own talents, interests, needs, and goals. Both guidance and self-reflection are important for students to take full advantage of the opportunities available here.

This document is generally organized as follows:

1. The first major section (pages 11–20) describes graduation requirements, grading policies, and other instructional guidelines.
2. The second section (pages 21–32) outlines the range of student services available, with special education services described in detail on pages 26–30. On page 31, please find some additional information about the structure of the day and reference to other general policies and procedures.
3. The final section (pages 33–76) provides a comprehensive overview of course offerings and descriptions across all departments. Information and links for Erie 1 Boces CTE vocational programs can also be found at the end of this section.

Ultimately, our goal is straightforward and central to everything we do: work collaboratively to ensure every student is appropriately challenged and positioned for success. I am proud to support our students and families in this process, and I welcome the opportunity to answer any questions you may have along the way.

Sincerely,

Patrick Kapperman

ACHS Principal

Planning your Academic Program

New York State High School Graduation Requirements

CORE CREDIT REQUIREMENTS

Subject Area	ACSD Regents Diploma Requirements	ACSD Advanced Regents Diploma Requirements
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Language Other Than English (Foreign Languages)	1	3
Fine Arts	1	1
Practical Arts*	.5	.5
Career and Financial Management*	.5	.5
Computer*	.5	.5
Health	.5	.5
Physical Education	2	2
Units in Core	20.0	22.0
Sequence Courses, Electives	2.0	1.5
Total Units Required	22.0	23.5*

Diploma Requirements

For the Regents Diploma, students must score a minimum of 65% on 5 Regents exams: Global History and Geography, US History and Government, Comprehensive English, one of the sciences (Earth Science, Biology, Chemistry, or Physics), and one Math (Algebra, Geometry, or Algebra 2).

4+1 CTE/Arts Regents Pathway students may substitute the Global History and Geography or US History and Government Regents exams for NYS approved Pathway. For more information, please visit NYSED Multiple Pathways web page or see your child's school counselor.

The Advanced Diploma requires successful completion of additional Regents or local exams: the local LOTE (Language Other Than English), two Science Regents exams, one of which must include Biology, and Algebra, Geometry, and Algebra 2 Regents exams. A five-unit sequence in fine arts, business, or career and technical education, may replace the three-unit LOTE sequence of an Advanced Diploma. Please contact your school counselor for further information.

With Honors: In order to obtain the "With Honors" designation:
Regents: Students must have a 90% average on 5 Regents exams.
Advanced: Students must have a 90% average on 8 Regents exams.

Mastery in Math and Science: Students can obtain a mastery designation in Math, Science, or both by achieving a score of 85% on three Math and/or Science Regents exams.

Career and Technical Endorsement: CTE endorsement can be achieved by completing designated course work and passing a state assessment in an approved career and technical program.

Safety Net and Pathway Options for Students with Disabilities: There are many Regents exam safety net options for Special Education and 504 students. Please consult with your child's school counselor.

Regents Exam Appeals: Students can appeal Regents exam scores between 60-64% on up to two examinations. Students who are granted an appeal on one exam may earn a Regents diploma. Students who are granted an appeal on two exams will earn a local diploma.

Meeting these requirements does not necessarily mean that students pass the related courses. Earning credit requires that students meet course standards for the entire year, including a Senior thesis and community service.

Academic Reporting and Course Credit

The Marking System

Teacher course descriptions, given to all students, indicate specific requirements for each course along with the factors considered in determining student marks. The teacher's decision is based on the degree to which the student has met the standards for the course.

The lowest grade a teacher can report the first two marking periods for full-year classes and first or third marking periods for half-year courses would be 50. Third and fourth marking periods, teachers can report the actual grade earned regardless if it was below 50. Students' final averages are numerically calculated based upon the four marking period grades and/or four marking periods and final exam where applicable.

Grades:	**A+**	100-98	**B+**	89-87	**C+**	79-77	**D+**	69	**F** 64 or below
	A	97-93	**B**	86-83	**C**	76-73	**D**	68-66	
	A −	92-90	**B −**	82-80	**C −**	72-70	**D −**	65	

Report Cards/5-Week Interim Report
Student progress is officially reported eight times per year via the Aspen Parent Portal. Report cards are published at the end of each quarter. Five-week interim reports are published at the mid-way point of each quarter. Hard copies for these reports can be requested by families through the Student Services Office.

Rank in Class
Class rank is based on a student's final grades at the end of their junior year for all credit-bearing courses. Rank is only done once. Grades from other schools, including summer school, are not included in the grade point average, unless pre-approved by the Board of Education. A student must attend Amherst a minimum of four semesters to be ranked.

Honor Roll
Each marking period a listing of all students who have attained a weighted average of 85% or higher for their quarterly grade point average (G.P.A) are published. Students receiving a quarterly G.P.A. of 92.5% or higher are placed on the High Honor Roll. Students receiving an Incomplete or failing grade of 64% or below in a class will not be included in the Honor Roll. In addition, students must be enrolled in a minimum of five courses.

Grade Weighting
Grades are weighted to reflect academic demands in relation to the levels of instruction. Individual class grades are reported as unweight. Unweighted and weighted cumulative G.P.A. is reported on the report card. The following are the grade weighting proportions:

Advanced Placement, 1.10
Honors, 1.05
All other courses, 1.00

Minimum Academic Load

All 9th, 10th, and 11th grade students must maintain a course of study leading to a minimum of six (6) credits per year. Seniors must also maintain a minimum enrollment of six (6) credits per year.

Exceptions may be granted by the principal on an individual basis. These exceptions will be based on the educational merit of substituted activities. Situations such as the need to work to support a family, concurrent attendance at a university, or work that is directly related to academics or career goals are examples of situations which would warrant consideration.

Early Graduation

Requests for early graduation should be initiated with the student's counselor. Programs leading to early graduation must be acceptable to parents and approved by the principal. Upon approval, students eligible for early graduation become members of the graduating class to which they have petitioned, and are ranked along with that class. **(To be eligible for inclusion in the Senior class rank, students must apply for early graduation by the end of the first semester of the Sophomore year.)**

Alternative Credits

A student may earn up to 6 1/2 units of credit - without completing units of study - under the following conditions:

1. Based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school (or his or her designee) determines whether the student will benefit academically by exercising this alternative.
2. The student achieves a score of at least 85% or its equivalent (as determined by the Commissioner) on a State-approved examination.

3. The student passes an oral examination or successfully completes a special project to demonstrate proficiency (as determined by the principal) in the subject matter area.
4. The student attended school or received substantially equivalent instruction elsewhere, in accordance with Section 3204 (2) of the Education Law, until the age of 15, pursuant to Sections 3204 and 3205 of the Education Law.
5. Students must apply by November 15 or April 15 of each year to be considered for the alternative credit option.

Repeating of Courses

Students are permitted to repeat a course, if appropriate, to improve competence or to raise an existing course grade. Courses may be repeated the following year with permission of counselors. Courses that are repeated through the Summer Credit Recovery Program are not included in the ranking process or GPA. Courses pursued through at an outside district's summer school program are subject to administrative approval for credit and are not included in rank or GPA calculation.

TO BE ELIGIBLE TO ATTEND AND GAIN CREDIT FOR A FULL-YEAR COURSE DURING THE SUMMER CREDIT RECOVERY PROGRAM A STUDENT MUST HAVE AT LEAST A 55% COURSE AVERAGE.

Summer Credit Recovery Program

Amherst Central High School (ACHS) is dedicated to granting students multiple opportunities to achieve success. Our high school offers students the opportunity to attend an in-house summer program to recover credits. Using our CONNEXUS credit recovery software, ACHS hosts a credit bearing summer recovery program. CONNEXUS is a self-paced, comprehensive, standards-based online courseware. Instruction and assessment will take place through the digital platform. Credit for the course will be awarded upon successful completion of the online course modules and requires a minimum of 70% mastery to be eligible for credit. Summer Credit Recovery grades will be averaged with final course grades from the regular school year to determine final overall transcript grade for a recovered course. The SUmmer Credit Recovery Program is not intended for initial credit or to boost grades for credits already earned.

Student Transfers

Upon transfer to Amherst Central High School from another school, an assessment of course transferability will be performed in accordance with district policy and New York State Education Department regulations. Credits earned at schools other than Amherst or post-secondary institutions will not be calculated in a student's GPA or included in class ranking. The principal's discretion may be used to determine how credit for transfer courses will be allocated towards graduation requirements.

*****Grades earned in the UB Gifted Math Program and at Erie 1 BOCES are included in a student's GPA and class rank. GMP 1-4 is Honors weighted. GMP 5 and 6 are AP weighted.**

Levels of Instruction

Introduction

1. Some departments offer a variety of courses that place differing academic demands upon individual students.
2. Students are recommended for levels of instruction based upon performance, aptitude, testing, and faculty recommendations.
3. Students may be enrolled in different levels of study in different subject matter courses.
4. Changes in course level are subject to teacher and counselor approval. **Level changes cannot be guaranteed once class schedules are set due to potential limitations in course capacity.**

Support Levels: Regents (R) (with support), Non-Regents (NR)
These courses serve students whose achievement will increase through developmental instruction. Developmental methods include scaffolded learning experiences to support gaps in pre-requisite skills, including below-average skills in reading, writing, computation, and critical thinking. 'Supported' Regents courses are taught at the basic Regents level, carry full Regents credit towards a diploma, and lead to the same NYS Regents Exams as their corresponding R level courses. **'Regents with support' courses are identified by the addition of an 'S' at the end of the course code.**

Regents (R) Level
Regents' courses serve most Amherst students. These courses are presented at an enhanced commencement level. They are designed to meet the needs of students whose aptitude and achievement scores on national scales are average or above, and who are proficient with any prerequisite content knowledge. Although not required, a goal for students at this level is to achieve a minimum score of 85% (mastery level) on required Regents examinations.

Honors Level
Honors courses serve students who consistently demonstrate academic excellence and possess a strong motivation to learn. Although not required, students in Honors courses are expected to reach mastery level (85% or above) on required Regents examinations.Honors courses (H) are based upon Regents level curricula enriched through appropriate and challenging supplementary study.

Advanced Coursework

Advanced coursework can foster academic excellence, enhance critical thinking skills and prepare students for college and career success. The District is committed to offering a variety of advanced coursework options including advanced placement courses and college level honors courses.

Advanced Placement
Advanced Placement courses serve students who consistently demonstrate academic excellence and possess a strong motivation to learn. Although not required, students in AP courses are expected to reach mastery level (85% or above) on required Regents examinations. Advanced Placement courses (AP) provide for college level academic work to be completed as part of the high school program. Under the auspices of the College Board, students enrolled in AP courses **are required** to take the Advanced Placement examination linked to the course. Select course from list to read course descriptions.

AP 2D Art and Design
AP African American Studies
AP Biology
AP Calculus
AP Chemistry
AP Computer Science Principles
AP Economics
AP English Literature and Composition
AP English Language and Composition
AP World History
AP United States Government and Politics
AP Music Theory
AP Physics
AP Pre-Calculus
AP Psychology
AP Statistics
AP United States History

College Credit Classes

SUNY Erie

COLLEGE LANGUAGE 4 STUDIES (SPANISH) (3 credits)
COLLEGE LANGUAGE 5 STUDIES (SPANISH) (3 credits)
COLLEGE PRE-CALCULUS R (4 credits)
COLLEGE PRE-CALCULUS H (4 credits)
COLLEGE CALCULUS (4 credits)
COMPUTER APPLICATIONS (3 credits)
INTRODUCTION TO PRE-CALCULUS (3 credits)
INTRODUCTION TO COLLEGE STATISTICS (4 credits)
COLLEGE BUSINESS LAW (3 credits)
COLLEGE ACCOUNTING (3 credits)
WALL STREET 101 (3 credits)
ANATOMY & PHYSIOLOGY: FOUNDATIONS
ANATOMY & PHYSIOLOGY:, HEALTH, AND WELLNESS (3 credits)
SUNY HOSPITALITY SERVICE SEMINAR (3 credits)

Niagara University

COLLEGE LANGUAGE 4 STUDIES (FRENCH) (3 credits)
COLLEGE LANGUAGE 5 STUDIES (FRENCH) (3 credits)
COMPUTER SCIENCE PRINCIPLES (3 credits)

Syracuse University

PRESENTATIONAL SPEAKING (3 credits)
COLLEGE LANGUAGE LATIN 4H (4 credits)

Instructional Policies

Policies Regarding Student Schedules

Preference Changes

Counselors work very closely with students and their parents to ensure that the schedule reflects graduation requirements, post-secondary plans, and student interests. Many opportunities are provided for reflection, decision-making, and consultation with school personnel. Therefore, changes in a student's schedule for the following year will not be made after the completion of the current school year except for compelling reasons. Subsequent changes will only be considered after conferencing with your child's guidance counselor. All such requests for schedule changes also require administrative approval.

Teacher Changes

Teacher changes are generally not permitted. It is our belief that students need to learn to work with a variety of individuals. Our teachers are highly trained and well-qualified. Any concerns related to teacher assignments should be directed to our school counselors or an administrator.

Pass/Fail Option

Juniors and Seniors are able to take up to one (1) unit of course work on a Pass/Fail basis. Only non-required courses are eligible for this option. Advanced Placement courses may not be taken on a Pass/Fail basis. Application for Pass/Fail must be made before the end of the first marking period.

Independent Study

Independent Study leading to school credit requires special authorization. A student should consult with his/her counselor and a sponsoring teacher to discuss a written proposal for Independent Study and to seek advice regarding revision of that proposal. The completed proposal must be submitted and approved by the principal as outlined on the Independent Study application before the project is undertaken. The Independent Study forms can be obtained from Student Services. Grade weighting is neutral of all Independent Study courses unless it is for a graduation requirement, in which case it is given Regents weight. In exceptional situations, grade weighting may be adjusted by the Administration.

Auditing Courses

As per State Education Regulations, auditing of courses is not permitted.

Dropping of Courses

Students dropping courses after the following dates will receive a failing final grade.

1) Full year course – After the fifth week of the second marking period.
2) First semester course – After the seventh week of the first marking period.
3) Second semester course – After the seventh week of the third marking period.

In all cases, to drop a course, four (4) steps are involved. The student must:

1) *make an appointment to discuss the drop with their school counselor;*
2) *obtain a Drop/Level Change Form from Student Services;*
3) *obtain teacher and parent signatures on form;*
4) *deliver the form (with both signatures) to the counselor so that the course can be dropped.*

The School Counselor will ensure that proper communication between the teacher, student, and parent has occurred in evaluating the appropriateness of the drop.

Level Changes

It is the Amherst Central High School philosophy that all students be placed in course levels commensurate with their abilities. In courses in which there is more than one level, students will be placed in the level recommended by professional staff. Students interested in attempting Honors or Advanced Placement courses are encouraged to enroll in consultation with their guidance counselor.

Students requesting to change course levels (e.g., Regents to Non-Regents) must follow the same deadline and procedure as dropping a course.

- **Level changes cannot be guaranteed due to class seat limits and are subject to administrative approval.**
- Grades earned prior to changing levels in a program will be reflected in the overall grade earned. Grades earned in a class dropped after the first marking period will remain on the report card for the remainder of the year but will not be included on the final transcript.

Final Assessment Policy

Student outcomes and performance standards have been established for each course offered at Amherst Central High School. Students must demonstrate the extent to which they know and can do what is required to earn credit. Final evaluations are derived from assessments such as traditional examinations, and alternatives such as projects, papers, oral reports, portfolios, or a combination of the above. All sections of the same course (even though taught by different teachers) will have the same final assessment. The administration, with input from teachers and department heads, determines the form which the final assessment will take.

Definitions

Assessment (or Alternative Assessment): a measure of student competence.
Evaluation (or Final Evaluation): a value (grade) placed on the final assessment as indicated in the final examination column of the report card.
Final Grade: a summative grade indicating the degree to which course outcomes were attained.

A. Final Assessments:

1. Final Assessments may take many forms including written examinations, papers, projects, oral reports, and portfolios, to name a few. Students will be notified in writing as to the requirements and due dates of the final assessments. Final assessments not conducted during the traditional examination period must be submitted or presented as scheduled by the teacher unless a valid legal reason exists (see below). Should the latter be true, the teacher will determine a time for submission.

2. **Students failing to complete assessments when assigned or who are absent from in-class exams without a reason listed below will receive no credit for the assessment**.

B. Courses for which Regents examinations are offered:

1. Students enrolled in courses for which appropriate Regents examinations are offered must sit for the Regents examination unless provided for herein.

2. Final grades are factored using the marking period grades. The final assessment **may** count up to 1/5 of the final grade for full year courses and 1/3 of the final grade for semester courses.

3. Due to the many activities and experiences in course work which complement the State curriculum, it is possible for a student to pass a Regents examination for a course yet receive a failing grade. The teacher will review the performance of students who fall into this category with his/her department head to determine whether sufficient course outcomes have been met to merit a passing final grade. To receive a unit of Regents credit students must earn a passing final average for the course and pass the Regents examination with a minimum score of 65%.

4. **Per New York State Education Department policy, students enrolled in laboratory science courses may not sit for Regents examinations unless laboratory requirements are complete.**

5. New York State Education Department regulations permit certain students to sit for Regents examinations without having first taken the Regents course in a subject area (Commissioner Regulation 100.5). Students must be able to demonstrate equivalent experiences and the attainment of outcomes in a subject area, and obtain the principal's permission. Credits earned in this way shall carry Regents credit but will have no effect on the student's grade point average. A common example of equivalent experience is the foreign student who sits for the comprehensive language examination in his/her native language. Students challenging a Regents examination under this section must earn a grade of 85% in order to pass. In addition, an outcome-based project (as approved by the principal) must be satisfactorily completed for credit to be earned.

6. A Regents examination which is retaken to improve the posted examination grade shall have no effect on the final course grade previously given or on the student's grade point average. However, the higher grade will appear as the examination grade on the student's transcript.

C. Additional Information:

1. **Vacations and Extended Educational Travel**

   a. New York State Law does not permit legally excused absences for family travel or extended educational travel. Although not condoned, in instances where families choose to travel during a time that will prevent school attendance, it is expected that students will take responsibility to approach each teacher to make arrangements for class work, assignments and assessments that will be missed in a student's absence. Teachers have been able to accommodate these requests in some cases; however, we cannot guarantee that academic consequences will not arise due to school absences. **Under no circumstances will Regents Exams, Final Exams and Mid-term exams be excused without medical documentation**. Any travel resulting in absences that exceed three weeks will be considered extended travel. Extended travel students will be considered non-residents, withdrawn and re-enrolled upon return. Students leaving enrollment for extended periods may be denied credit and may be deemed ineligible for many required NYS exams and local exams, and certain school activities.

2. **Absences** from final assessments:

   a. Students with an excused absence from a school final assessment or a Regents examination will receive the two or four marking period average as a final average for the course. If the student takes the Regents exam at a later date, the student will earn Regents credit. The final average previously earned, however, will not be affected.

   b. Students with an unexcused absence from a Regents examination will receive a zero for the final exam grade for purposes of calculating final averages, if the Regents exam is weighed as part of the final course grade and alternative arrangements pertaining to an excused absence have not been made with the teacher. The Regents examination, if taken at a later time, enables the student to earn Regents credit, but the final average previously earned will remain the same.

   c. Students claiming an excused absence from a final exam/in class assessment must provide documentation to substantiate their claim that the absence was legal (e.g., a doctor's certificate in case of illness). An excused absence from an exam requires administrative approval.

   d. Students with an unexcused absence from a school final assessment will receive a zero for that assessment. **No make-ups are offered for illegal absences from an exam.**

e. Students unable to be in class for the final days of a school semester for legitimate reasons other than illness and through no fault of their own may receive a waiver from the final assessment. To do this, the student must apply in writing to the principal **at least three weeks** prior to the assessment(s) stating the reason for which a waiver should be granted. The principal will notify the student of the decision.

3. **"Incomplete"** is assigned as a final grade only with the approval of the school administration. The parent will be notified by the teacher, specifying the work which was not completed by his/her child. A final grade of "incomplete" will be converted to a failing grade unless the work is satisfactorily completed per school policy, and the final grade average warrants a passing grade.

   a. ***NOTE:*** *Students receiving an "Incomplete" as a final grade are **not** eligible for summer credit recovery program and are **not** eligible for Honor Roll Status.*

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4. **Time requirements for traditional final examinations:**
   a. The usual maximum time permitted for final examinations is three hours per sitting.

   b. Examination sessions begin at 8:30 AM for morning exams, and 12:30 PM for afternoon exams. Dismissal from examination rooms begins at 10:00 AM and 2:00 PM respectively.

   c. Students arriving after 10:00 AM for morning exams and 2:00 PM for the afternoon examinations will not be admitted. These students are considered illegally absent from the examination. Students reporting between 8:30 and 10:00 AM and 12:30 and 2:00 PM will not be given extra time. The examination for these students will terminate at the normal ending time of the regularly scheduled examination.

   d. Conflict Room: Students having examinations with conflicting times will take these examinations in the conflict room. Time deadlines are the same as for single examinations (e.g., 10:00 AM and 2:00 PM respectively). Students with afternoon conflicts may report any time before 12:30 PM to begin afternoon examinations but may not leave before 2:00 PM.

5. **Exemption** - Unless teacher policy states otherwise, students in courses requiring final examinations (or approved alternatives) may NOT be exempted from this examination on the basis of current average or grades.

6. **Student Access** - After grading, the final examination (or alternative) is available - by appointment - for supervised inspection and review from the teacher, the Student Services office, or the principal's office.

7. **Grievance Procedure** - Disagreements between students and faculty regarding decisions pertaining to final evaluations shall be settled in accordance with Board of Education Policy 7212.

Services to Students

Academic Support

Academic Intervention Services

In an effort to allow all students to meet the standards as efficiently as possible, a system of mandated academic intervention has been put into place at all levels. Eligibility criteria for these services include: failing a Regents examination, scoring a (1) or a (2) on New York State 8th grade assessments, along with a teacher recommendation. Academic intervention services can include enrollment in classes which are significantly smaller than average, or placement in an alternate-day remedial program which is non-credit bearing. Enrollment in these classes is mandatory and cannot be waived. Students are released from AIS programs based on retesting or teacher recommendation.

To support 9th graders who are experiencing academic difficulties in transitioning into the high school curriculum, the daily AIS Transition Program includes remedial reading, reading in the content areas, study skills, writing, science support, and/or math lab as needed.

Before/After School Hours

Each teacher spends at least one hour per week, on a regularly scheduled morning or afternoon, providing extra help for students. Schedules can be found on the ACHS website or by clicking here. Schedules and rooms are also posted in all classrooms. Additional help may be arranged with the teacher on an individual basis.

Aspen Student and Family Portal

Aspen Family and Student Portal access will show academic, attendance, and student/family contact information. Middle School and High School 5-week interim reports and report cards will be located with the Published Reports widget on the main landing page. Family portal access includes access to parent notifications, Teacher Pages, and other important academic information. Recommended browsers are Google Chrome and Mozilla Firefox. Certain reports for parents may require that their own computers or devices have updated software such as Adobe Acrobat in order for them to work properly.

School Testing

Amherst Central High School has a program of testing designed to obtain information to identify students in need of remedial services and to help those students be successful academically and prepared for post-secondary life. A select group of tests are used to diagnose reading deficits and disabilities on an individual basis. For example, the FastBridge ReadingA is an individually administered informal reading inventory designed to provide information about word identification, decoding, and/or comprehension and is often used for this purpose.

Reading Services

The reading program at the high school is comprised of two parts:

(1) Remedial reading is provided through the elective course Reading and Study Skills. Students from grades 9-12 receive remediation every other day through group instruction.

(2) A classroom-centered approach is provided primarily through the English classes.

Students new to our school district, as well as students who scored below a three on the 8th grade ELA, may be administered a placement test. Students who score below grade level as a general test score may be eligible for the remedial reading program at ACHS. Additionally, academic teachers often refer pupils who exhibit reading deficiencies and/or who lack basic study skills to the Reading Specialist for testing and diagnosis.

Remedial Reading services are provided to students whose reading weaknesses are significant enough to require regular reading instruction. Such students work in a group setting of eight or fewer students. To meet the needs of these identified learners, ongoing assessment and diagnosis are integral components of the program. Instructional methods vary to meet the academic needs of these students.

The Reading Specialist works within the building to provide reading and writing instruction in the classroom setting, emphasizing vocabulary development, reading comprehension, and study skill strategies. A variety of teaching techniques is utilized to meet the needs of these learners.

At the 10th grade Regents and Honors levels, one day a week is set aside for a “skills” class stressing vocabulary development and reading comprehension. Furthermore, students work on skills essential for the Regents exams in English and other standardized tests such as the PSAT and SAT.

ENL Services

English as a New Language services are available for students who have Limited English Proficiency (LEP) due to either foreign birth or ancestry. LEP students are identified upon entry into the district by either the LAB-R English Language Assessment or based upon their scores on the New York State English as a New Language Assessment Test, which is given in NYS public schools each spring. The purpose of this course is to develop the students’ ability to use English proficiently within the standard conventions of its spoken and written forms. Students either take ENL courses in lieu of another English course or simultaneously with another English course, depending upon their proficiency level. All courses are described in full in the second section of this handbook.

Academic Monitoring Program

Amherst High School has designed an Academic Monitoring Program **(AMP)** that will meet after school in the Library on Tuesdays, Wednesdays and Thursdays from 3:25-4:25 p.m. Students are recommended to be a part of the program through the High School’s Instructional Support Team (IST). Administration, Teachers and Counselors recommend students on an as needed basis. Start and end dates are communicated to the parents via the Assistant Principal of Curriculum and Instruction.

Attendance is a critical component to success in the program. Students must attend two to three scheduled days a week. Students may attend all three days if they choose. Students will be enrolled in the program for five-week periods. After five weeks, the AMP team will determine completion, continuation or dismissal from the program. Students eligible to participate in the program must be willing participants. Students are expected to follow teacher directions and to make a worthwhile attempt to complete school work. Students who are consistently absent, not willing to complete work and do not follow teacher directions will be dropped from the program. Students’ progress will be tracked by the AMP team on a regular basis. AMP teachers will consistently be in communication with teachers and assessing students’ grades on the high school’s Web Portal. The AMP Team will update the Instructional Support Team (IST) about the effectiveness of the program for individual students. Parents interested in their son/daughter attending AMP should contact their child’s counselor.

Information Center (Library)

Amherst Central High School's Information Center, formerly referred to as the Library, contains state-of-the-art electronic information. All staff and students may access these databases from home by using passwords the Information Center provides. Library skills reinforcement and development are an integral part of every student's program of studies at Amherst. The librarian and classroom teachers plan closely together to design and support interdisciplinary projects and research assignments. Presentations made in the classroom by teachers are enhanced with presentations in the Information Center by the librarian. The final assessment of library skills is also integrated into the projects and papers students produce in the form of materials incorporated into their assignments, such as reference lists, quotes, and bibliographies. The Information Center, along with its Computer Center, is open from 7:30 a.m. to 4 p.m. Monday – Thursday, and 7:30 a.m. to 3:30 p.m. on Friday.

Information Center Performance Standards

Grade 9 and 10 students will be able to:

1. Utilize the electronic catalog (OPAC) to search for library materials.
2. Use various reference tools for appropriate research purposes (i.e. printed books, electronic databases, and audio-visual materials).
3. Use all materials, print and non-print, in the library.
4. Locate information from library facilities either in hard copy (books and magazines) or electronic format (i.e. Gale Once Search, EBSCO, and Infotrac).
5. Use correct bibliographic forms (i.e. basic MLA style of citation or Noodletools database) for preparation and documentation of information.

Grade 11 and 12 students will be able to:

1. Distinguish and differentiate various reference tools.
2. Select the appropriate modes and means from a multitude of reference sources.
3. Use efficiently and effectively all types of media (i.e. print, non-print, manual, mechanical, and electronic) for research.
4. Use correct bibliographic forms (i.e. footnotes/endnotes, reference cards, and Noodletools database) for preparation and documentation from print and non-print materials, including electronic databases.
5. Use local library catalogs, including public and college, to locate more extensive information on a research topic.
6. Perform extensive research on any given topic using Boolean logic and Advanced Search boxes.

Student Services Department

The district provides guidance and counseling services to every student, utilizing a holistic approach with respect to intellectual ability, interests, values, skills, and talents. Counselors assist students in learning about themselves, while supporting access to career and educational information, thoughtful decision-making, and carrying out plans of action. In addition, counselors assist parents and teachers as they work with students.

Students are randomly assigned to counselors by homeroom groups at the beginning of 9th grade, and they remain with that counselor and that homeroom group until they graduate.

School counselors provide:

1. A friendly, non-judgmental atmosphere where students can seek assistance dealing with personal questions or concerns.

2. Opportunities for students experiencing academic difficulties to discuss ways to improve their grades.

3. Opportunities for students to examine interests, values, aptitudes and abilities, and the relationship of those areas to career and post-high school planning.

4. Assistance to each student in program planning and the selection of high school courses to insure the meeting of graduation requirements.

5. Opportunities for students, parents, and teachers to discuss concerns and share information regarding the academic or personal progress of the student.

6. Information and suggestions for referrals to appropriate community services as they pertain to student family needs.

The Student Services Office is open daily from 8:00 AM to 3:30 PM. Counselors are available during regular school hours and by appointment before or after school. Students are encouraged to meet with their counselor during unassigned time or to request an appointment with a counselor. In matters of urgency, students can request to see the Student Services chairperson or another counselor. While each student is assigned to a particular counselor, all students are free to consult with anyone in the department about personal issues.

College and Career Resource Center

Following the completion of the group and individual experiences provided by high school counselors, ***the student will be able to:***

1. Articulate his/her career and educational plans for one to three years following graduation.

2. Identify and name specific personal abilities, interests, values, and feelings both through conversation with the counselor and on specific instruments.

3. State graduation requirements, articulating which have been completed and which remain to be satisfied.

4. Identify and access school and community resources which assist in personal, career, and educational planning.

5. Identify and apply characteristics of a healthy lifestyle.

The College and Career Resource Center provides excellent sources of career, college, and military information. Resources available through the Student Services office include:

- **CHOICES**- A web-based computer program available for student use. Contains information on 2- and 4-year colleges, vocational schools, military careers, scholarships, and occupations. Several career assessments can be taken online with immediate results. See your counselor for more information.

- **ASVAB**- (Armed Services Vocational Aptitude Battery) An aptitude and interest inventory offered to all 11th grade students at ACHS. It is designed to help students discover their interests, aptitudes and abilities while ultimately matching these with possible career and vocational options. Through the ASVAB students can further explore college majors, post-secondary institutions as well as scholarship opportunities.

- **PSAT-** Practice SAT available for 10^{th} and 11^{th} grade students.

- Extensive **print material** is available for research purposes.

Our College and Career Resource Aides are available for help and guidance in using the various resources in our office.

Student Records

Student Records

Under NYSED and Federal regulations, schools are required to maintain student educational records during the period of time that a student attends a public school and a prescribed number of years beyond graduation. Official student records (sometimes referred to as a permanent record) include academic transcripts, immunization records, attendance records, standardized testing, disciplinary documentation, and other official documents. Parents and students beyond the age of 18 must give written consent to authorize the release of any educational records. Records release requests are commonly required by other public schools accepting a transfer, colleges to whom a student applies, and some employers.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;

Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

NCAA Eligibility

Student athletes wishing to play sports in college at the Division I or II levels must register with the NCAA Eligibility Center during their Junior year. At that point, students should see their counselor to have a transcript sent to the NCAA. Information regarding NCAA eligibility can be found below or online at www.eligibilitycenter.org.

It is important for students to be certain they are taking the appropriate courses needed for eligibility. It is recommended that a student see their school counselor as early in their high school career as possible to review course selections. **NCAA approved courses are indicated in the course description.**



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter *9999* during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used*.**

Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I
Core-Course Requirement (16)

4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016
Qualifier Requirements
**Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016
Academic Redshirt Requirements
**Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE

NCAA Eligibility Center

Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier **on or after August 1, 2018**, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II
16 Core Courses

3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Special Education

Students with disabilities participate in the general curriculum at Amherst Central High School to the maximum extent possible. Students are classified by the Committee on Special Education and a comprehensive Individual Education Plan, or IEP, is developed based on the individual needs of each student.

Special Education teachers also work on transition planning with all classified students. The following include potential special education services.

Related Services

Resource Rooms

Integrated Co-Teaching

Academic Inclusion

12: 1:1 Functional Inclusion Program

SECTION 504 STUDENTS

Section 504 of the Rehabilitation Act allows for the provision of reasonable accommodations for those students who demonstrate a life-impairing disability which substantially limits a major life function, but who are not classifiable as a special education student by the Committee of Special Education. Such students do not receive a period of resource room or academic support, but are monitored by a case manager through the Student Services office and the student's school counselor.
For more information about 504 Plans and the referral process, please see one of our counselors in Student Services.

THE SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL

Beginning with the 2013-14 school year and thereafter, the New York State (NYS) individualized education program (IEP) diploma will be replaced by a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NTSAA).

The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES CREDENTIAL

The New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential will recognize each individual student's preparation and skills for post-school employment. Where in the past, many students graduated with an individualized education program (IEP) diploma, this credential provides a more meaningful substitute for these students. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.

Effective transition planning and services for students with disabilities includes appropriate assessment of a student's needs, preferences, strengths, and skills; realistic identification of post-secondary goals; development of an infrastructure to support instruction in the CDOS learning standards, participation in career exploration and work and community-based learning experience; increased opportunities for students to earn a diploma; and collaboration among regional partners responsible for the transition process and early referral to adult agencies. The establishment of a Regents-endorsed graduation credential that recognizes the accomplishments of students in these areas emphasizes the importance of this instruction for schools, helps to focus student commitment to career exploration and development, and provides potential employers with documentation on which students are exiting school with demonstrated knowledge and experience for entry-level employment.

SAFETY NET FOR STUDENTS WITH DISABILITIES

Students with disabilities have the following safety net options available to meet testing requirements for a local high school diploma: earning a score of 55-64% on Regents examinations and the compensatory option.

- The **55-64% passing score** option provides an additional safety net for students with disabilities. Under this safety net, a score of 55-64% on required Regents examinations meets testing requirements for a local diploma. Although the 55-64% local diploma option was phased out for general education students entering Grade 9 in 2008 and thereafter, the 55-64% passing score option continues to be available to students with disabilities.

- The **compensatory option** provides an additional option for a student with a disability who entered Grade 9 in 2005 and thereafter if the student:

    - Scores between 45-54% on one or more of the five required Regents exams, other than the English Language Arts (ELA) or Mathematics exam[1], but scores 65% or higher on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s)[2]; and

    - Obtains a passing grade, that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54%; and

    - Has a satisfactory attendance rate, in accordance with the district's or school's attendance policy, for the school year during which the student took the examination in which he or she received a score of 45-54%, exclusive of excused absences

The following students qualify for the safety net:

- Students with disabilities identified through a Committee on Special Education. Specific language regarding the availability of the safety net does not have to be indicated on the student's Individualized Education Program (IEP).
- Students with disabilities identified through the Section 504 Multidisciplinary Team (MDT) if recommended and documented by the MDT on the student's Accommodation Plan.
- Students with disabilities declassified while in grades 8-12 if recommended and documented by the Committee on Special Education on the student's IEP.

The safety net has been extended to allow additional time to gather data on how students with disabilities are doing on the required Regents examinations and the effect of requiring students to take multiple Regents examinations. It will also provide more time for general and special education teachers to receive training in instructional strategies and curriculum modifications and for students with disabilities to receive academic intervention services to assist in achieving State learning standards in English Language Arts, Mathematics, Social Studies, and Science.

[1] A score of at least 55% must be earned on both the ELA and Mathematics exams.
[2] 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.

School Organization

Six-Day Cycle
Amherst Central High School runs a six-day cycle of A - F. This cycle has no effect on classes which meet daily. Note: Classes that meet according to specific letter days are not affected by scheduled days off. For example, if Friday is a C day and there is a scheduled holiday on Monday, Tuesday follows a D day schedule.

Alternative Scheduling of Courses
In some cases, in order to better meet the needs of students, scheduling alternatives including alternate day schedules of courses may be implemented.

Textbooks
Textbooks are generally issued to students at no charge. When receiving a book, students must complete a book card which becomes a receipt for the book. When the book is returned, the student receives his/her book card as proof of turn-in. Students will be assessed charges to cover lost and damaged texts.

Student Handbook
For a complete overview of student policies and procedures, freshmen and transfer students receive an updated handbook, **The Amherst Tiger Agenda.** This agenda outlines important information regarding expectations for students, including district codes of conduct, student rights and responsibilities, and extracurricular activities. They are available to other students upon request at the Dean of Students Office.

Senior Privilege
Privilege is a special right granted to a student who exhibits academic responsibility and good school citizenship. Senior Privilege allows students the freedom to use available facilities for worthwhile purposes during unassigned time. These purposes may include: pursuit of academic assignments in the Library, Computer Center, front courtyard, center courtyard and cafeteria. Senior Privilege for an academic year may be granted at the start of any marking period and revoked at any time. It is the student's responsibility to submit a completed application and waiver for approval to the Dean of Students. Senior Privilege may not be granted or will be revoked under, but not limited to, the following circumstances:

A) Senior Privilege at Amherst High School is an option for qualified 12th grade students. These students must maintain a grade point average (GPA) of 85 in order to continue Senior Privilege once it has been granted. Prior parental approval must be given before students can participate in the program. Those students who do not qualify will be assigned to study halls.

B) Seniors in violation of school rules as identified in the student management plan will be subject to loss of privileges for a minimum of 10 weeks.

C) Seniors who fail to submit completed required school forms. These are, but not limited to: Student Health Emergency Data Form, Computer Use/Sexual Harassment Agreement, Photograph & Video Release and Code of Conduct Signature Consent Form.

D) Seniors who have not made restitution for their books, returned outstanding library books, lab keys, elevator keys from previous year.

Junior Honors Privilege
This option for Juniors is the same as Senior Privilege except for the following:

1. Juniors CANNOT apply for late arrival or early release.
2. Juniors must maintain a grade point average (GPA) of 90 in order to continue Junior Privilege.

IMPORTANT NOTE:

- Senior/Junior Privilege is not a hall pass. All students must have a pass to be in the halls.
- Students cannot leave campus without an approved late arrival or early release; students cannot go to parking lots or playing fields or any other non-supervised area.
- Students who lose Senior Privilege will be expected to be in school for the full day unless granted an exemption by the Dean of Students. Privilege may be revoked by the parent or guardian at any time. Seniors only may apply for late arrival or early release.
- If Senior/Junior Privilege is revoked or denied, academic standing will be reevaluated the next quarter.

Course Descriptions

Amherst Central High School has a culture of excellence which supports and encourages teaching, learning, and personal growth. Our graduates are well-rounded and prepared for post-secondary life. Graduation requirements include core courses, foreign language, fine arts, practical arts, business, technology, computer literacy, and personal health and wellness. Courses stress not only the acquisition of specific knowledge and skills, but also the application of knowledge across the curriculum, the development of creative and critical thinking skills, and self-evaluation.

Every effort is made to ensure that each student participates in an academic program that is appropriate to his/her ability, interests, and future plans.

Curricular offerings and course content are carefully aligned to post-secondary requirements and “real-world” demands. The faculty continually devotes time, effort, and professional expertise to defining, clarifying, and communicating instructional goals at all levels: school, departments, and courses.

A graduate of Amherst Central High School will demonstrate:

1. An awareness of real-world experiences and societal values held in common.
2. Knowledge of a common body of facts and information.
3. Effective communication.
4. Problem-solving, creative, and critical thinking skills.
5. Proficiency in reading, writing, and computation.
6. Respect for wellness (physical fitness, nutrition, healthy lifestyle).
7. Awareness of the life-enhancing use of leisure time.

The following course descriptions are designed to help students and their families make informed decisions about courses, levels, and academic sequences. Teachers will inform students about performance levels at both competency and mastery levels.

ENGLISH

ENGLISH 9 R (WITH SUPPORT)

1 Unit
Prerequisite: English 8
Satisfies graduation requirements in English

English 9 R (with support) is designed to provide maximum help for students with weak reading, writing, language, and study skills by using a team teaching approach. Students are instructed on how to effectively communicate through the writing of personal essays, expository essays, and journal responses. Students learn how to communicate effectively during oral presentations and readings and learn basic research techniques and library procedures. The major goal is to build a firm foundation of skills and the content necessary to succeed in passing English as well as the Regents examinations in the 10th and 11th grades, respectively. Students are recommended for this program through the Guidance Department at the Middle School or High School teacher referral.

ENGLISH 9 R

1 Unit
Prerequisite: English 8
Satisfies graduation requirement in English
NCAA Approved

English 9 R is designed to introduce students to literary genres and to the language and mechanics of literature. The course exposes students to important themes and voices that are represented in different types of literature. Students are instructed on how to effectively communicate through oral presentations and through the writing of poems, personal essays, expository essays, and journal responses. Throughout the year, students will learn and practice relevant note taking strategies, critical thinking and reading skills, and word processing techniques. Students will also be introduced to library resources that can be used for research.

ENGLISH 9 H

1 Unit
Prerequisite: English 8
Satisfies graduation requirement in English
NCAA Approved

English 9 H students will communicate effectively through various forms of writing and will apply fundamental word processing techniques, library technology, research skills, and proper mechanics of standard written English to assist them throughout the writing process. In order to develop both listening and speaking skills, students will share ideas in a variety of settings including class discussions, formal oral presentations, and dramatic performances. English 9 H students will demonstrate strong critical and abstract thinking and reading skills as well as the ability to work on demanding assignments independently.

ENGLISH 10 R (WITH SUPPORT)

1 Unit
Prerequisite: English 9
Satisfies graduation requirement in English
NCAA Approved

This program is designed to provide maximum help for students with weak reading, writing, language, and study skills by using a team teaching approach. The major goal is to build a firm foundation of skills and

content necessary to succeed in passing English as well as the Regents examinations in 10th and 11th grades, respectively. The skills and content will build on the 9 DR Program. Students are recommended for this program through the Student Services Department at the High School or through the recommendations of the ninth grade English teachers.

ENGLISH 10 R

1 Unit
Prerequisite: English 9
Satisfies graduation requirement in English
NCAA Approved

English 10 R builds on the 9th grade emphasis on critical thinking, reading, writing, speaking, and listening skills adding in work with research strategies, reading comprehension, vocabulary enrichment, and SAT preparation. Throughout the year, students practice and employ skills including: annotation, analyzing literary elements within the text, using specific textual evidence to support an argument, seamlessly integrating quotations within their writing, and organizing essays using the writing process. These skills are meant to support students in their journey towards college and career readiness. The course assessment, worth 1/5 of the final grade, is a teacher constructed exam, focusing on the critical reading and writing skills mentioned above that are expected on the 11th grade English Regents exam.

ENGLISH 10 H

1 Unit
Prerequisites: English 9 H or permission of instructor
Satisfies graduation requirement in English
NCAA Approved

English 10 H students will read and study poetry, plays, novels, essays and other forms of literature that reflect a variety of perspectives from around the world. Specific emphasis will be placed on the role of the individual in society and the development of identity as seen in various works of literature. Students will write poems, personal responses, and essays that look closely at themes and characters in literature. Students will also further develop the use of standard written English as it relates to grammar, usage, sentence structure, and style. Throughout the year students will be required to present and share ideas in class, both formally (i.e. speeches and oral presentations) and informally in class discussions. The skills required by the course prepare the students for the more intense study of literature and the honors research thesis in the 11 Honors course.

ENGLISH 11 R (WITH SUPPORT)

1 Unit
Prerequisite: English 10
Satisfies graduation requirement in English
NCAA Approved

English 11 R (with support) is a co-taught, interdisciplinary course designed to improve students' basic literacy skills and reinforce US History. The course is co-taught with both an English and a Special Education teacher; the student to teacher ratio is low, creating opportunities for individualized learning and support. Teachers work with the 11th grade history teachers to ensure reinforcement of both literacy skills and American history. Students will read a variety of genres, including non-fiction, in American literature, and will engage in multiple forms of writing, including a research paper. Students will take the English Regents exam this year, first in January. If needed, they will have a second chance to pass the exam in June.

ENGLISH 11 R

1 Unit
Prerequisite: English 10
Satisfies graduation requirement in English
NCAA Approved

The English 11 R course explores texts by primarily American writers so that the course will have some content overlap with the 11th grade of American history. The State Regents exam is the final exam for this course, so an important focus is on the particular skills that students will need to be successful on that exam. In preparation for the exam, students read a variety of texts (poetry, fiction, non-fiction, and film), annotate as they read; analyze the role of literary elements in text, such as symbolism, characterization, conflict, setting, etc.; use specific evidence and detail to support an argument; and organize an essay clearly and carefully. In addition, students write poetry, stories, and personal essays, as well as make a formal oral presentation in front of the class.

ENGLISH 12 R (WITH SUPPORT)

1 Unit
Prerequisite: English 11
NCAA Approved

English 12 R (with support) is a full year course designed to prepare students for life after graduation, whether that life includes college, a job, or the military. Students will read stories, poems, and longer works, but the primary focus of the course is on developing writing skills. Early in the year, the writing is focused on self-exploration that will help them understand who they are and where they might want to go with their lives. Later in the year, the students will write a longer paper to further work on their writing and organizational skills with teacher support as needed.

AP LITERATURE AND COMPOSITION

1 Unit
Prerequisite: English 11 AP Language
NCAA Approved

The course in AP Literature and Composition focuses on engaging the student in careful and critical analysis of imaginative literature of recognized literary merit. The course is meant to deepen the student's understanding of how a writer constructs meaning by having the students study style, structure, theme, figurative language, symbolism, and tone. A student in AP English should be able to read with insight, write with fluency and sophistication, and think logically and creatively. The course carries the prerequisite of English 11 H. Students in AP English are required to take the AP Exam in May.

AP LANGUAGE AND COMPOSITION

1 Unit
Prerequisite: English 10 H
NCAA Approved

The course in AP Language and Composition focuses on improving writing through a thorough understanding and thoughtful implementation of rhetorical structures. The course will also engage and instruct students how to deconstruct written language. A student in AP Language and Composition should be able to read with insight, write with fluency and sophistication, and think logically and creatively. The course carries the prerequisite of English 10 H. Students in AP Lang and Comp are required to take the AP exam in May.

PRESENTATIONAL SPEAKING

1/2 Unit
Prerequisite: Open to Juniors and Seniors only
Satisfies graduation requirement in Practical Arts

This course presents the conceptual and practical dimensions of formal presentations in organizational settings. We will examine analysis, adaptation, strategic arrangement, development of ideas, and verbal and nonverbal presentation skills. This course is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences. This is a college course offered through Syracuse University, and students choosing to pay the (discounted) fee will also earn **college credit**, and will receive an official Syracuse University transcript.

SPORT IN AMERICAN CULTURE AND MEDIA

1/2 Unit
Prerequisite: Open to Juniors and Seniors with preference given to Seniors in need of English credit
The course Sport in American Culture will focus on the intersection of sport and popular culture and do so through the mediums of print journalism, documentary filmmaking, television, talk radio, and sports podcasts. Each of these will be used as"texts" that are subject to close reading and analysis in terms of content, organization and style. To that end, the course will continue with the requisite focus on close reading and analysis that proceeds logically from the ELA curriculum. Students will be expected to pursue an independent reading selection on which they will report at various points in the semester, as well as generate their own original content (article, feature, analysis, telecast, podcast, etc.) in covering a sporting event or structuring a discussion of sports.

REPRESENTATIONS OF AMERICA IN FILM

1/2 Unit
Prerequisite: Open to Juniors and Seniors with preference given to Seniors in need of English credit
Course Description: America has been preoccupied with its own identity and definition as a source of drama, comedy, and tragedy since the inception of film itself. Film has a striking ability to reflect our current cultural and historical moment and hold a mirror up to our values and shared history. The course will cover representation of America as an idea and as a place through various film genres and supporting texts from the western, to the gangster film, to the depictions of music, news, and politics. Students would be asked to engage with film as both a form in and of itself and be fluent in some basic film vocabulary as well as being asked to engage with how a given film reflects a particular historical trend or moment.

MEDIA, FILM, AND SOCIETY

1/2 Unit
Prerequisite: Open to Juniors and Seniors with preference given to Seniors in need of English credit

This elective explores the profound impact of media and film on our ever-changing society. Students will critically analyze various forms of media and digital platforms to understand their role in shaping our perceptions, values, and cultural landscape. The course will focus on the close cultural critique of media and film in our society. As social media has taken a front seat in the way America consumes entertainment, cultural critique, and news; it is essential that we build our media literacy skills to sift through the mass of information. In this course we will analyze the impact of influencers on all levels of media. Additionally, we will use longer films and series to learn how to conduct critical literacy analyses.
The second half of this course centers on the production of critical critiques through the use of digital composition tools while applying critical literature review.

POP FICTION AND MODERN GENRES

1/2 Unit

Prerequisite: Open to Juniors and Seniors with preference given to Seniors in need of English credit

This course focuses on popular Young Adult Literature and other popular contemporary forms of literary expression, including music and visual content. We will use an inquiry-based approach to make real-world personal connections through exploration and higher-level questioning, reflecting on the lenses through which we engage with texts and modern content. We will approach course materials in a variety of ways: as a whole class, in small book clubs, and independently. Through our work, we will reflect on our journey as 'critical consumers' of popular content and literature, and we will rely on student voice as an essential component to each class. This course will include opportunities for scholarly written work, personal narrative, as well as creative multimedia responses, and will culminate in a multi-genre research project.

CREATIVE WRITING

1/2 Unit

Prerequisite: Open to Juniors and Seniors only with preference given to Seniors in need of English credit

Creative writing evokes the novelist, poet, memoirist, and storyteller that lives in every writer. In this Creative Writing class, students will build a creative, collaborative, supportive community of fellow writers to share with, learn from, and inspire each other to be better, more confident writers in a workshop environment. Students will read and analyze texts from a variety of genres, read independently, and write original works of nonfiction, fiction, poetry, and genres to be discovered. Students will be expected to keep a notebook, read their work in formal and informal readings, and also will have the opportunity to publish their work.

READING AND STUDY DEVELOPMENTAL REGENTS LEVEL

1/4 Unit

Prerequisite: None

The goal of Reading and Study is to meet the academic needs of a wide variety of individuals. Students will be shown how to utilize reading and thinking strategies with both narrative and expository text to expand their understanding of subject-area concepts, strengthen their reading comprehension, enhance their vocabulary development, develop test taking strategies, and demonstrate their understanding of the writing process. Each of these skills will help students to make meaningful connections among multiple pieces of text and across the curriculum.

ENGLISH AS A NEW LANGUAGE

Grades 9-12

0-1 Unit

Prerequisite: None

English as a New Language (ENL) is for students who have limited English proficiency because of foreign birth or ancestry. Students new to the USA or New York State are admitted based upon scores of the LAB-R English proficiency test. Continued eligibility for ENL services is based upon results of the New York State English as a New Language Achievement Test. This course develops students' abilities to use English proficiently, following the conventions of both spoken and written forms. Depending upon their proficiency level, students will either take multiple ENL courses or ENL and another English course simultaneously.

Students successful in ENL coursework will increase ability to listen, speak, read, and write in English for:

1. Information and understanding.
2. Literary response, enjoyment, and expression.
3. Critical analysis and evaluation.
4. Classroom and social interaction.
5. Awareness of cross-cultural knowledge and understanding.

FINE ARTS & DESIGN

STUDIO IN ART

1 Unit
Prerequisite: None
Satisfies graduation requirement in Fine Arts
This course is required if you wish to build a 3 or 5-unit sequence for an Advanced Regents Diploma

Studio in Art will help students prepare for art electives and even a required college art course. This course might be the last opportunity a student will have to learn about our art heritage. Students will explore the elements of art and principles of design, multiple art techniques, different artmaking mediums, as well as strategies to improve drawing and painting skills. There will be opportunities to work creatively with color theory, perspective, figure and still life drawing, value and shading, lettering styles and techniques, and art history. Students will acquire a broad overview of art history, major art movements, and artists to enrich their learning and lives.

DRAWING AND PAINTING

1 Unit
Prerequisite: Studio in Art - Full Year or Formal Portfolio Review
Satisfies graduation requirement in Fine Arts

Take your drawing and painting skills to another level! Students will be able to utilize and correctly apply a variety of advanced art techniques, media and concepts which include: pencil rendering, pen and ink, pastel, gouache, charcoal, watercolor, and acrylic painting. Students will apply more advanced techniques in areas such as portraiture, still life, and figure drawing, as well as recognize and discuss current and historical trends, styles, artists, and periods of art. This course provides an opportunity to begin developing a portfolio of artwork.

ADVANCED DRAWING AND PAINTING

1 Unit
Prerequisite: Drawing and Painting
Satisfies graduation requirement in Fine Arts

Students will explore different techniques, concepts, and mediums as well as develop greater mastery of skills and concepts learned in Drawing and Painting. Students will be working more independently exploring their personal creativity in a variety of mediums such as watercolor, printmaking, graphic, dry and oil pastel, charcoal, collage, acrylics, and oils. In addition to working realistically, students will have the opportunity to work expressionistically and in abstraction. They will have opportunities to examine how different artists approach themes and concepts as related to class work. This is an Honors level course, and students will continue to improve their portfolio artworks for possible college interviews.

AP 2-D ART AND DESIGN

1 Unit
Prerequisite: Advanced Drawing and Painting or Formal Portfolio Review
Satisfies graduation requirement in Fine Arts

AP 2-D Art and Design is a full-year course that follows all of the expectations outlined on the AP CollegeBoard website. This course was developed to accommodate students who have demonstrated a strong interest and commitment to excel in 2-D and/or computer-generated artwork. Students will complete an AP 2-D Art and Design portfolio with an emphasis on computer-generated or digitally enhanced artworks. Research, field trips, and regular oral and written critiques will be integral parts of this course. All students will submit a portfolio at the end of the course that has followed the AP Art and Design Portfolio Submission requirements. Throughout the year, students will be building a portfolio, consisting of a number of artworks from their Sustained Investigation, and five artworks that are considered Selected Works.

DIGITAL PHOTOGRAPHY I

1/2 Unit
Prerequisite: None
Satisfies graduation .5 requirement in Fine Arts

Learn the introductory aspects of digital photography through use of a Canon DSLR camera and iMac Computer. Students will be introduced to the basic functions of Adobe Photoshop while experimenting with color profile adjustments and creating their own imagery. Photographic genres, contemporary and historic photographers, as well as, critical discussion of imagery will be explored. Develop a basic technical understanding of exposure, including how light enters a camera and captures elements within the field of view. Students will prepare their work for exhibition, display and portfolio presentation. In addition, students will focus on caring for equipment, composition and technique.

DIGITAL PHOTOGRAPHY II

1/2 Unit
Prerequisite: 70% or above in Digital Graphics/Photo I
Satisfies graduation .5 requirement in Fine Arts

Building on the foundational knowledge of Photo I, students will compose imagery through digital means. While understanding technical aspects of studio lighting and Adobe programs, this class focuses on photography through a Fine Arts lens. Visual composition and conceptual advancement will mature throughout the semester as developing artists foster a deeper understanding of critical discussion and meaning making. Students will be encouraged to develop their own body of work and prepare a portfolio of images for exhibition, display and presentation.

GRAPHIC DESIGN I

1/2 Unit
Prerequisites: None
Satisfies graduation .5 requirement in Fine Arts

Graphic Design I is a half-year course that introduces students to the ideas and methods used by graphic designers to communicate visually. Developed to provide students with an introductory level of understanding in product photography, graphic design and visual communication through image construction, Graphic Design I explores the methods and techniques used to appeal to a demographic using principles of visual perception and media. Guided by design thinking, students will be asked to develop a cohesive communication design plan using Adobe Creative System.

CERAMICS I (HANDBUILDING)

1/2 Unit
Prerequisite: None
Satisfies graduation .5 requirement in Fine Arts

Ceramics I - Handbuilding is a half-year course that provides students with an introductory understanding of the art of ceramics as well as the methods and techniques used to create a variety of ceramic artwork. Students will learn about the scientific nature of clay, as well as how to prepare, work and decorate clay. Students will also explore the historical and contemporary uses of ceramic material along with cultures that have impacted the technical and conceptual development of ceramics. Units and lessons will focus on handbuilding specific experiences that build skills in a sequential manner.

CERAMICS II (POTTERY)

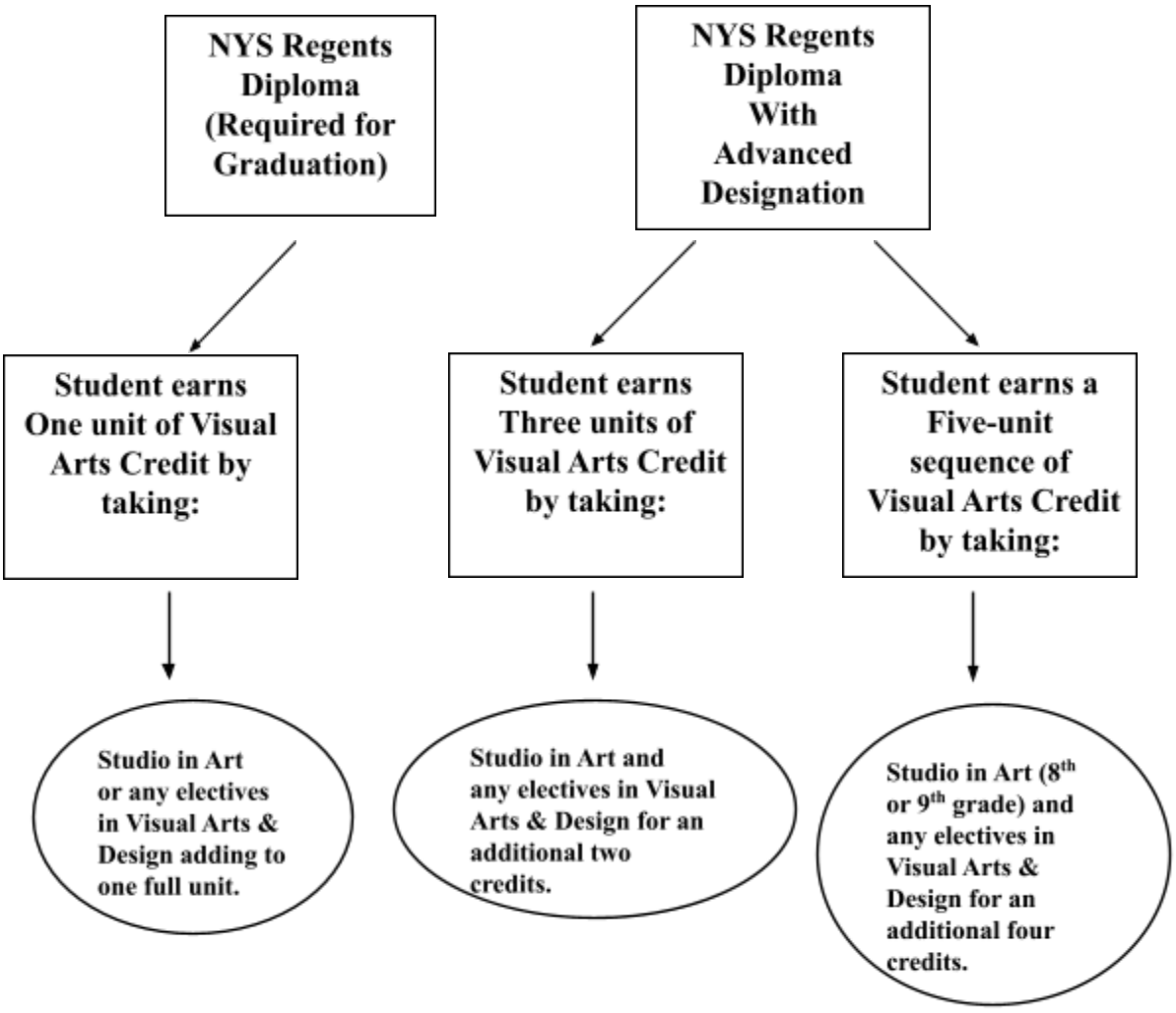
1/2 Unit

Prerequisite: 70% or above in Ceramics I (Handbuilding)

Satisfies graduation .5 requirement in Fine Arts

Ceramics II is a half-year advanced course that provides students with experiences intended to broaden their understanding of clay. Students will expand upon techniques learned in Ceramics I and learn new skills focusing on the pottery wheel, glazing, firing, clay recycling and finishing techniques. Ceramics II will introduce students to several advanced methods of construction and decoration of ceramic pieces along with the study of the historical origins of these methods. Students will design and produce a collection of ceramic works that are decorative and functional.

Different Pathways for the Study of the Visual Arts



FINE ART & DESIGN SEQUENCES AND AP ART:

Fine Arts & Design Certificates of Merit and Distinction are awarded to students taking sequences with three and five units of Fine Art & Design. Sequences can be composed of Studio in Art and any other Fine Art & Design classes that meet the required units of credit. A five-unit sequence in Fine Arts & Design that includes Studio in Art may replace the three-unit World Language sequence for an Advanced Diploma.

Students wishing to take the AP 2-D Art and Design course need to take Advanced Drawing and Painting or have a formal portfolio review with the art department.

FINE ARTS & DESIGN CERTIFICATES:

- For completion of three units of art, students will be awarded a Certificate for a Visual Arts Minor from ACHS upon graduation.
- For completion of five units of art, students will be awarded a Certificate in the Advanced Study of the Visual Arts from ACHS upon graduation.
- For completion of five units of art while maintaining an A average amongst those five units, students will be awarded a Certificate of Distinction in the Advanced Study of the Visual Arts from ACHS upon graduation.

MUSIC

CONCERT CHOIR

1 Unit
Prerequisite: None (previous experience preferable, but not required)
Satisfies graduation requirement in Fine Arts

Choir is a SATB mixed-voice choral ensemble open to all students, grades 9-12. Emphasis includes the development of healthy vocal technique, listening skills, basic music literacy, ensemble, and performance skills. Required rotation lessons reinforce small group and personal musical independence, sight-reading skills, vocal technique, and solo singing. Choir performs a variety of selections from the choral repertoire at several concerts throughout the year. Choir performs music at NYSSMA Level III-IV-V difficulty (out of VI). Attendance at concerts is required. Participation in Varsity Singers, Sweet Sixteens', and the Operetta is by audition only.

CONCERT CHORALE

1 Unit
Prerequisite: Audition (prior membership in Concert Choir or equivalent)
Satisfies graduation requirement in Fine Arts

Chorale is an auditioned SATB mixed-voice choral ensemble open to selected students, grades 10-12. Chorale is the culminating vocal ensemble of the Amherst Central School District and performs music at a NYSSMA Level V-VI (out of VI) difficulty level. Emphasis includes the development of advanced vocal technique, listening skills, music literacy, ensemble, and performance skills. Required rotation lessons reinforce small group and personal musical independence, sight-reading skills, vocal technique, and solo singing. Chorale performs a variety of selections from the choral repertoire at several concerts throughout the year. The group has earned "Gold with Distinction" awards at NYSSMA evaluation festivals, has sung with the Buffalo Philharmonic Orchestra, the Western New York Chamber Orchestra, the Camerata di Sant' Antonio, and has appeared at New York's Carnegie Hall on several occasions. The ensemble generally tours to New York every other year. Participation in NYSSMA and ECMEA Festivals, Varsity Singers, Sweet Sixteens, and the Operetta is by audition only and encouraged for members. Attendance at concerts is required.

CONCERT BAND

1 Unit
Prerequisite: Prior instrument study
Satisfies graduation requirement in Fine Arts

In this instrumental music course, students, grades 9-12, will learn to play in an ensemble, develop technical facility on their instrument, and demonstrate performance etiquette. Students will attend a lesson once per week to concentrate on tone, technique, sight reading along with performance assessments, and will have the opportunity to play in pep band, jazz band, and chamber ensembles. Attendance at concerts is required.

WIND ENSEMBLE

1 Unit

Prerequisite: Audition

Satisfies graduation requirement in Fine Arts

The Wind Ensemble is an advanced auditioned instrumental music course, grades 10-12. In this instrumental course, students will continue to develop individual technique. Students will attend a lesson once per week to concentrate on tone, technique, sight reading and performance assessments, and will have the opportunity to play in pep band, jazz band, and chamber ensembles. Private lessons are highly encouraged. Attendance at concerts is required.

CONCERT ORCHESTRA

1 Unit

Prerequisite: Prior instrument study

Satisfies graduation requirement in Fine Arts

In this string orchestra class, students, grades 9-12, will develop individual technique, ensemble skills, and performance etiquette. Weekly rotating lessons concentrate on individual assignments and drill in musical fundamentals. Required performances take place throughout the school year. Students may also audition for Sinfonia and Operetta pit orchestra. Private lessons are highly encouraged. Attendance at concerts is required.

SYMPHONY ORCHESTRA

1 Unit

Prerequisite: Audition

Satisfies graduation requirements in Fine Arts

In this full orchestra class, students, grades 10-12, will develop their individual musical technique and performance skills through the study of standard orchestral literature. Weekly rotating lessons will focus on individual skill development, sight-reading, and chamber ensemble playing. Orchestra performs regularly throughout the year. Students may also audition for Sinfonia and Operetta pit orchestra. Students who desire to be a member of the symphony orchestra must pass an audition. Private lessons are highly encouraged. Attendance at concerts is required.

BASIC MUSIC THEORY

1/2 Unit

Prerequisite: 1. Students must have prior ensemble experience. Students may not take Basic Music Theory in lieu of their primary performing ensemble.

2. Interview with teacher

Satisfies graduation requirement in Fine Arts

This course provides an opportunity for students to study the elements of music composition through examination and participation. This will lead them in becoming a more creative musical person. Students will learn to compose, arrange, and harmonize music. They will have a major composition project to complete by the end of the semester. This course works toward completion of a sequence in Music.

AP MUSIC THEORY

1 Unit

Prerequisite: Permission of Instructor, Basic Music Theory or equivalent extra-curricular private music instruction

Satisfies graduation requirement in Fine Arts

AP Music Theory is a pre-collegiate introduction to the science of Music Theory, equivalent to most 1st Semester Music Theory courses at the collegiate level. The class will focus on advanced aural skills, melodic and harmonic dictation, sight-reading, compositional skills, in-depth harmonic analysis of musical composition, and a general understanding of the history of Western music from the Renaissance period to the present. This course fulfills a requirement for a sequence in Music, and culminates with the AP Music Theory Exam.

WORLD LANGUAGES

LANGUAGE 1 R (WITH SUPPORT) (SPANISH)

1 Unit

Prerequisite: None

Satisfies NYS graduation requirement in Foreign Languages for all grades (see Latin also)

NCAA Approved

Students in this course will fulfill the Checkpoint A requirements for the New York State Learning Standards. Since these students have demonstrated weaknesses in language skills, the emphasis will be on strengthening these skills. It is expected that students in this course will not continue with language study beyond this course.

LANGUAGE 1 R (FRENCH/SPANISH)

1 Unit

Prerequisite: None

Satisfies NYS graduation requirement in Foreign Languages for all grades (see Latin also)

NCAA Approved

Students will be able to understand commands, questions, and carry out simple conversations without reference to written materials. They will be able to read short passages, basic instructions, and commands. They also will write short notes using a variety of familiar topics and functions. Students will demonstrate knowledge of French/Spanish speaking countries and their influence on America. It is expected that students in this course will continue with Language 2 and beyond.

LATIN 1 R

1 Unit

Prerequisite: None

Satisfies NYS graduation requirement in Foreign Languages for all grades

NCAA Approved

Students will be able to understand and respond to simple questions and commands. Students will be able to read passages from Latin to English both by reading and writing. Students will translate mottoes, phrases, and sentences and gain knowledge of English words derived from Latin roots. Students will demonstrate knowledge of Roman and Greek mythology, culture, history and the influence it has in our current society.

LANGUAGE 2 R (FRENCH/SPANISH)

1 Unit

Prerequisite: At High School, pass Level 1 R with at least a 75%. At Middle School, pass the 8th grade exam with at least a 75%.

NCAA Approved

The students will be able to understand commands, questions, and carry out simple conversations without notes. Level 2 French/Spanish builds on a solid foundation in Level 1. Students who do not receive at least a 75% in Level 1 or on the 8th grade exam are not successful in Level 2. The majority of students should continue with the study of French/Spanish 3 R. Students may move to Spanish/French 3 H with teacher recommendation.

LATIN 2 R

1 Unit

Prerequisite: Pass Latin 1 with a 75% or above

Satisfies Regents Diploma and Regents Diploma with Advanced Designation requirements

NCAA Approved

Students will be able to understand, respond to, and produce questions and commands. Students will be able to read passages from Latin to English both by reading and writing. Students will be able to read Latin passages aloud and recognize the grammatical complexities of the Latin language and continue to demonstrate knowledge of Latin roots of English words. Students will recognize Roman and Greek mythology, culture, history and its influence on the world.

LANGUAGE 2 H (FRENCH/SPANISH)

1 Unit

Prerequisite: Level 1 at High School 95% in Level 1 plus teacher recommendation. At Middle School 90% overall, at least 90% on 8th grade exams, and teacher recommendation.
New students - placement exam

NCAA Approved

Students will be able to comprehend commands, questions, statements, and short conversations without seeing them. We will work at an accelerated pace where students show initiative and ability to work independently. It is expected that students will continue with Language 3 H unless the teacher recommends that students move to Language 3 R.

LANGUAGE 3 R (FRENCH/SPANISH)

1 Unit

Prerequisite: Pass Level 2 with a 75% or above

Regents Diploma with Advanced Designation requirements

NCAA Approved

Students will be able to converse in the target language without notes about familiar topics. Level 3 of French/Spanish builds on a solid foundation in Level 2. It has been our experience that students who do not receive at least a 75% in Level 2 are not successful in Level 3.

LANGUAGE 3 H (FRENCH/SPANISH)

1 Unit
Prerequisite: 95% in Level 2 H
Regents Diploma with Advanced Designation requirements
NCAA Approved

The students will be able to converse comfortably in the target language without notes about a wide variety of topics. Students will read authentic texts and discuss and write about a variety of topics, with an increased degree of sophistication of expression. They will demonstrate an ability to work on challenging assignments independently.

LATIN 3 H

1 Unit
Prerequisite: Pass Latin 2 with a 75% or above
Satisfies Regents Diploma and Regents Diploma with Advanced Designation requirements
NCAA Approved

Students will be able to read passages from Latin to English both by reading and writing. Students will be able to read Latin passages aloud and will begin to explore literary figures and poetic devices. Students show knowledge of Roman history, politics and culture and will determine the meaning of complex English words from Latin roots.

COLLEGE LANGUAGE 4 STUDIES (FRENCH/SPANISH/LATIN)

1 Unit
Prerequisite: Level 3 students may proceed to 4 H with teacher recommendation
3 SUNY Credit Hours Optional through ECC-Spanish
3 Niagara University Credit Hours Optional-French
4 Syracuse University Credit Hours Optional-Latin
NCAA Approved

Students will be able to listen and respond (orally and in writing) to the language spoken at normal speed. They will take part in conversations and discussions in class. They will read a variety of texts (that also vary in terms of subject and length) for discussion and written interaction. Students will do creative and expository writing. All class activities and assignments use the **target** language. Students may opt to earn 3 units of SUNY credit for this course through ECC at a reduced tuition rate for SP 112, 3 units of Niagara University credit for this course at a reduced rate for FR 103, or 4 units of Syracuse University credit for this course at a reduced rate for LAT 201. Course credits are generally transferable to most colleges and universities throughout the country as long as the student maintains at least a 75% grade.

COLLEGE LANGUAGE 5 STUDIES (FRENCH/SPANISH)

1 Unit
Prerequisite: Level 4 students may proceed to 5 H with teacher recommendation
3 SUNY Credit Hours Optional through ECC-Spanish
3 Niagara University Credit Hours Optional-French
NCAA Approved

Because selected students may opt to take the AP exam in May, this course is the equivalent of a third year college course in advanced composition and conversation. Students will be able to comprehend formal and informal spoken language, read newspaper and magazine articles as well as modern literature, compose expository passages, and express ideas orally with accuracy and fluency. All classroom activities and assignments are done in the target language. Students may opt to earn 3 units of SUNY credit for this course through ECC at a reduced tuition rate for SP 205 or 3 units of Niagara University credit for this course at a reduced rate for FR 104. Course credits are generally transferable to most colleges and universities throughout the country as long as the student maintains at least a 75%.

PHYSICAL EDUCATION AND HEALTH

HEALTH 9

1/2 Credit
Prerequisite: None
Satisfies graduation requirement in Health

Topics include substance abuse, personal fitness, nutrition, human sexuality, diseases and disorders, safety, goal setting, and behavior modification. Students are able to apply their functional knowledge to make better choices on a daily basis and improve their physical, emotional, and mental health. These new and enhanced behaviors will help young students live their best lives.

9th & 10th PHYSICAL EDUCATION

1 Unit
Prerequisite: None
Satisfies graduation requirement in Physical Education

Physical Education is a state-mandated course taken by every student three periods per cycle throughout the student's first two years. A wide variety of individual and team activities provide opportunities for developmental skill acquisition, knowledge of sport rules, and development of sportsmanship and fair play. A strong emphasis is also placed upon the many benefits of living a physically active life.

11th & 12th PHYSICAL EDUCATION

1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Physical Education

Physical Education is a required subject for all students in grades K-12. When students reach the commencement level of the learning standards for physical education, they will have the knowledge and skills to participate in a variety of healthy activities; understand and appreciate the benefits of maintaining a healthful lifestyle; understand how to evaluate and access resources in their community to pursue a healthy and active life; and will be aware of the many career opportunities available in this field.

All Amherst students will meet for Physical Education classes every other day (ACE or BDF schedule). Students will have to choose between the two options below for their semester Physical Education class. Students will not be allowed to change mid-semester.

Option 1: Sports and Fitness
In this course, the students will take part in basic exercise, skill instruction, sport strategy, and competitive sport. This option will provide the students with an emphasis on character building, team building, and socialization. Activities include but are not limited to: football, basketball, soccer, badminton, pickleball, tennis, volleyball, roller blading, and basic weight lifting.

Option 2: Lifelong Fitness or Fitness for Life
In this course, students will learn a wide variety of fitness activities that they can engage in for a lifetime. It is about creating a fitness habit that supports you to get and stay healthy. It requires a balanced approach. Some of the activities that Lifetime Fitness will offer include but are not limited to golf, yoga, Pilates, power walking, tennis, kickboxing, barre, weight training and badminton.

MATHEMATICS

PRE ALGEBRA

Course Topics

- Perform basic operations with whole numbers, fractions, decimals, and integers
- Demonstrate basic understanding – place value, rounding, order of operations, and ordering
- Solve basic problems involving percent
- Compute circumference and area of circle
- Interpret statistical graphs
- Calculate mean, median, mode
- Solve basic algebraic equations and proportions
- Graph simple linear equations and Cartesian Plane
- Analyze simple problems
- Perform basic operations with monomials and binomials
- Simplify simple algebraic expressions
- Methods of factoring
- Quadratic functions

1 Unit
Prerequisite: None
Satisfies graduation requirements in Mathematics

Pre-Algebra is offered for those students who have deficiencies in mathematics and who need reinforcement of basic math skills and fundamental concepts. This course is taught at a slower pace with small class size, fulfilling a student's Academic Intervention Services (AIS) needs, and the opportunity for them to have an additional lab period to reinforce the lessons taught. This course is designed for students who scored a 1 on the 8th grade assessment, or earned below a 70% in 8th grade Math and for students who are seeking the Regents diploma. The students will take a local exam in June.

ALGEBRA

Course Topics

- Number Systems
- Operations and Properties
- First Degree Equations and Inequalities in One Variable
- Operations with Algebraic Expressions
- Factoring Polynomials
- Quadratic Equations
- Systems of Equations
- Geometric and Arithmetic Sequences
- Exponential Equations and Functions
- Function Notation
- Graphing – Linear and Quadratic Equations
- Systems of Equations
- Exponential
- Absolute Value
- Piece Wise and Step Inequalities
- Radicals
- Rational and Irrational Numbers
- Statistics

Real-world problems will be a common thread in many units.

ALGEBRA R (WITH SUPPORT)

1 Unit
Prerequisite: Math 8 or Pre-Algebra
Satisfies graduation requirements in Mathematics
NCAA Approved

The Algebra R (with support) class is designed for students that need extra reinforcement and support to help them learn the course content. The class will cover all the basic NYS Algebra 1 standards in a structured setting with reduced class sizes. Students will take the Algebra 1 Regents exam in June.

ALGEBRA R

1 Unit
Prerequisite: Math 8 with a 73% or higher
Satisfies graduation requirements in Mathematics
NCAA Approved

Algebra is taught at a faster Regents pace with an average class size. This course is designed for students who seek the Advanced Regents diploma and are college bound with a strong Math/Science aptitude and have a mathematical goal of taking Pre-Calculus in their Senior year. The students will take the Algebra Regents exam in June.

GEOMETRY

Course Topics

- Congruence, Proof and Constructions
- Similarity, Proof and Trigonometry
- Extending to Three Dimensions
- Connecting Algebra and Geometry through Coordinates
- Circles with and without Coordinates

GEOMETRY R (WITH SUPPORT)

1 Unit
Prerequisite: Passed Algebra R (with support) and passed the Algebra Regents Exam
Satisfies graduation requirements in Mathematics
NCAA Approved

This course is designed for students who have passed Algebra R (with support) and the Regents Algebra exam. Students complete a final project in June and have the option to take the Geometry Regents Exam.

GEOMETRY R

1 Unit
Prerequisite: Passed the Algebra Regents exam and passed Algebra R or Algebra R (with support), with teacher recommendation
Satisfies graduation requirements in Mathematics
NCAA Approved

Geometry R is taught at a regents pace with an average class size. This course is designed for freshman and sophomore students who are seeking the Advanced Regents diploma and are college bound with a strong Math/Science aptitude. The students will take the Geometry Regents exam in June.

GEOMETRY H

1 Unit

Prerequisite: High School Algebra with course grade of 90% or higher and teacher recommendation

Satisfies graduation requirement in Mathematics

NCAA Approved

Geometry H is a class that will challenge students' logical thinking and critical thinking skills through the study and proof of shapes. This course will cover all of the topics of the Geometry Regents course as well as incorporate enrichment topics connected to Geometry. This course is designed for students seeking the Advanced Regents Diploma, who are college bound with a strong Math/Science aptitude, and have a mathematical goal of taking Pre-Calculus, Calculus AP, and/or AP Statistics in their Senior year. Students will take the Geometry Regents exam in June. Students who successfully complete this course will take Algebra 2 H the following year.

ALGEBRA 2

Course Topics

- Polynomial, Rational and Radical Relationships
- Trigonometric Functions
- Functions
- Inferences and Conclusions from Data

ALGEBRA 2 R (WITH SUPPORT)

1 Unit

Prerequisite: Completed Geometry Regents, Passed the NYS Geometry Regents exam and was recommended by their Geometry teacher.

Satisfies graduation requirement in Mathematics

NCAA Approved

The Algebra 2 R (with support) – This course is designed to reinforce and enhance Algebra skills as well as prepare students with a foundation of knowledge and skills required for future study in mathematics. In Algebra 2 R (with support), students have the advantage of reduced class size and will cover the core of the Algebra 2 curriculum. The students will take a local final exam at the end of the course and have the option to take the Algebra 2 Regents exam in June. Students who do not sit for the exam in June or wish to challenge the exam for a higher grade will be offered further preparation for the exam the following fall semester and have the opportunity to sit for the exam in January.

Intro to Precalculus and Stats

1.0 Unit

Prerequisite: Passed Algebra 2 R

Satisfies graduation requirement in Mathematics

NCAA Approved

The Intro to Precalculus and Stats course is designed to follow the supported Algebra 2 R course for students who did not attempt the Algebra 2 Regents exam the previous June and are seeking to challenge the Algebra 2 Regents exam in January. This course is also further preparation for College Precalculus and College Statistics.

ALGEBRA 2 R

1 Unit

Prerequisite: Completed Geometry Regents, Passed the NYS Geometry Regents exam and recommended by their Geometry teacher.

Satisfies graduation requirement in Mathematics

NCAA Approved

Algebra 2 R is taught at a Regents pace with an average class size. This course is designed for students who seek the Advanced Regents diploma, are college bound with a strong Math/Science aptitude, and have a mathematical goal of Pre-Calculus in their senior year. The students will take the Algebra 2 Regents exam in June.

ALGEBRA 2 H

1 Unit

Prerequisite: Geometry Honors with 83% or higher and teacher recommendation

Satisfies graduation requirement in Mathematics

NCAA Approved

Algebra 2 H is taught at the honors level with an average class size. The course goes into more depth and spends more time on advanced topics than other Algebra 2 courses. This course is designed for students seeking the Advanced Regents Diploma, who are college bound with a strong Math/Science aptitude, and have a mathematical goal of Calculus AP in their senior year. Students will take the Algebra 2 Regents exam in June.

INTEGRATED ALGEBRA

Course Topics

- Review of Operations on Polynomials and Algebraic Expression
- New Polynomial Skills (Polynomial Long Divisions)
- Factoring and Operations on Rational Expression (including Binomial Denominators and Complex Fractions)
- First-degree Equations and Inequalities in One Variable (including Literal and Verbal)
- Linear Relations and Functions (including Standard Form of Lines, Function Notation, Composition of Functions)
- Real Numbers and Radicals (including Rationalizing Binomial Radical Denominators and Radical Equations)
- Complex Numbers
- Quadratic Equations (Nature of the Roots, Verbal Problems)
- Solving System of Equations Algebraically and Graphically (i.e. System of Linear, Quad-linear System)
- Graphs of Quadratic Functions, Relations, Equations and Inequalities
- Exponents
- Trigonometry Introduction

1 Unit

Prerequisite: Algebra 1

Satisfies graduation requirement in Mathematics

NCAA Approved

Integrated Algebra is a continuation of Algebra primarily for students that need a second or third unit of Math who are **not** necessarily seeking an Advanced Regents Diploma. The students will take a local exam in June.

INTRODUCTION TO COLLEGE PRE-CALCULUS

Course Topics

- Linear and Quadratic Functions
- Polynomial Functions
- Inequalities
- Circles, Constructions and Shape Animation with Geometer Sketchpad
- Radical Operations
- Rational Expressions
- Exponential and Logarithmic Functions
- Matrices

.5 Unit
Prerequisite: Passing Algebra 2 Regents or with teacher recommendation
Satisfies graduation requirement in Mathematics
NCAA Approved

Introduction to Pre-Calculus and Statistics is designed to prepare students for introductory college mathematics. This course further develops an understanding of Algebra, Geometry and Trigonometry. A graphing calculator and Geometer Sketchpad will be used. Students will take a local final exam in January. Students may opt to earn four (4) units of credit for this course through SUNY Erie at a reduced tuition rate. Course credits are generally transferable to most colleges and universities throughout the country as long as the student maintains at least a 70% average.

INTRODUCTION TO COLLEGE STATISTICS

Course Topics

- Statistical Studies and Data Analysis
- Graphing Data & Analyzing Distributions
- Bivariate Data
- Nonlinear Relationships
- Probability
- Introduction to Statistical Inference

.5 Unit
Prerequisite: Passing Algebra 2 Regents or with teacher recommendation
Satisfies graduation requirement in Mathematics
NCAA Approved

Introduction to Statistics is designed to prepare students for introductory college mathematics. This course develops an understanding of statistical topics, probability, and data analysis. A graphing calculator will be used. Students will take a local final exam in June. Students may opt to earn four (4) units of credit for this course through SUNY Erie at a reduced tuition rate. Course credits are generally transferable to most colleges and universities throughout the country as long as the student maintains at least a 7.% average.

COLLEGE PRE-CALCULUS

Course Topics

- Complex Numbers and Transformations
- Vectors and Matrices
- Rational and Exponential Functions
- Trigonometry
- Polynomial Functions

COLLEGE PRE-CALCULUS R

1 Unit
Prerequisite: Algebra 2 R with grade of 73% or higher and passed the Algebra 2 Regents exam
Satisfies graduation requirement in Mathematics
NCAA Approved

College Pre-Calculus R is designed to complete students' background for college mathematics. Students will continue the study of Algebra, Geometry, and Trigonometry. Students will perform calculations and graphing operations on a graphing calculator. Students will take a local mid-term exam in January and a local final exam in June. Students may opt to earn four (4) units of credit for this course through SUNY Erie at a reduced tuition rate. Course credits are generally transferable to most colleges and universities throughout the country as long as the student maintains at least a 70% average.

AP PRE-CALCULUS

1 Unit
Prerequisite: Algebra 2 H with a course grade of 83% or higher and passed the Algebra 2 Regents Exam
Satisfies graduation requirement in Mathematics
NCAA Approved

Students who successfully complete AP Pre-Calculus will master the topics in Pre-Calculus R but in *much* greater depth. All students who take this course are required to take the Advanced Placement examination.

CALCULUS

Course Topics

- Functions, Graphs and Limits including Analysis of Graphs, Asymptotic and Unbounded Behavior, and Continuity
- Derivatives including Concept, at a Point, as a Function, Second Derivatives, Computation, and Applications
- Integrals including Interpretations, Properties, Applications, Fundamental Theorem of Calculus, Techniques and Applications of Anti-differentiations, and Numerical Approximations

COLLEGE CALCULUS

Prerequisite: College Pre-Calculus R, AP Pre-Calculus
Satisfies graduation requirement in Mathematics
NCAA Approved

Students who are enrolled in College Calculus will study limits, derivatives, and the relationship between differentiability and continuity. They will be able to perform calculations applying course concepts, apply the Fundamental Theorem of Integral Calculus, and will perform calculations and operations using a graphing utility.

A local exam is given in January and June. Students may opt to earn four (4) units of credit for this course through SUNY Erie at a reduced tuition rate. Course credits are generally transferable to most colleges and universities throughout the country as long as the student maintains at least a 70% average.

AP CALCULUS

1 Unit

Prerequisite: AP Pre-Calculus with a grade of 83% or higher, or permission of instructor

Satisfies graduation requirement in Mathematics

NCAA Approved

Students who successfully complete AP Calculus will master the topics in Calculus R but in *much* greater depth. All students who take this course are required to take the Advanced Placement examination.

AP STATISTICS

Course Topics

- Exploring Data
- Normal Distributions
- Relationships between Variables – Correlation and Regressions
- Designing Samples and Experiments
- Probability
- Random Variables
- Binomial and Geometric Distributions
- Sampling Distributions
- Inference – Confidence and Significance
- Inference for Distributions
- Inference for Proportions
- Chi-Square Testing
- Inference for Regressions

1 Unit

Prerequisite: Algebra 2 with a grade of 83% or higher AND currently enrolled in or have completed Pre-Calculus.

Satisfies graduation requirement in Mathematics

NCAA Approved

All students who take this course are required to take the Advanced Placement exam.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

Amherst Central High School has been approved to offer New York State Education Department's prestigious Technical Endorsement for four sequences: Accounting, Marketing, Computer Information Sciences, and Hospitality/Tourism for both Regents and Advanced Regents Diploma bound students. The sequences offered appear on the next page.

The Career and Technical Education Department is organized to serve several vital roles:

1. To provide a foundation for success in college.
2. To provide an opportunity to obtain college credit while in high school.
3. To develop the Career Development and Occupational Studies and Parenting NYS Learning Standards.
4. To foster the development of learning experiences that will help students become informed citizens and consumers.
5. To promote career exploration.

The courses offered are used to meet the 1 unit practical arts requirement for graduation. If a computer class is used to meet the computer requirement, it cannot also be used to meet the practical arts requirement. "No student shall on the basis of gender, race, color, national origin, disability or age, be excluded from participation in, be denied the benefits of, or otherwise be subject to unlawful discrimination under any career and technical education program or activity."

COURSE OFFERINGS

DEPARTMENT/COURSE	LENGTH	CREDIT
BUSINESS:		
Business & Financial Mathematics [4]	40 weeks	1 unit
College Business Law [1]	40 weeks	1 unit
Career & Financial Management	20 weeks	½ unit
College Accounting [1]	40 weeks	1 unit
Web Design **	20 weeks	½ unit
Computer Applications [1,3]	20 weeks	½ unit
Intro to Computer Programming [3]	20 weeks	½ unit
Entrepreneurship	20 weeks	½ unit
Computer Science Principles [2,3]	40 weeks	1 unit
Internship	20-40 weeks	½ - 1 unit
Sports & Entertainment Marketing	40 weeks	1 unit
Game Design & Programming (GDP)	20 weeks	½ unit
Work Experience	20-80 weeks	½ - 2 units
Wall Street 101 [1]	20 weeks	½ unit
FAMILY AND CONSUMER SCIENCES:		
World Cuisine	20 weeks	½ unit
Gourmet Foods	20 weeks	½ unit
College Hospitality and Tourism [1]	20 weeks	½ unit
TECHNOLOGY:		
Design & Innovation for Industry (DII)	40 weeks	1 unit
Computer Aided Woodworking	20 weeks	½ unit
Intro to Woodworking	20 weeks	½ unit
Advanced Woodworking	20 weeks	½ unit
Architectural Drawing	20 weeks	½ unit
Capstone Design Challenge	20 weeks	½ unit
[1] Optional SUNY credits available through the ECC advanced studies program		
[2] Optional college credits available through Niagara University's NUSTEP program		
[3] Meets computer requirement		
[4] May be used to fulfill 3rd unit of Math		

Amherst Central High School

CTE TECHNICAL ENDORSEMENT SEQUENCES

Accounting Technical Endorsement Sequence	Units
Computer Applications (formerly iComp 1) [1]	1/2
Career & Financial Management	1/2
Select one: • Intro to Computer Programming (formerly iComp 2) • Web Design	1/2
Select one of the following: Business & Financial Mathematics or College Business Law [1]	1
College Accounting [1]	1
Total Completed Units	3 1/2

Computer & Information Sciences Technical Endorsement Sequence	
Game Design & Programming (GDP)	1/2
Computer Applications (formerly iComp 1) [1]	1/2
Career & Financial Management	1/2
Web Design	1/2
Intro to Computer Programming (formerly iComp 2)	1/2
Computer Science Principles [2]	1
Total Completed Units	3 1/2

Marketing Technical Endorsement Sequence	
Computer Applications (formerly iComp 1) [1]	1/2
Career & Financial Management	1/2
Web Design or Entrepreneur	1/2
Select one of the following: Business & Financial Mathematics or College Business Law[1]	1
Sports and Entertainment Marketing	1
Total Completed Units	3 1/2

Hospitality and Tourism Technical Endorsement Sequence	
World Cuisine	1/2
Gourmet Foods	1/2
Career & Financial Management	1/2
Entrepreneurship	1/2
College Hospitality and Tourism [1]	1/2
Either: • Computer Applications [1] • **AND** Web Design [4] **OR** College Business Law [1]	1
Total Required Credits	3 1/2

STRONGLY RECOMMENDED: Students are strongly encouraged to complete either the Career Exploration Internship Program (CEIP) or the General Education Work Experience Program (GEWEP) for ½ unit of credit.

Advanced Regents Diploma	
Select From the Following to Complete 5 Total CTE Units	
1 Unit Courses	1/2 Unit Courses
● Business & Financial Mathematics ● College Accounting [1] ● College Business Law [1] ● Computer Science Principles [2] ● Sports & Entertainment Marketing	● College Hospitality and Tourism[1] ● Computer Applications[1] ● Entrepreneurship ● Game Design & Programming (GDP) ● Internship/Work Experience ● Into to Computer Programming (formerly iComp 2) ● Wall Street 101[1] ● Web Design

[1] This Honors-weighted course is available for optional SUNY credit through our Advanced Studies partnership with ECC. Although Computer Applications is offered for optional SUNY credit, it is not Honors-weighted.

[2] Students may challenge the AP exam and/or earn optional college credit through the Niagara University NUSTEP program after completing the Computer Science Principles course.

College Studies in Career and Technical Education

College Accounting – 3 Units of Undergraduate Credit
College Business Law – 3 Units of Undergraduate Credit
Computer Applications – 3 Units of Undergraduate Credit
Computer Science Principles – AP credit if the student successfully challenges the AP exam
Wall Street 101 - 3 Units of Undergraduate Credit
College Hospitality and Tourism - 3 Units of Undergraduate Credit

Please see the requirements to enroll for college credit in the class course descriptions below.

BUSINESS

BUSINESS & FINANCIAL MATHEMATICS

1 Unit
Prerequisite: 2 Units of Math Credit
Available to 11th and 12th Grade Students Only
Satisfies graduation requirement in Mathematics

Business & Financial Mathematics is a full-year course that may be used to fulfill the third unit of Mathematics credit required to obtain a Regents Diploma, or it may be used to fulfill the Practical Arts requirement (but not both). This course is designed to help students understand the complex financial world they will encounter upon graduation, as well as prepare them for more complex college majors in business and finance. This course may be used towards attainment of a CTE Certificate at graduation.

COLLEGE BUSINESS LAW

1 Unit, Honors Weighted
Prerequisite: None
Satisfies graduation requirement in Practical Arts
3 SUNY Credit Hours Optional through ECC's Advanced Studies Program.
(Students must have Junior/Senior status to enroll for college credit.)

Students will develop an understanding of their rights and responsibilities as they pertain to our legal system. Topics covered will include the legal environment, criminal and civil law, contracts, negotiable instruments, consumer protection, bailments, martial law, and wills and estate planning. Students will also learn about the procedures for arrests, warrants, search and seizures, arraignment, jury duty, and what happens during trials. Members of this class will also participate in a mock trial to show off their legal skills.

CAREER AND FINANCIAL MANAGEMENT

(Graduation Requirement)
1/2 Unit
Prerequisite: Sophomore Requirement (Select group of Juniors/Seniors)
Satisfies ½ of Practical Arts requirement
Satisfies NYS graduation requirement in Career Development and Occupational Studies

Develop skills that will last a lifetime! This course will focus on career exploration, workplace issues, and personal financial topics. Students will participate in career self-assessments, explore a variety of careers and industries, discuss college options, and learn the skills and competencies needed for future success. Students will create a resume, complete job applications, practice interview techniques, and will learn to successfully handle their own personal financial lives. Topics will include budgeting, checking and savings accounts, credit, insurance and investing. Occasionally guest speakers from different careers will give talks about their career pathway.

WALL STREET 101

1/2 Unit, Honors Weighted
Prerequisite: Career and Financial Management
3 SUNY Credit Hours Optional through ECC's Advanced Studies Program
(Students must have Junior/Senior status to enroll for college credit or be recommended by the teacher.)
Satisfies graduation requirement in Practical Arts.

This one semester course is designed to teach students how to make informed financial decisions to manage money and build wealth. Students will engage in a financial planning process to reach personal financial goals. Topics include budgeting, savings and investing strategies, tax strategies, mitigating risks, paying for college, and managing credit. Students in grades 11 and 12 may enroll for college credit through SUNY Erie Community College's (ECC) Advanced Studies Program at a reduced tuition rate. The credit may be transferable to other colleges with an average of "C" or better.

The course will:

- Cover fundamental financial literacy including, budgeting, investment and tax strategies, managing credit, student loans, and insurance to meet short-term and long-term financial goals.

COLLEGE ACCOUNTING

1 Unit, Honors Weighted
Prerequisite: None
3 SUNY Credit Hours Optional through ECC's Advanced Studies Program
(Students must have Junior/Senior status to enroll for college credit.)
Satisfies graduation requirement in Practical Arts

Accounting is the language of business. In this course students will comprehensively study fundamental accounting principles related to financial accounting systems for service and merchandising entities. These concepts will include: (1) identifying, recording, and summarizing transactions, (2) adjusting accounts, (3) preparing and analyzing financial statements, (4) closing an accounting cycle, and (5) safeguarding assets using key internal control concepts. Students may opt to earn three (3) units of SUNY credit through ECC's Advanced Studies Program at a reduced tuition rate for the BU120 – Introduction to Accounting course. Course credits are transferable to most colleges and universities throughout the country as long as the student maintains at least a grade of 74% or higher.

WEB DESIGN

1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Practical Arts *or* Computer, but *not* both

Students will learn and apply HTML, CSS, and basic Java Script to create functional websites using Adobe Dreamweaver. Students will also learn the basics of Gimp (photoshop equivalent software) to learn basic photo editing techniques and make simple web graphics. Additionally, by the end of the course the students will better understand web terminology and definitions, utilize web facts, tips, and tricks, compare and contrast the effectiveness of websites, providers, and servers.

ENTREPRENEURSHIP

1/2 Unit
Prerequisite: Recommended for Sophomores, Juniors or Seniors
Satisfies graduation requirement in Practical Arts

What does achieving the "American Dream" of owning and operating a business really involve? This course introduces the essentials of how to start and plan a small business. This course builds students' skills in the knowledge of the entrepreneurial mindset, types of business ownership, marketing, and the development of a lean business plan for a business. This course can help all students develop many valuable skills including: collaboration, communication, leadership, writing, critical thinking, creativity and presentation.

COMPUTER APPLICATIONS

1/2 Unit
Prerequisite: None
3 SUNY Credit Hours Optional through ECC's Advanced Studies Program
(Optional college credit enrollment is recommended for advanced freshman/sophomores or juniors/seniors.)
Satisfies graduation requirement in Practical Arts *or* Computer, but *not* both

Students will acquire hands-on experience using Google Docs and the Microsoft Office Professional suite of products (Word, Excel, Access, and PowerPoint). Concepts will be taught emphasizing the creation of professional looking documents for use in high school, college, and the world of work. Computer hardware/software, digital citizenship, and computer safety concepts will also be covered. Students may opt to earn three (3) units of SUNY credit for this course through ECC's Advanced Studies Program at a reduced tuition rate for the DA 106 – Introduction to Microcomputer Applications course. Course credits are transferable to most colleges and universities throughout the country as long as the student maintains at least a grade of C or higher.

INTRO TO COMPUTER PROGRAMMING

1/2 Unit
Grades 10-12
Satisfies graduation requirements in Practical Arts or Computer, but not both.

This introductory half-year course explores the fast growing computer information technology field. You will be introduced to computer programming through the object-oriented language Visual Basic. Emphasis is placed on proper coding structure and style while creating effective algorithms to solve business problems.

INTERNSHIP

Course Credit: 1/2 to 1 unit based on hours
Prerequisite: Must be 16 and have current working papers on file in Student Services. Satisfies requirement in Practical Arts

This program gives students a first-hand opportunity to gain insight into the skills and educational requirements of a career prior to entering college. It also gives students the opportunity to work through the internship process to gain a better understanding of internships before entering a college internship program. In order to gain credit for this non-paid internship experience, students choose a career area of interest and complete 54 hours at the internship site with 27 hours of related classroom instruction. Students need to provide their own transportation to and from their placements. Students will also have scheduled class meetings that fulfill the 27 hours of classroom instruction. Students who choose to enroll in this elective course are expected to demonstrate a high level of responsibility and commitment appropriate for the workplace. Characteristics such as honesty, integrity, ethics, teamwork, and a positive attitude are expected. Applications to enroll in this program may be obtained from the Student Services Department and will be reviewed by the Internship Coordinator.

COMPUTER SCIENCE PRINCIPLES

1 Unit
Grades 10-12
Prerequisite: Teacher Recommendation
Satisfies graduation requirement in Practical Arts *and* Computers
Students <u>may elect</u> to challenge the AP Computer Science Principles exam in May.

Computer Science Principles aims to:

1. Generate excitement about computer science career paths.
2. Develop computational thinking, creativity and collaboration.

Computer Science Principles introduces students to central ideas of computer science: The Internet, Digital Information, Programming, and Big Data and Privacy. Students are encouraged to use their creativity while developing computational artifacts and to think creatively while using simulations to explore topics that interest them. This course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. By focusing the course beyond the study of machines and systems, students have the opportunity to investigate innovations that computing has made possible while also examining ethical implications of new computing technology. Students who take Computer Science Principles will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. All students who take this course are encouraged to earn college credit by challenging the Advanced Placement exam in May and/or signing up for the Niagara University NUSTEP program, but students are not required to pursue the AP exam credit to complete the course.

SPORTS & ENTERTAINMENT MARKETING

1 Unit
Prerequisite: None
Satisfies graduation requirement in Practical Arts

Students will learn about marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting supplies and equipment for recreational or sporting purposes, products and services related to hobbies or cultural events, or business primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

GAME DESIGN & PROGRAMMING (GDP)

1/2 Unit
Prerequisite: None

The Game Design & Programming class allows students to learn about how to create a digital 3D interactive animation environment through a program called Alice. Alice is an innovative 3D programming environment that makes it easy to create animation for telling a story, playing an interactive game, or a video to share on the web. Alice is a teaching tool designed by Carnegie Mellon University and is targeted to be a student's first exposure to computer programming. It allows students to learn fundamental programming concepts such as Java and C++ in the context of creating animated movies and simple video games. In Alice, 3D objects (i.e. people, animals, and vehicles) populate a virtual world, and students create a program to animate the objects. Students will also learn how to use their coding skills to program a robotic sphere which can be further manipulated using an iPad. The program is sponsored and endorsed by industry giants such as Oracle, Google, EA Games, Sun Microsystems, and the National Science Foundation.

WORK EXPERIENCE

1/2 - 2 Units
Prerequisite: Must be 16 and have current working papers on file in Student Services.
Employment must meet New York State specified criteria.
Satisfies graduation requirement in Practical Arts

Students earn school credit for on-the-job work experience. This experience is designed to reinforce, refine, and expand workplace skills. Employer and teacher coordinate work to provide a valuable, realistic learning experience. Students are required to participate in cooperative work experience classwork for 27 hours and complete 150 hours of work. Jobs are obtained by the students themselves. Confirmation from the student's employer will be required at the start of the course.

FAMILY AND CONSUMER SCIENCES

GOURMET FOODS

1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Practical Arts

Students will apply an understanding of theory, cooking techniques, nutritional needs, and food presentation in a hands-on food preparation lab. Students will learn how to prepare a variety of foods including breads, soup, sauces, pasta, and desserts. The nutritional value of food and menu planning will be covered in conjunction with the recipes.

WORLD CUISINE
1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Practical Arts

This is a hands-on culinary arts class, supplemented by historical country information and current global trends. Students will examine how culture, location, and climate affect food choices in various countries. Hands-on cooking experiences will accompany the countries being studied. Countries explored include Italy, China, and Mexico.

COLLEGE HOSPITALITY AND TOURISM
1/2 Unit
Prerequisite: Junior or Senior
Satisfies graduation requirement in Practical Arts

This class is designed to familiarize students with the comprehensive scope of the hospitality industry. Emphasis will be on characteristics of various hospitality operations (restaurant, hotels and travel) and the skills required to be successful. The "Hospitality" and "Service" concept is strongly emphasized. Career opportunities will also be explored. Presentation of information is required. Curriculum follows Erie Community College's class HR 111. Students may be eligible for 3 college credits through Erie Community College.

TECHNOLOGY

DESIGN & INNOVATION FOR INDUSTRY (DII)
1 Unit Prerequisite: None
Satisfies graduation requirement in Practical Art or Fine Art

Students in this course will first learn how to sketch using one and two point perspectives to convey rough design ideas. **AutoCad LT 2014** will be learned and used to produce production grade technical drawings that include Plan View, Orthographic Projection Drawings, Section Cut, Isometric Drawings, and Auxiliary View drawings. Once students understand the 2 dimensional drawings they will be introduced to the 3D world using Solidworks 2016 to produce Isometric part designs and assemblies. When designs and drawings are approved, students will be able to create a prototype using our 3-D printers. Through problem solving, 3-D model building and testing, students will solve both hypothetical and real world problems. Students interested in a career in Design and Engineering should register for this course.

INTRO TO WOODWORKING
1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Practical Arts

This course will provide students with basic woodworking skills. Topics to be covered will be machine safety, wood types, jigs and fixtures, joinery, and material prep. This course will be hands-on project based. The skills learned are not only fun to learn and highly useful in everyday life, but extremely marketable within the job community.

ADVANCED WOODWORKING
1/2 Unit
Prerequisite: Intro to Woodworking
Satisfies graduation requirement in Practical Arts

This course will provide students the opportunity to further develop their woodworking skills learned in Intro to Woodworking. This advanced study in woodworking will prepare students for a career in furniture making. Topics covered will be machine safety, machine maintenance, machine setup, jig and fixture creation, and advanced joinery techniques. In this course students will research, design, and build a piece of furniture.

ARCHITECTURAL DRAWING

1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Practical Arts

This course covers the introductory study in Architectural Computer-Aided Drawing and Design with specific emphasis on Interior & Exterior Design. Course subject areas will include the development of architectural floor plans, elevations, foundation, electrical plans, site plans, and a specific emphasis on interior design. Students will create 3-D interior and exterior designs along with 3-D virtual tours of their house design. Students will learn how to develop professional architectural drawing file documentation through the preparation and plotting (printing) presentation. There is no prerequisite.

COMPUTER AIDED WOODWORKING

1/2 Unit
Prerequisite: (Intro to Woodworking recommended)
Satisfies graduation requirement in Practical Arts

Students will learn about how to make projects out of wood using computer designs and computer driven machines known as a CNC and Laser Cutters. Students will develop their woodworking skills and skills of Computer Aided Design to produce products using a Computer Numerical Controlled (CNC) Router and CO2 Laser Cutter. This course is project based. Students will design, build, and program machines to create their projects.

CAPSTONE DESIGN CHALLENGE

1/2 Unit
Prerequisite: Advanced Innovation and Robotics (AIR), Digital Graphics/Photo 1, or Design and Communications for Innovation (DCI) DCI Changed to Digital Graphics Design 1
Satisfies graduation requirement in Practical Arts

Design Thinking is a way to view and improve the world around us. It is a framework for problem solving with the user in mind. In this advanced level class, students will use industry standard software, technology and equipment to develop and manufacture a product from start to finish. Experience the multifaceted approach of working professionally in the field of design while honing skills in Adobe Creative Suite, CAD, part machining, technical drawing, logo design, brand identity, packaging, video editing, web and social media layout. Students will work in teams to collaboratively solve industry problems through the Henry Ford Learning Institute's Design Thinking process.

SCIENCE

SCIENCE PREP

1 Unit

Prerequisite: Reserved for 1st year students of Science based on the profile described below

Satisfies graduation requirement in Science

This course is designed for first year science students that require support and further develop with essential skills required to access high school level science coursework. The major goal is to prepare the student for a Regents level science course. The course will stimulate student learning through "hands on" learning experiences that are built around both the Biology and the Earth Science curriculums. The selected units in Biology include: ecology, the microscope, and the scientific method. The selected units in Earth Science include: weather, climate, and formulas and math used in Earth Science. Students will apply science process skills including: classifying, inferring, measuring, predicting, defining, graphing, experimenting, interpreting, identifying, and forming hypotheses. A major emphasis will be placed on science literacy: reading, interpreting, and comprehending science articles and questions. Emphasis is also placed on measurement and graphing. Laboratory activities will be the main vehicle to deliver and reinforce course content. Science Prep students will go on to either Biology R (with support) or Earth Science R (with support) the following academic year. This course ends with a local exam.

EARTH SCIENCE R (with support)

1 Unit

Prerequisite: None

Satisfies graduation requirement in Science

NCAA Approved

Students participating in Earth and Space Science with Support will engage in the Regents level Earth and Space Science curriculum, but with additional scaffolding of skills and concepts and a reduced expectation for independent work completion outside of the classroom and /lab periods. The course is designed to provide assistance to students for whom passing a Regents level science is more challenging. Students will participate in three laboratory periods per cycle in addition to daily classes. Students must successfully complete 1200 minutes of lab time to be eligible to take the Earth Science Regents exam. See the Earth and Space Science R course description below for more information about topics that will be covered through the Earth and Space Science curriculum.

EARTH AND SPACE SCIENCE R

1 Unit

Prerequisite: None

Satisfies graduation requirement in Science

NCAA Approved

Students participating in Earth and Space Science will engage in a dynamic, hands-on learning experience that brings key academic concepts to life. Students will build background knowledge related to Earth science, environmental systems, and local geography. Throughout the course, students will conduct classroom learning that is similar to actual fieldwork. They may: Identify rock types and landforms, observing evidence of weathering, erosion, and deposition in the landscape; analyze soil or water samples to investigate pH, clarity, composition, and factors that affect environmental quality; observe weather patterns or microclimates, recording temperature, wind, cloud cover, or other data relevant to Earth systems; and connect human impact to environmental change, exploring topics such as conservation, land use, and resource management.

Students will work collaboratively to make detailed observations and document findings in field journals. Students will reflect on their discoveries through discussion, writing, and follow-up projects. They may analyze collected data, compare field observations with classroom predictions, or create presentations demonstrating their understanding of geological processes, ecosystems, and environmental stewardship. Students must successfully complete 1200 minutes of lab time to be eligible to take the Earth Science Regents exam.

BIOLOGY R (with support)

1 Unit
Prerequisite: None
Satisfies graduation requirement in Science
NCAA Approved

Students will acquire a general understanding of the fundamental principles of Biology with an emphasis on: study of life, maintenance in animals, maintenance in plants, reproduction and development, transmission of traits from generation to generation, evolution and diversity, and plants and animals in their environment. In addition, students will explore human physiology, reproduction and development, modern genetics, and ecology. This course is designed to provide assistance to students for whom passing a Regents level science course is considered problematic. Students will participate in three laboratory periods per cycle in addition to daily classes. This course ends with the NYS Regents exam.

BIOLOGY R

1 Unit
Prerequisite: None
Satisfies graduation requirement in Science
NCAA Approved

The New York State (NYS) new biology curriculum, called Life Science: Biology, is aligned with the NYSSLS (Next Generation Science Standards), focusing on scientific practices (modeling, data analysis, explaining) alongside core biology concepts like cells, genetics, evolution, ecology, and human systems, emphasizing hands-on labs and inquiry to prepare students for the Biology Regents exam. Key topics include molecular basis of life, ecosystems, energy flow, inheritance, and human impact, with a significant requirement for 1200 lab minutes and three mandatory state labs. Students will participate in three laboratory periods per cycle in addition to daily classes.

BIOLOGY H

1 Unit
Prerequisite: None
Satisfies graduation requirement in Science
Recommended: Strong 89% to 95% work in previous Science and Math courses and teacher recommendation
NCAA Approved

The New York State (NYS) new biology curriculum, called Life Science: Biology, is aligned with the NYSSLS (Next Generation Science Standards), focusing on scientific practices (modeling, data analysis, explaining) alongside core biology concepts like cells, genetics, evolution, ecology, and human systems, emphasizing hands-on labs and inquiry to prepare students for the Biology Regents exam. Key topics include: molecular basis of life, ecosystems, energy flow, inheritance, and human impact. There is a significant requirement for a minimum of 1200 lab minutes and three mandatory state labs. Students in Honors Biology will experience enrichment in select topics within the biology curriculum. Students will participate in three laboratory periods per cycle in addition to daily classes.

AP BIOLOGY

1 Unit
Prerequisite: Biology R or H and Chemistry R or H
Recommended: Physics
Satisfies graduation requirement in Science
NCAA Approved

Students in this college level general Biology course will study cellular structure and function, molecular genetics, organismal and population biology. Students will participate in six class sessions and three laboratory classes per cycle which will focus on molecular biology, genetics and comparative anatomy. Because this course is designed for students with above-average skills in science, an 85% average in previous Science and Math courses is **strongly** recommended. Students enrolled in this course must take the AP Biology exam formulated by the College Board.

CHEMISTRY NR

1 Unit
Prerequisite: Earth Science and Biology recommended
Satisfies graduation requirement in Science
NCAA Approved

In this class, students will learn basic chemical concepts and will apply this knowledge to an exploration of water needs, conserving chemical resources, petroleum, nuclear chemistry, climate, and the chemical industry. This class ends with a locally prepared final exam.

CHEMISTRY R

1 Unit
Prerequisite: Successful completion of a Regents Math course
Satisfies graduation requirement in Science
NCAA Approved

This college preparatory lab science course is designed for “average” Amherst students. Students will learn the properties of the chemical elements, compounds and reactions, states of matter and regularities, and selected topics in accordance with, but not limited to, the New York State Core Curriculum. Students meet for daily class sessions and three lab sessions each cycle. This class ends with the NYS Regents exam.

CHEMISTRY H

1 Unit
Prerequisite: Successful completion of a Regents Math course
Recommended: Strong Honors work in a previous Science and Math course
Satisfies graduation requirement in Science
NCAA Approved

All topics from the NYS Regents Core Curriculum will be covered with the following areas of enrichment: stoichiometry, atomic structure, bonding, chemical equilibrium, and kinetics. Students will be required to communicate their knowledge using both qualitative and quantitative means. This course provides an excellent foundation and preparation for students with an interest and ability in science who plan to undertake further work in science or engineering at the college level. Students meet for daily class and three laboratory sessions each cycle. This class ends with the NYS Regents exam and the American Chemical Society Chem-Ed exam.

AP CHEMISTRY

1 Unit
Prerequisite: Chemistry R or H, and two Regents Math courses
Recommended: Strong Honors work in Science and Math
Satisfies graduation requirement in Science
NCAA Approved

Students in this college level course will study atomic structure and bonding, stoichiometry, reaction kinetics and equilibrium, gas laws, thermochemistry, and electrochemistry. Students will apply mathematical knowledge and understanding to algebra, logarithms, and exponential equations. The course meets three class periods and three double period lab sessions per cycle. Labs will require fully written laboratory reports. Students in this course are required to take the College Board AP Chemistry exam.

GENERAL PHYSICS

1 Unit
Recommended: Successful completion of a Regents level Math course
Satisfies graduation requirement in Science
NCAA Approved

This course is designed to present an overview of Physics topics to college-bound students unlikely to pursue science-related majors. While this course is taught at the Regents level (Regents level grade weighting), it does not have a separate lab component and ends with a locally prepared final exam. The goal of Physics is to construct a mathematical model describing all of nature. Topics to be explored include mechanics, wave phenomena, electricity and magnetism, and atomic and particle Physics. The everyday work of a Physics course strengthens students' Math skills, logical reasoning, and problem-solving abilities.

PHYSICS

1 Unit
Recommended: Successful completion of two Regents level Math and two Regents level Science courses.
Satisfies graduation requirement in Science
NCAA Approved

This course earns Honors level weighting and includes two laboratory sessions per cycle in addition to the daily class periods. This course ends with the NYS Regents Physics exam. The goal of Physics is to construct a mathematical model describing all of nature. Topics to be explored include mechanics, wave phenomena, electricity and magnetism, and atomic and particle Physics. The everyday work of a Physics course strengthens students' Math skills, logical reasoning, and problem-solving abilities.

AP PHYSICS

1 Unit
Recommended: Strong Honors level work in two Math and Science courses
Satisfies graduation requirement in Science
NCAA Approved

This college-level course includes three laboratory periods per cycle in addition to daily classes. The goal of Physics is to construct a mathematical model describing all of nature. Topics explored include mechanics, wave phenomena, electricity and magnetism, and atomic and particle Physics. The everyday work of a Physics course strengthens students' Math skills, logical reasoning, and problem-solving abilities. Unlike AP Biology and Chemistry, AP Physics is most often taken as a first Physics course. (However, students may take the Physics course above first. This is a very good idea for those who feel that the pace of the AP course may be too much without a prior background.) All students in this course are required to take the AP Physics exam formulated by the College Board. This course ends with the NYS Regents Physics exam.

SEMESTER ELECTIVES IN SCIENCE

Most students at Amherst take four years of science. **All students, especially those considering post-secondary education, should avail themselves of the four basic laboratory sciences; Earth Science, Biology, Chemistry, and Physics.** The Science department also offers these half-year electives as additional work for those students who are especially interested in these topics. It is important to note that, for most students, these electives will be taken in addition to, not in lieu of, the laboratory sciences.

ANATOMY & PHYSIOLOGY: FOUNDATIONS (FALL SEMESTER)

1/2 Unit
Prerequisite: Biology R (or Biology R (with support) with teacher recommendation)
Satisfies graduation requirement in Science
NCAA Approved

This course will add to a student's knowledge of the body beyond what is covered in Regents Biology. Topics include anatomical terminology, review of cellular biology and biochemistry, tissue structure (histology), skeletal system, muscle system and nervous system. Most of these are fundamental topics in college anatomy and physiology classes that are not focused on in Regents Biology. Students considering careers that require a background in anatomy and/or physiology (i.e. physical education, physical therapy, nursing, medicine, etc) would benefit from this course since they will gain a more complete understanding of the human body. Labs focusing on dissection are involved in this course. This course can be taken independently of Anatomy & Physiology: Health and Wellness.

ANATOMY & PHYSIOLOGY: HEALTH AND WELLNESS (SPRING SEMESTER)

1/2 Unit
Prerequisite: Biology R (or Biology R (with support) with teacher recommendation)
Satisfies graduation requirement in Science
NCAA Approved

This course will examine the structure and function of multiple body systems with a focus on how these systems relate to the overall health of the human body. Topics covered include endocrine, digestive, respiratory, circulatory, urinary, integumentary, and reproductive systems. Students interested in learning more about these systems and the health of the body should consider this course. Students considering careers that require a background in anatomy and/or physiology (i.e. physical education, physical therapy, nursing, medicine, etc.) would also benefit from this course as they will deepen their understanding of these body systems. Many labs involving dissection are done in this course. This course can be taken independently of Anatomy & Physiology: Foundations.

Advanced Studies Option: If students successfully complete both Anatomy & Physiology courses they will be eligible for Advanced Studies Credit through SUNY Erie (3 credit hours for BI 147: Survey of Anatomy & Physiology)

SPORTS AND EXERCISE SCIENCE

1/2 Unit
Prerequisite: Biology R (or Biology R (with support) with teacher recommendation)
Satisfies graduation requirement in Science
NCAA Approved

This course will take a comprehensive look at diagnosis, evaluation, and treatment of common sport related injuries. We will complete a deep investigation of the nervous, skeletal, and muscular systems, as well as specific joints of the human body, discovering how these systems are interrelated and how the stress of exercise/sport impacts the function of each system. This course is hands-on: we will be taping ankles and evaluating joints. In addition, cat dissection will be included. Students interested in health related professions or a deeper understanding of prevention, evaluation, and diagnosis of injury may benefit from the course.

ENVIRONMENTAL SCIENCE

1/2 Unit
Prerequisite: Biology R (with support), R, or H
Satisfies graduation requirement in Science
NCAA Approved

Students will study a "real-world" problem related to ecology, pollution, and conservation issues. Students will study how humans have made risk assessments to determine our impact on the environment. Students will apply the knowledge gained in other science classes in their analysis of environmental issues. Students will develop a greater understanding and appreciation for the materials and problems of the environment as a result of the exploration, identification, and study of the elemental factors and processes that operate in bodies of water, air, fields, and forests.

ENVIRONMENTAL SCIENCE HONORS

1/2 Unit
Prerequisite: Biology R (with support), R, or H
Satisfies graduation requirement in Science
NCAA Approved

Students will study a "real-world" problem related to ecology, pollution, and conservation issues. Students will study how humans have made risk assessments to determine our impact on the environment. Students will apply the knowledge gained in other science classes in their analysis of environmental issues. Students will develop a greater understanding and appreciation for the materials and problems of the environment as a result of the exploration, identification, and study of the elemental factors and processes that operate in bodies of water, air, fields, and forests.

PERSPECTIVES IN MODERN SCIENCE

1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Science

Perspectives in Modern science will allow students to utilize prior science knowledge in conjunction with real-life case studies to increase their scientific literacy. Starting with the earliest applications of the scientific method, this course will take students through the evolution of experimentation. Students will also learn the best methods of fact-checking and spotting misinformation in past and current scientific events, giving them the skills to analyze scientific media in their everyday lives. In addition to preparation in the core scientific skills required for the study of science in college, the overall purpose of this course is also to develop and deepen the critical thinking skills necessary to analyze the world around us through a scientific lens.

Science class scheduling at Amherst is extremely flexible, but here are some typical programs…

Regents Level (with support)

9th grade Earth Science R (with support)[1] *or* Biology R (with support)[1]
10th grade Biology R (with support)[1] *or* Earth Science R (with support)[1]
11th grade NR[2] Chemistry *or* two electives

Regents Level

9th grade Regents Biology
10th grade Regents Earth Science
11th grade Regents Chemistry *plus* electives
12th grade General Physics[3] *or* Physics[3] *plus* electives

Honors Level

9th grade Honors Biology
10th grade Honors Chemistry
11th grade Physics[3] *or* AP Physics[3] *&* AP Biology &*/or* AP Chemistry *plus* electives
12th grade Physics[3] *or* AP Physics[3] *&* AP Biology &*/or* AP Chemistry *plus* electives

[1]R (with support) courses end with the Regents exam.
[2]NR or *Non-Regents* Chemistry ends with a local exam.
[3] Unlike AP Biology & Chemistry which are second-year courses, AP Physics is most often taken as the first year of
Physics. (Interested students may take Physics first and then AP as a second year.)
General Physics earns Regents level grade weighting.
Physics earns Honors level grade weighting.

Half-year electives offered *in addition* to the regular program…

Anatomy & Physiology
Environmental Science
Oceanography
Sports & Exercise Science

Science Prep is a full-year course, available upon teacher recommendation, which is restricted to first-year science students who are well below grade level.

SOCIAL STUDIES

GLOBAL HISTORY I R (WITH SUPPORT)

1 Unit
Prerequisite: None
Satisfies graduation requirement in Social Studies
NCAA Approved

This program is designed to provide maximum support for students who have difficulty with reading, writing, organization, and study skills. Most sections are co-taught with a consultant teacher to provide support and individual attention for the students. The pacing of the curriculum and smaller class sizes are tailored to reach maximum potential of enrolled students. The major goal of this class is to build a firm foundation of skills and content necessary to succeed on the Global History Regents exam at the end of 10th grade.

GLOBAL HISTORY I (R, H)

1 Unit
Prerequisite: None
Satisfies graduation requirement in Social Studies
NCAA Approved

These courses represent the first year of a two-year course culminating in the NYS Global History Regents examination. Global History I studies the history and cultures of Europe, Asia, Africa, and Latin America until roughly 1750. The H (Honors) level requires more independent activity by the student, including research, and writing major essays. The Honors level also presupposes a high level of reading ability and motivation.

GLOBAL HISTORY 10 R (WITH SUPPORT)

1 Unit
Prerequisite: Global History I
Satisfies graduation requirement in Social Studies
NCAA Approved

This course is designed to provide maximum help for students with weak reading, writing, language, and study skills by using a team teaching approach. The major goal is to build a firm foundation of skills and content necessary to succeed in passing social studies, as well as the Regents examinations in 10th and 11th grades. Global History II units help students achieve mastery of the material. Students are recommended for this program through the Student Services department at the High School or through the recommendations of the 9th grade Global teachers. Space is limited in this course to ensure a low teacher to student ratio. Please see the course description of Global History II (R, H) for a general review of the curriculum.

GLOBAL HISTORY II (R, H)

1 Unit
Prerequisite: Global History I
Satisfies graduation requirement in Social Studies
NCAA Approved

This course is the culmination of a two-year sequence in which the student will be exploring the world since 1750. The student will demonstrate an understanding of how historical and current global/regional/national trends and issues are influenced by ideas, individuals, groups, and institutions. Students will be using primary/secondary sources, maps, graphs, and political cartoons for historical analysis, including chronology and the relationship between causes and effects. Course work involves reading, writing, and research. Research papers, Document-Based Questions from AP exams, and essay exams are common assignments. The course culminates with the NYS Global Regents Exam.

AP WORLD HISTORY

1 Unit
Prerequisite: Global History I
Satisfies graduation requirement in Social Studies
NCAA Approved

Students will complete all requirements of the Global History Regents course. In addition, AP World History the rise and fall of empires, the evolution of technology, and the cultural and social changes that have shaped our world. Emphasis will be placed on the use of original documents and the ability of students to process and analyze various historical components. Students are required to take both the AP World History examination in May and the NYS Global History Regents exam in June.

US HISTORY R (WITH SUPPORT)

1 Unit
Prerequisite: Global History II
Satisfies graduation requirement in Social Studies
NCAA Approved

This course is designed to provide developmental and reinforcement activities for students requiring extra structure and drill to meet the new NYS Regents Learning Standards. Students will demonstrate an understanding and relevance of democratic values in U.S. history; the influence of ideas, individuals, institutions and groups, and significant writings of constructive methods for bringing about social change in American society. They will apply analysis and critical thinking skills as they express a variety of viewpoints. Students will also use their skills and knowledge in the analysis and/or construction of maps, graphs, political cartoons, and other primary sources. The course culminates with the US History Regents Exam.

US HISTORY R

1 Unit
Prerequisite: Global History II
Satisfies graduation requirement in Social Studies
NCAA Approved

Students will demonstrate an understanding and relevance of the development of democratic values in U.S. history, the impact of national and ethnic groups on American culture, and the causes and results of major events. Students will use critical thinking skills to analyze historical documents and express both historical and personal viewpoints. Emphasis will be placed on the use of maps, charts, news accounts, and other primary sources. The course culminates with the US History Regents Exam.

AP US HISTORY

1 Unit
Prerequisite: 10th grade Social Studies
Satisfies graduation requirement in Social Studies
NCAA Approved

Students will complete all requirements of the U.S. History Regents course. In addition, students in the Advanced Placement course will demonstrate a mastery of expository writing skills including analysis and evaluation of applicable articles and books, historiography, comparison of the approaches and biases of historical schools, and construction of coherent essays. Students will use a variety of historical documents to answer controversial historical questions. The AP examination is a course requirement. The course culminates with the US History Regents Exam.

ECONOMICS NR & R

1/2 Unit
Prerequisite: 11th grade U.S. History
Satisfies graduation requirement in Social Studies
NCAA Approved

In this required semester course, students will gain an understanding of fundamental economic philosophies, and the role they play in America. They will also learn the effects of the media, individuals, groups, and other countries on the American economy. Both micro- and macro-economic thought will be studied. This course concludes with a required local exam.

AP ECONOMICS

1/2 Unit- meets alternate days for full-year
Prerequisite: 11th grade Social Studies
Satisfies graduation requirements in Social Studies
NCAA Approved

The current focus of this course is Microeconomics, the study of the individual units (consumers and businesses) which make up the American economy. As time allows, other issues of interest to the students may be studied. Taking the AP examination in Microeconomics is a course requirement.

GOVERNMENT R

1/2 Unit
Prerequisite: 11th grade Social Studies
Satisfies graduation requirements in Social Studies
NCAA Approved

This course covers various political and policy-making processes as they apply to governmental power, decision-making, and citizen participation in the American democratic republic. There are five major units in the course: I. The American System: II. Opinions, Interests, Organizations: III. Institutions of Government in the 21st Century: IV. The Politics of Public Policy: and V. Personal Participation in American Civic Life. The course will emphasize personal understanding and responsibilities required to be a participating citizen in contemporary American society. The course concludes with a local, Regents level comprehensive examination.

GOVERNMENT NR

1/2 Unit
Prerequisite: 11th grade Social Studies
Satisfies graduation requirements in Social Studies
NCAA Approved

This course is designed to meet the NYS graduation requirement for “Participation in Government,” and is especially designed for those students who have been in the Developmental Regents courses in previous years. The curriculum covered is basically the same as for the traditional course, but more emphasis is placed upon skill building, such as note-taking and discussion techniques. Regular quizzes and homework assignments also figure into the grade, as does class work. This course concludes with a local final examination.

AP US GOVERNMENT AND POLITICS

1/2 Unit - meets alternate days for a full-year
Prerequisite: 11th grade Social Studies
Satisfies graduation requirement in Social Studies
NCAA Approved

Students will demonstrate knowledge of the structure of the government of the United States, an awareness of the major writings and speeches which define American political philosophy, and an understanding of the workings of the American political systems. Students will analyze an election based on personal participation, complete a community service project, and present oral and written arguments on issues before the United States Supreme Court. The AP examination is a course requirement.

PSYCHOLOGY

1/2 Unit
Prerequisites: 9th, 10th, & 11th grade Social Studies
Satisfies graduation requirement in 5-unit sequence in Social Studies
NCAA Approved

Psychology is an elective course intended to introduce students to the field of psychology. A survey of personality theory, social psychology, abnormal psychology, and development psychology is the major focus of the course. Students will be required to complete a final assessment.

AP PSYCHOLOGY

1/2 Unit
Prerequisite: None
Satisfies graduation requirement in Social Studies
NCAA Approved

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. All students enrolled in the class must take the AP Psychology exam. The exam includes a 70-minute multiple-choice section that accounts for two-thirds of the exam grade, and a 50-minute free-response section made up of two questions that accounts for one-third of the exam grade.

SOCIOLOGY

1/2 Unit
Prerequisite: 9th, 10th, & 11th grade Social Studies
Satisfies graduation requirement in 5-unit sequence in Social Studies
NCAA Approved

Students will demonstrate knowledge of the principles of Sociology and use vocabulary necessary to illustrate this knowledge. Students will apply this knowledge by examining current social issues and topics for one-half of the course. Analysis and synthesis will be stressed. Students will be required to complete a final assessment.

AP AFRICAN AMERICAN STUDIES

1 Unit
Prerequisite: 9th grade Social Studies and teacher recommendation (if student's first AP course)
Satisfies graduation requirement in Social Studies
NCAA Approved

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Students will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. As a course requirement and to deepen student understanding of content and skills, students will embark on a three-week research project, during which they will define a topic and line of inquiry, conduct independent research to analyze sources, and develop a presentation about their selected topic.

LEADERS & CHANGEMAKERS: CIVICS IN ACTION (A SEAL OF CIVIC READINESS PROGRAM)

1/2 Unit
Prerequisite: Successful completion of Global History 9 and 10 and US History & Government 11 (corequisite)
All students enrolled in this course MUST complete the Seal of Civic Readiness requirements to earn credit for this course

This course is student driven, hinging on civic issues that students are interested in addressing. This class will investigate issues that modern American society faces and explore student driven options to change these issues. This class will survey topics including but not limited to: civil rights, climate change, freedom of speech, the fragility of democracy, gun control, women's rights, healthcare and public education. There will be opportunities for students to create and take civic action in the community. The course will teach students about civics, and how to be civic minded. Students will be able to earn the New York State Seal of Civic Readiness, a four-plus-one pathway or diploma enhancement. Students will also develop and demonstrate the tools of American citizenship and civic engagement. This course will hone student leadership and advocacy skills.

2026-2027 School Year

ERIE 1 BOCES CAREER AND TECHNICAL EDUCATION

BOCES (Board of Cooperative Educational Services) provides students with highly specialized training in a wide range of vocational areas. Students may earn 3.75 units of credit each year of study. Within that credit, a credit in Math, Science and English may be earned while participating in these programs. Most of these programs provide students with both employable skills and the background to further their education in college. Many of these programs offer articulation agreements with both two- and four-year institutions. **Scan QR codes or stop in the Student Services office for more detailed information..**

Career & Tech Programs

- Animal Science
- Auto Tech
- Aviation
- Baking & Pastry
- Barbering
- Building Trades
- Collision Repair
- Cosmetology
- Criminal Justice
- Culinary Arts
- Cybersecurity & Networking
- Dental Lab Technology
- Digital Media
- Early Childhood Education
- Electrical Systems
- Electronics & Computer Technology
- Emergency Medical Services
- Engineering & Robotics
- Esports Management & Game Development
- Exercise Science
- Fashion Design Technology
- Health Careers
- HVAC
- Video Production & Recording Arts
- Web Tech & Game Programming
- Welding

New one-year program for students that are interested in digital and social media marketing.

- Social Media Marketing

New Visions & Tech Prep

- Connections: Health Related Careers
- Diesel Technology
- Education Pathways Academy
- Legal Academy
- Plant Science
- Zoo Wildlife & Conservation Careers

SENIORS ONLY PROGRAMS