

8th to 9th Grade Parent Night

Information Packet

January 16th, 2020

Department Chair and Administration Contact Sheet

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Mr. Tim Malloy

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Mr. Ed Kilmartin

Grade 11 (L-Z) & Grade 12
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518-207-2055

Attendance and Permission to Leave Early

When a student misses 10% or more of school days (approximately 18 days) for any reason, it is considered chronic absenteeism. Chronic absenteeism is linked to lower academic achievement. It is important to let the school know when your child is absent or leaving early.

Attendance

Attendance is an important factor in school success for students. We ask parents/guardians to call/email the school on the morning of the day of your student's absence. After the absence, an absent note is still required to be turned in either to the Attendance Secretary in the Main Office or the student's guide room leader.

Mrs. Lynn Chesser
Attendance Secretary
518-207-2002 (24 hours)
Email: chessely@egcsd.org

Permission to Leave Early

If your child needs to leave school grounds early, a note or an email must be sent to the student's Assistant Principal's Office. Once the secretary calls/responds to your email to confirm the note, a *Permission to Leave Early* pass will be written. Students are required to pick the PLE pass from their Assistant Principal's Office. Students show the pass to their teacher at the indicated time and then will submit the pass to the Front Entryway Security Monitors. Please note that if there is no advance note submitted, you will need to come into the Front Entryway providing proper ID to sign the student out.

Mrs. Mary Schaefer
Freshman Principal Patricia Farnan's secretary
518-207-2054 or schaeferma@egcsd.org

Accessing Help

The high school has many ways for students to access help. Below are a few of those ways:

- ***Email teacher***
- ***Email school counselor***
- ***Learning Resource Centers (LRC) in Math and English***

LRCs are available most periods of the day and are staffed by a math teacher and English teacher respectively. The teachers are able to provide students with help in subjects in the school day. Students can drop into the LRCs or, with parental support, can be assigned to an LRC in place of a study hall.

- ***National Honor Society (NHS) tutors***

We have upperclassmen who have been inducted into the National Honor Society who are able to meet with students during shared “free time” (lunch or study hall). To sign up for an NHS tutor, students can stop down to the Guidance Office to fill out a form.

- ***Outside tutor***

The Guidance Office keeps a list of individuals who are available after school to tutor students in a variety of subjects for a cost. You can contact the Guidance Office for the list.

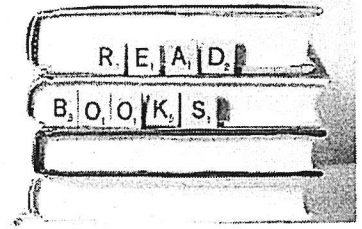
English

Columbia High School English Department

Meagan Asenbauer - English Department Chair
asenbauerme@egcsd.org

Topics of conversation

- » Common Core Curriculum - 9th grade courses
- » Academic Intervention Services in conjunction with the Reading Dept.
- » Additional Support (ELA Learning Resource Center)
- » Honors classes guidelines
- » English Department Courses for Grades 10 - 12
- » Extra-curricular activities offered through the English Department
Devils Advocate student newspaper, *The Labyrinth* literary magazine, Annual Poetry Slam



Important Dates

- February 7th English 9H Statement of Interest due to 8th grade English teacher
March 19th English 9H Qualifying Exam (Goff Cafe from 1:30 - 3:45)
March 25th & 26th Administration of the NYS ELA Exam for Grades 3-8

Notes or Points of Interest

*"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."*

--Dr. Seuss



Students are required to study four years of English with the opportunity to select additional electives for credit.



Students entering Grade 9 who face challenges with reading and writing are provided additional English Language Arts services to help develop their reading and writing skills in all classes, to prepare them for the ELA Common Core exam, the SAT exam, and to encourage them to become lifelong readers and writers.



Within the Regents level, students move from 9R to 10R to 11R and sit for the NYS ELA Common Core exam during their junior year.



The English Department's Honors Program at Columbia High School is a challenging and rigorous course of study which requires students to prepare for the ELA Common Core exam in *two years rather than three*. Students in 10H sit for the exam at the end of their sophomore year rather than in their junior year. In order to succeed in this program, students must have strong reading, writing, and analytical skills.



Students are also offered an opportunity to enroll in Advanced Placement courses in 11th and 12th grade.

Junior Year: *Language and Composition*

Senior Year: *Literature and Language*



Seniors select two semester-long English classes from a variety of course selections. One class will focus on writing and the other on literature.

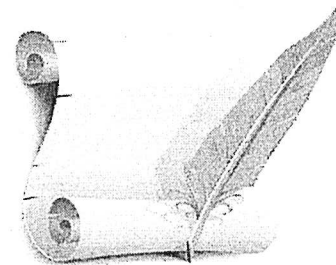
Writing courses: *Intro to Literature (through Siena College), College Prep II, College Prep I, Practical English*

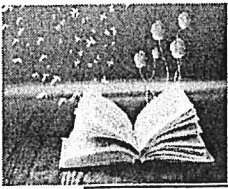
Literature courses: *Mythology, Literature of Young Adults, Modern Lit, Crime in Literature, Literature, Culture, and Society, Contemporary Studies, and American Perspectives*

Consideration for English 9H is as follows:

- * Student Interest statement submitted to 8th grade English teacher
Please note that this is due no later than February 7th
- * Academic average of 92 or above
- * Student Portfolio of writing samples
- * 8th grade English teacher recommendation
- * Mastery on the Qualifying Exam

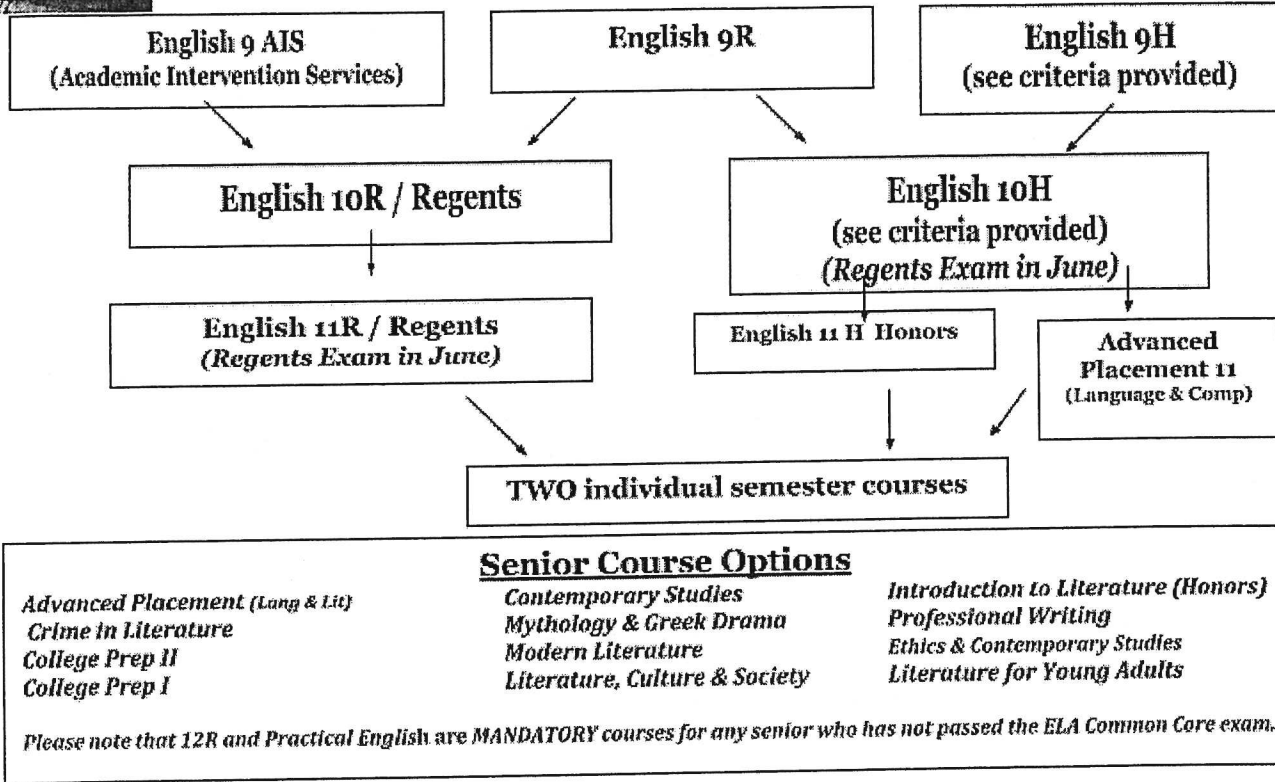
Based on the above criteria, students will be invited to sit for the qualifying exam in **March of 2020**. Students who demonstrate mastery on the qualifying exam and meet the above criteria will be invited to participate in English 9H and may also be required to complete a reading and writing task to be submitted to the Honors English teachers before the end of the summer.





Columbia High School English Department Courses

All freshmen and sophomore courses in the English Department are designed to prepare students for success on the English 11 Common Core Exam, leading to a New York State Regents Diploma. There are various routes to attaining the Regents Diploma, each specifically designed to meet the needs and interests of students.



Students may also elect to enroll in various electives throughout the course of their studies in Columbia, including *Journalism, Public Speaking, SAT Prep, Creative Writing, The Play's the Thing, Classic Roots of English, Introduction to Video Game Development, and/or Woman's Point of View.*

ENGLISH 9 (AIS)

The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. This course is intended for students requiring Academic Intervention Services. Placements will be based on the ELA 8 scores and teacher recommendation. Students meet daily in a class that is co-taught by an English teacher and a Reading teacher. Essential reading and writing skills are assessed, areas of concern addressed, and foundations established for mastery of the literary and personal essay. Additionally, practical application of composition skills is an essential component of the course. Language use and vocabulary skills are reinforced and further developed. Out-of-class work in reading and writing (homework) is assigned on a regular basis. Students sit for an extensive final examination in June.

ENGLISH 9-R

The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. This course is designed to teach skills in reading comprehension, interpretation of literature, composition, grammar, usage, mechanics of language, and vocabulary. Students develop skills in literary response and analysis through critical readings of various literary genres. Essential writing skills are assessed, areas of concern addressed, and foundations established for developing mastery of the literary and personal essay. Additionally, practical application of composition skills is an essential component of the course. Written work comprises a significant percentage of each student's grade, and the course culminates with a final exam. Emphasis will be placed on specific instruction in persuasive, expository and literary writing, as well as research skills. An introduction to research skills will be implemented, and students will become familiar with MLA style and the format of a formal research paper. Language use and vocabulary skills are reinforced and further developed. Changes in the SAT require emphasis on grammar, usage, proofreading and editing skills. Out-of class work in reading and writing (homework) is assigned on a regular basis. Students sit for an extensive midterm and final examination.

ENGLISH 9-H

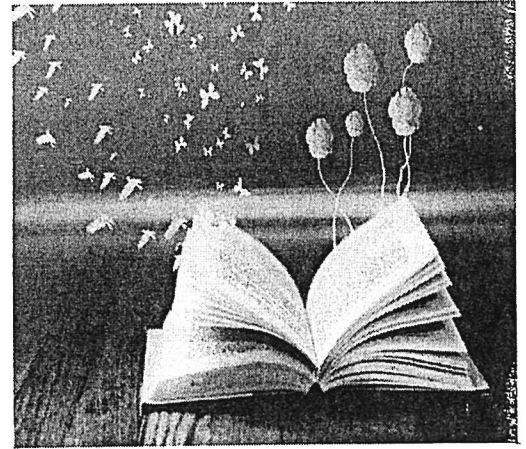
The purpose of this course is to offer the student gifted in English an opportunity for enriched work with short stories, novels, drama, and poetry. Due to the importance of writing and the requirement that all students within the English Honors program successfully pass the ELA Common Core exam with a score of a 90 in their sophomore year, the English 9H program places greater emphasis on the development of expository writing, extensive essays, independent research and creative writing. Students enrolled in this course read a wide range of literature, including *The Scarlet Letter, Speak, and Great Expectations*, and are expected to participate in class discussions on a consistent basis. Written work comprises a significant percentage of each student's grade, and the course culminates with a final exam. Emphasis will be placed on specific instruction in persuasive, expository and literary writing, as well as research skills. Eighth graders who meet the final exam. Necessary qualifications are eligible for this challenging course. **Criteria:** Students must meet or exceed the following criteria: an academic average of 92, demonstration of mastery of skills on the 9-H qualifying exam, and teacher recommendation. In addition, students accepted into the course must successfully complete a summer reading/writing project to be submitted to CHS teachers before the end of the summer. Students intending to continue in the Honors English program must meet or exceed ALL of the following criteria: high academic achievement in 9-H (a grade average of 88 or above or a 90 in English 9R), teacher recommendation, and exemplary achievement on the 10-H qualifying exam. Please note that only two sections of the course will be offered.

Common Core State Standards: Shifts for Students and Parents Demanded by the Core

<http://engageny.org/resource/shifts-for-students-and-parents/>

6 Shifts in ELA/Literacy

1. Read as much non-fiction as fiction
2. Learn about the world by reading
3. Read more challenging material closely
4. Discuss reading using evidence
5. Write non-fiction using evidence
6. Increase academic vocabulary



ELA/Literacy Shift 1: Read as much non-fiction as fiction

Students must:

- Read more non-fiction
- Know the ways that non-fiction can be put together
- Enjoy and discuss details of non-fiction pieces

ELA/Literacy Shift 2: Learn about the world by reading

Students must:

- Get smart in Science and Social Studies through reading
- Handle "primary source" documents
- Get smarter *through* texts

ELA/Literacy Shift 3: Read more complex material closely

Students must:

- Re-read
- Read material at their comfort level AND work with more challenging info
- "Unpack" the text (build understanding of the text as they become involved with it)
- Handle frustration and keep pushing through

ELA/Literacy Shift 4: Discuss reading using evidence

- Find evidence to support their arguments
- Form judgments
- Become scholars

ELA/Literacy Shift 5: (Write non-fiction using evidence/Writing from Sources)

Students must:

- Make arguments in writing using evidence
- Compare multiple texts in writing
- Write well

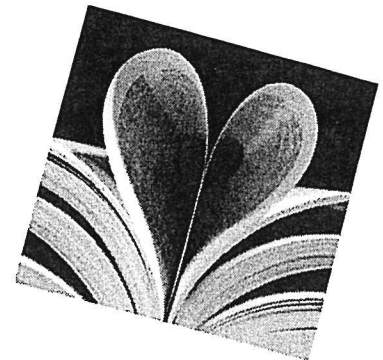
ELA/Literacy Shift 6: Increase Academic Vocabulary

Students must:

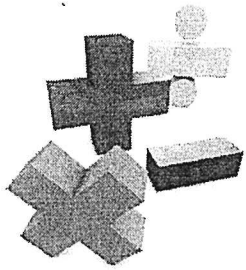
- Learn the words that they can use in college and a career
- Become more skilled at using "the language of power"

Remember...

***What is written is
much more complex
than what we say, and
the more children read
about a topic,
the more they CAN
read about that topic.***



Math



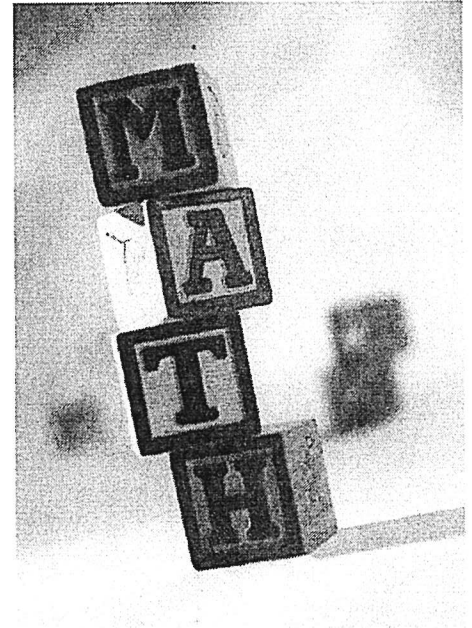
Columbia High School

Curriculum Information Evening

Frank DiDonato—Mathematics Department Chair

Thursday, January 16, 2020

- I. Graphing Calculators (Texas Instruments: TI-83 or TI-84 families)
- II. Courses Offered at Columbia High School
- III. Electives in Mathematics
- IV. Qualifying Exam for Honors placement
- V. Pre-requisites
- VI. Grade 8 Common Core Mathematics Test and Algebra I (Common Core) Regents Examination (see attachments)
- VII. Academic Intervention Services (AIS)
- VIII. Extra Support
- IX. Extra-Curricular Activities



Important Dates:

Algebra 1 (Common Core) Midterm Examination at Columbia High School—
Thursday, January 23, 2020

New York State 8th Grade Math Assessment at Howard L. Goff Middle School—
Wednesday, April 22, 2020 and
Thursday, April 23, 2020

Qualifying Exam for Geometry Honors placement at Howard L. Goff Middle School—
Thursday, May 28, 2020

Algebra 1 (Common Core) Regents Examination at Columbia High School—
Thursday, June 18, 2020

If you have further questions or concerns, you may contact me via e-mail at:

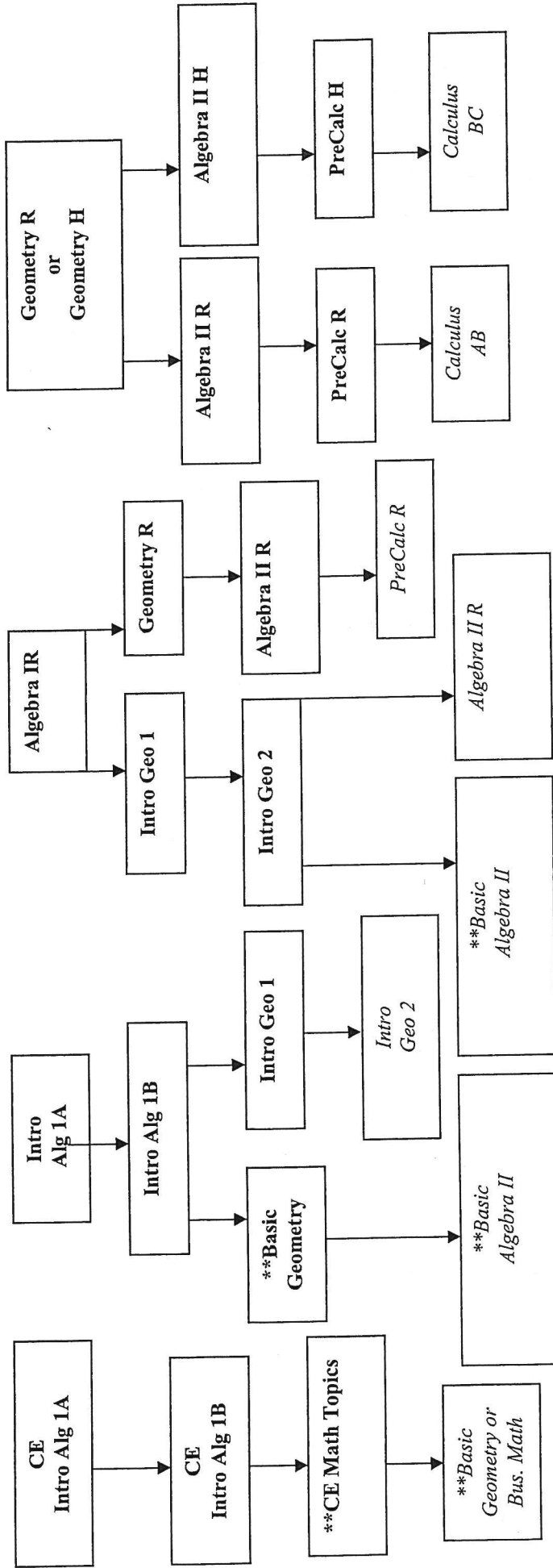
DiDonatoFr@egcsd.org



MATHEMATICS

First block represents courses for students entering 9th grade
 Courses in BOLD are required for graduation credits
 Courses in italics are 3rd and/or 4th year electives

The chart below represents possible pathways for students to complete courses in mathematics. Other pathways are possible.



** Courses denoted as "basic" do not lead to a Regents exam.

Students must pass ALL 3 (Common Core) Regents exams (Algebra I, Geometry, and Algebra II) in order to obtain an Advanced Designation Regents Diploma

In addition, the Mathematics Department offers the following electives: *Introduction to Probability and Statistics, Introduction to Computer Science, and Computer Programming*

****The 2020 Grade 8 Common Core Mathematics Test****

As part of the New York State Board of Regents Reform Agenda, the New York State Education Department (NYSED) embarked on a comprehensive reform initiative to ensure that schools prepare students with the knowledge and skills they need to succeed in college and in their careers. To realize the goals of this initiative, changes have occurred in standards, curricula, and assessments. These changes impact pedagogy and, ultimately, student learning.

Reduction in the Number of Test Sessions

In June 2017, the Board of Regents decided to reduce the number of days of student testing on the Grades 3–8 English Language Arts and Mathematics Tests from three sessions for each test to two. This change took effect beginning with the tests that were administered in 2018. In addition to reducing the number of sessions, the Board’s decision also reduced scoring time for teachers and may help enable more schools to transition sooner to CBT.

Learning Standards for Mathematics-Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x -coordinate changes by an amount A , the output or y -coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y -intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

2. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

3. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Testing Sessions

The 2020 Grades 3–8 Mathematics Tests consist of two sessions that are administered over two days. Students will be provided as much time as necessary to complete each test session. Students in Grades 6-8 will likely need approximately 80-90 minutes to complete Session 1 and 75-85 minutes to complete Session 2.

Test Design

In Grades 3–8, students are required to apply mathematical understandings and mathematical practices gained in the classroom in order to answer three types of questions: multiple-choice, short-response, and extended-response. Session 1 consists of multiple-choice questions. Session 2 consists of multiple-choice, short-response, and extended-response questions. In Grades 7–8, students must have the exclusive use of a scientific calculator.

The charts below provide a description of the 2020 Grade 8 Test Design. Embedded field test questions are included in the number of multiple-choice questions in Session 1 listed below. It will not be apparent to students whether a question is an embedded field test question that does not count toward their score or an operational test question that does count toward their score.

2020 Grade 8 Test Design

Session	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	33	0	0	33
2	7	7	1	15
Total	40	7	1	48

Question Formats

The 2020 Grades 3–8 Mathematics Tests contain multiple-choice (1-point), short-response (2-point), and extended-response (3-point) questions. For multiple-choice questions, students select the correct response from four answer choices. For short- and extended-response questions, students write an answer to an open ended question and may be required to show their work. In some cases, they may be required to explain, in words, how they arrived at their answers. Some test questions target more than one standard or assess an entire cluster. As such, many individual test questions assess September-to-April standards in conjunction with May-to-June standards from past grades.

Multiple-Choice Questions

Multiple-choice questions are designed to assess Learning Standards for Mathematics. Mathematics multiple choice questions will mainly be used to assess standard algorithms and conceptual standards. Multiple choice questions incorporate both Standards and Standards for Mathematical Practices, some in real-world applications. Many multiple-choice questions require students to complete multiple steps. Likewise, some of these questions are linked to more than one standard, drawing on the simultaneous application of multiple skills and concepts. Within answer choices, distractors² will all be based on plausible missteps.

Short-Response Questions

Short-response questions require students to complete a task and show their work. Like multiple-choice questions, short-response questions will often require multiple steps, the application of multiple mathematics skills, and real-world applications. Many of the short-response questions will cover conceptual and application standards.

Extended-Response Questions

Extended-response questions ask students to show their work in completing two or more tasks or a more extensive problem. Extended-response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Extended-response questions may also assess student reasoning and the ability to critique the arguments of others.

Calculators

Students in Grades 7–8 should have exclusive use of a scientific calculator for both Session 1 and Session 2. Graphing calculators are NOT permitted.

Released Assessment Resources

Released Questions for the Grades 3–8 Mathematics Tests are available on the EngageNY web site (<https://www.engageny.org/ccss-library>).

Math Item Review Criteria and Multiple Representations are available on the EngageNY web site (<http://www.engageny.org/resource/common-core-assessment-design>).

****Algebra I (Common Core) Regents Examination****

All questions on the Regents Examination in Algebra I will measure the Common Core Algebra I Standards as specified in the PARCC Model Content Framework for Algebra I, which can be found at <http://www.parcconline.org/parcc-model-content-frameworks>. The Standards define what students should understand and be able to do at the high school level; the Model Content Framework describes which content is included and emphasized within the Algebra I course, specifically.

Algebra I is associated with high school content standards within four conceptual categories: **Number & Quantity**, **Algebra**, **Functions**, and **Statistics & Probability**. The conceptual category of **Modeling** is also included in Algebra I, but is best interpreted not as a collection of isolated topics but rather in relation to other standards.

Test Blueprint

Conceptual Category	Percent of Test by Credits
Number and Quantity	2% - 8%
Algebra	50% - 56%
Functions	32% - 38%
Statistics & Probability	5% - 10%

Question Formats

The Regents Examination in Algebra I (Common Core) contains multiple-choice and constructed-response questions. For multiple-choice questions, students select the correct response from four answer choices. For constructed-response questions, students are required to clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. In some cases, they may be required to explain, in words, how they arrived at their answers.

Multiple-Choice Questions

Multiple-choice questions will be used to assess procedural fluency and conceptual understanding. Multiple-choice questions measure the Standards for Mathematical Content and may incorporate Standards for Mathematical Practices and real-world applications. Some multiple-choice questions require students to complete multiple steps. Likewise, questions may measure more than one cluster, drawing on the simultaneous application of multiple skills and concepts. Within answer choices, distractors will all be based on plausible missteps.

Constructed-Response Questions

Constructed-response questions will require students to show a deep understanding of mathematical procedures, concepts, and applications. The Regents Examination in Algebra I (Common Core) contains 2-, 4-, and 6-credit constructed-response questions. 2-credit constructed-response questions require students to complete a task and show their work. Like multiple-choice questions, 2-credit constructed-response questions will often involve multiple steps, the application of multiple mathematics skills, and real-world applications. These questions may ask students to explain or justify their solutions and/or show their process of problem solving. 4-credit and 6-credit constructed-response questions require students to show their work in completing more extensive problems which may involve multiple tasks. Students will be asked to make sense of mathematical and real-world problems in order to demonstrate

procedural and conceptual understanding. For 6-credit constructed-response questions, students will analyze, interpret, and/or create mathematical models of real-world situations.

Regents Examination in Algebra I (Common Core) Design

Test Component	Number of Questions	Credits per Question	Total Credits per Section
Part I	24 Multiple-Choice	2	48
Part II	8 Constructed-Response	2	16
Part III	4 Constructed-Response	4	16
Part IV	1 Constructed-Response	6	6
TOTAL	37	-	86

Calculators

A graphing calculator must be available to all students taking the Regents Examination in Algebra I (Common Core).

Additional Assessment Resources

Sample Questions for the Regents Examination in Algebra I (Common Core) are available at <http://www.engageny.org/resource/regents-exams-mathematics-algebra-i-sample-items>

Math Item Review Criteria and Multiple Representations are available at <http://www.engageny.org/resource/regents-exams-mathematics>

Science

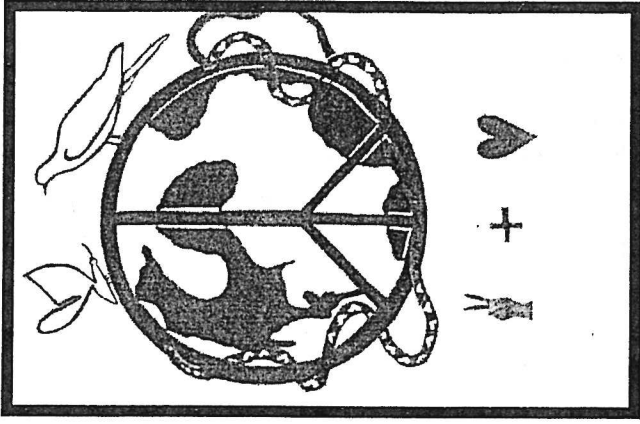
Science

The chart below details our three primary pathways in science as well as the electives available in each pathway. While most students stay on a single pathway some students are recommended to change pathways based upon academic achievement. Some upper level science courses require particular minimum level math courses in order to enter the course.

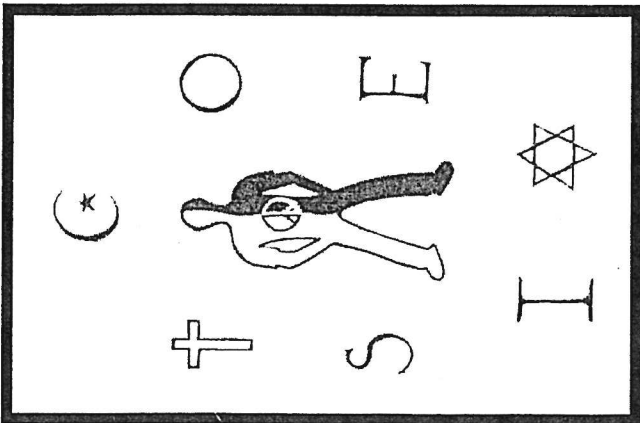
PATHWAY #1	PATHWAY #2	PATHWAY #3
9 th Grade - Core Living Environment – R	9 th Grade - Earth Science - R *Science Research: End of year application to enter and summer assignment (Must be taken concurrently with Pathway #2 science courses)	8 th Grade - Earth Science - R 9 th Grade - Living Environment - H *Science Research: End of year application to enter and summer assignment (Must be taken concurrently with Pathway #3 science courses)
10 th Grade - Core Earth Science-R, Earth Science S, or Core Living Environment	10 th Grade - Living Environment - R Science Research 1	10 th Grade - Chemistry - H Science Research 1
11 th Grade - Environmental, Core ES or Chemistry-R General Chemistry	11 th Grade - Chemistry - R Science Research 2	11 th Grade – AP I Physics I and/or AP Electives: Biology, Chemistry, Environmental Science Research 2
12 th Grade – Environmental, Forensics, General Chemistry	12 th Grade – Physics – R, Forensics, Environmental and/or AP Electives: Biology, Chemistry, Environmental, Physics I Science Research 3	12 th Grade - AP Electives: Biology, Chemistry, Environmental, Physics C (Calculus Based) Science Research 3

Each science course has a laboratory requirement. Courses that terminate in a NYS Regents examination have a strict 1200 minute minimum lab time. Students who do not meet the minimum requirement prior to the deadline (usually June 1st) will be barred from taking the Regents Exam per state protocol.

Please direct questions to Tom Ross, Science Department Chairperson at RossTh@egcsd.org



STUDIO ART
STUDENT WORK



COLUMBIA HIGH SCHOOL ART

The Art Department offers a wide selection of courses and experiences for all students. A student planning to major in art should have at least a three year sequence and preferably four years of art courses. The sequence usually begins in 9th grade with Studio Art. At least two years of study in drawing, painting, sculpture, ceramics, photography, cartooning and computer graphics is recommended in order to create a college preparatory Portfolio.

Studio Art: 40 weeks 1 credit
(Grades 9-12)

This course is recommended for non-art majors, as well as art majors for a Regents diploma in art. This course meets the full year art requirement for graduation. Studio Art is a comprehensive foundation course. Students will be introduced to a variety of studio experiences pertaining to the study of art including painting, drawing, sculpture, ceramics and mixed media. The Elements and Principles of Art will be incorporated into the studio experience so that students will learn to evaluate art as well as create it. This course is a pre-requisite for all art elective courses.

Advanced Art (Portfolio Refinement)*:
40 weeks 1 credit

(Grades 10-12) **IMPORTANT:** It is suggested that students take this course during their **Junior year** after they have completed a semester of Drawing and/or Painting.

This course is available to students after they have taken the Studio Art course. This course is recommended for art majors and students planning post graduate art related studies. In this course, students will create a portfolio for college entrance. In addition to taking this course, art majors should take Ceramics/Sculpture to expand their perception from the two-dimensional realm into the third dimension.

*Students may earn three credits from the SAGE Colleges

Additional Art Electives:

- Painting I and II
- Drawing I and II
- Computer Graphics I and II
- Photography
- Cartooning/Illustration I and II
- Introduction to Video Game Development
- Ceramics/Sculpture I and II

Take in 10th grade to prepare for Advanced Art

(Post-folio Refinement)

