

# Welcome

Planning for High School:  
An informational meeting for  
parents of 8th grade students

Sponsored by the Farnsworth Middle School and  
Guilderland High School Counseling Departments

# Transitional Activities

- A Look into the Future
- Parent Handbook
- Annual Reviews
- Classroom Presentation/Activities
- Curriculum Handbook
- Blackboard
- High School Visit in Spring
- Fall Orientation
  
- Please Visit Our Website for Access to this Presentation and Additional, Updated Information

# Timeline of Events

- January 13th – Recommendations mailed home
- January 18th – “Planning the HS Program” at FMS
- January 17<sup>th</sup>-30<sup>th</sup>
  - Classroom Presentations/Activities Begin
    - Materials are distributed to students
- February 9th – Course Selection Sheets Due
- TBD – Half Day Visitation to the High School

# Graduation Requirements

To graduate from Guilderland High School, students must:

- earn at least twenty-three (23) credits
- pass five (5) Regents exams with a score of sixty five (65) or higher
- Earn at least a passing grade of seventy (70).

# Diploma Requirements

## (freshman class entering 2012)

- 4 credits of English
- 4 credits of Social Studies
- 3 credits of Math
- 3 credits of Science
- 1 credit of World Language and Culture
- 1 credit of Fine Arts
- $\frac{1}{2}$  credit of Health
- 2 credits of Physical Education
- $4 \frac{1}{2}$  credits additional electives

# Regents Exams

All Students must pass the following Regents exams with a sixty-five (65) or higher:

- English
- Global History
- US History
- Integrated Algebra
- Science

Students will earn a **Regents Diploma** after passing these 5 exams.

# Advanced Regents Diploma Requirements

Students must complete Regents Diploma requirements plus:

–3 or 4 units of a World Language and Culture  
– Pass the following additional Regents exams with a sixty-five (65) or higher:

- Geometry
- Algebra II/Trigonometry
- A second Science
- World Language and Culture (Equivalent Exam)

2016

# P21 Members



# What **SKILLS** will our students need to be successful in our Global World?

*Creativity*

*Able to Problem Solve independently*

*Self-Directed*

*Innovative*

Masters of Visual, Digital and Basic Literacies

*Able to Recall and Synthesize Information*

*Responsibility*

*Accountability*

*Able to Collaborate with others*

*Sensitivity and Awareness to their global world*

# FINE ARTS REQUIREMENTS

## VISUAL ARTS

Arts Exploration  
Studio in Art

## DANCE

Choreography  
Dance Styles

## MUSIC

Music in our Lives  
Women's Choir  
Mixed Choir  
Concert Orchestra  
Symphonic Band  
Theory and Composition 1  
  
Music Technology

## Technology Education

Design and Drawing for Production

# Engineering

vs.

# Engineering Technology?

# Sample Student Four - Year PLTW Schedule

| Grade 9                               | Grade 10                           | Grade 11                         | Grade 12                   |
|---------------------------------------|------------------------------------|----------------------------------|----------------------------|
| <i>Design and Draw for Production</i> | <i>Civil Eng. and Architecture</i> | <i>Principles of Engineering</i> | <i>Digital Electronics</i> |

# **Math Science Technology**

Instructional Administrator:  
Michael Piscitelli

# Typical Math Program Questions

# For Students in 8<sup>th</sup> Grade Math:

Integrated Algebra

Vs.

Integrated Algebra 2yr (1)

# Differences in Int. Algebra 2yr (1) from Integrated Algebra

- Slower Pace – cover the curriculum over two years
- Greater individual support – Math Teaching Assistant in class
- Smaller class sizes
- More work done in class

# For Students in Integrated Algebra:

Honors Geometry

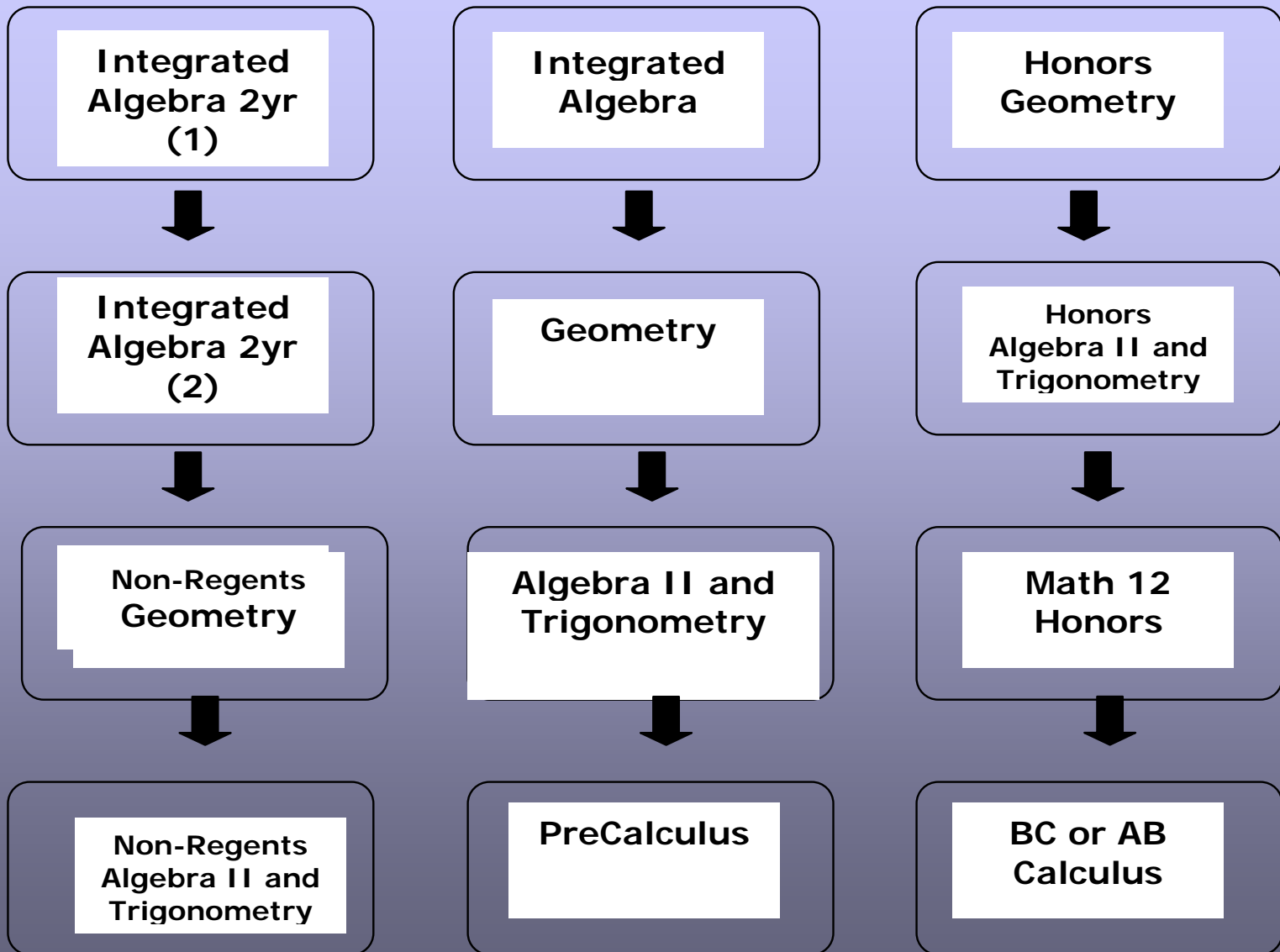
Vs.

Regents Geometry

# Differences in Honors Geometry from Regents Geometry

- All the Regents Geometry topics as well as additional topics
- Greater expectation to prove theorems
- Pace is faster
- Larger class sizes
- Projects

## TYPICAL MATH SEQUENCES OF COURSES



# Typical Science Program Questions

# For Students in 8<sup>th</sup> Grade Science:

Regents Earth Science

Vs.

Core Biology

# Core Biology

- Slower Pace – No extra topics
- Greater individual support through smaller class sizes
- More work done in class
- Take Living Environment Regents at the end of the year

# Regents Earth Science

- Quicker pace
- Larger class sizes
- Topics are more abstract
- Take Regents Earth Science exam at the end of the year

# For Students in Regents Biology:

Honors Earth Science

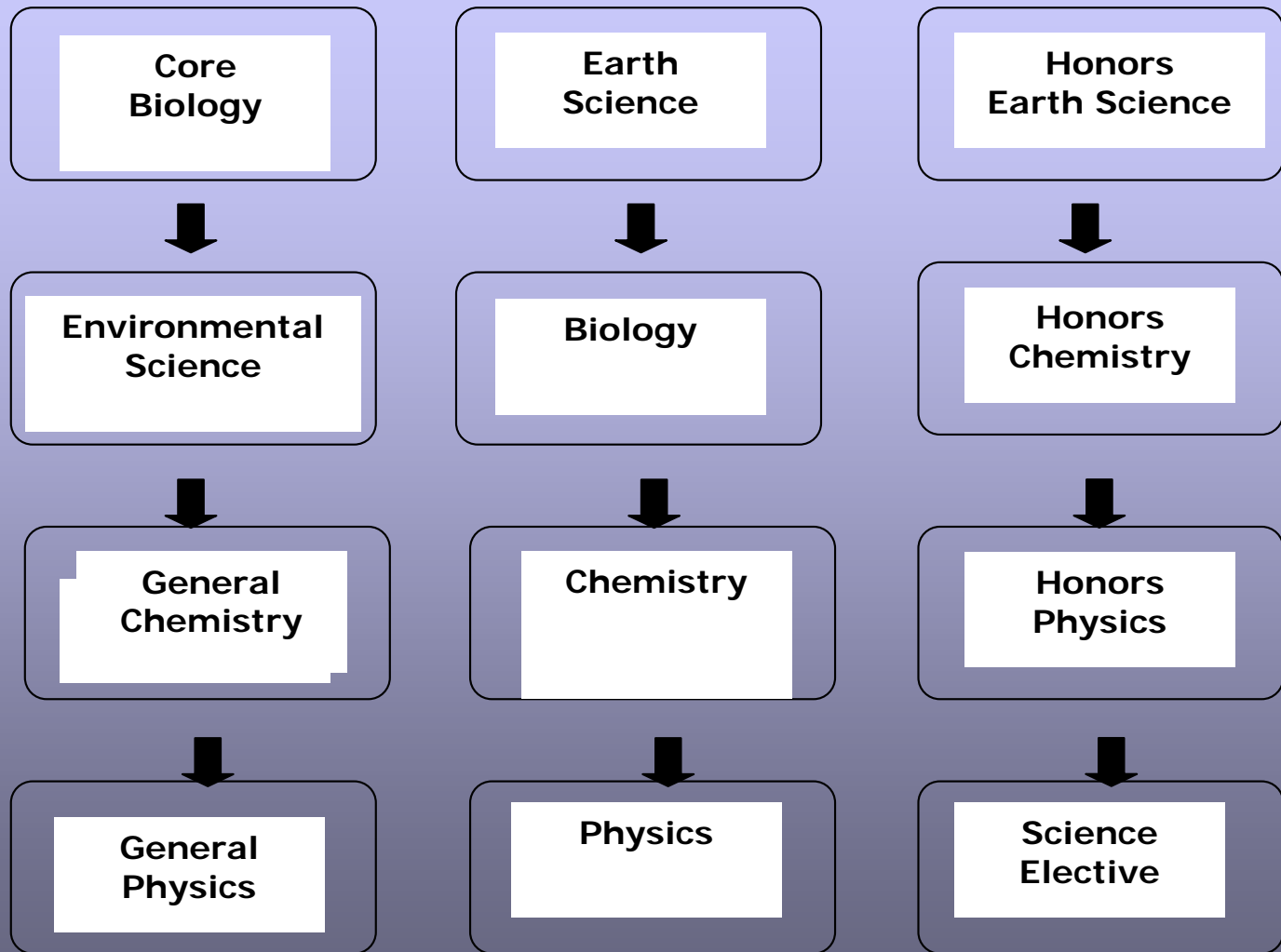
Vs.

Regents Earth Science

# Differences in Honors Earth Science from Regents Earth Science

- Topics are covered in great depth
- Pace is faster
- Larger class sizes
- Projects

## TYPICAL SCIENCE SEQUENCES OF COURSES



# English, Social Studies and Reading Departments

Tricia Hansbury-Zuendt

Instructional Administrator

Kathleen Sherwin, Administrative  
Intern

# Reading Department

A student who is  
recommended to take  
Reading should request  
Literacy Tutorial

# What can I take opposite Literacy Tutorial?

College Keyboarding

Microsoft Office

Dance Styles

Choreography

Sports Marketing

Career and Finance Mangmt.

Manufacturing Systems

Intro to Electricity

Any Available Half-Year Course

Should my student  
take the Regents,  
Honors, or Core  
level class?

# A Regents level student...

- Is able to express original ideas in an organized manner
- Usually is comfortable working in a group or making a presentation
- Is able to read most texts with understanding or has the skill to decide on meaning using a variety of clues

# A Core level student....

- Needs support with reading and writing
- Struggles with sentence structure, paragraphing, development of ideas
- Has trouble decoding words, interpreting meaning
- Would be more successful in a smaller classroom environment

# Core level, continued.....

- Would benefit from a slower pace of instruction
- Needs concepts “broken down” and repeated frequently for easier understanding
- Is often a concrete thinker, has difficulty with shades of meaning, implications

# An Honors level student...

- Loves to read and write
- Is confident and skilled at speaking in front of peers – presentations, group work
- Likes to explore ideas
- Is a skilled writer: can manipulate sentence structure, vocabulary, organization, to control effect and to match defined purpose

# Honors Profile

- Actively seeks challenge
- Is intrinsically motivated
- Generates advanced ideas
- Synthesizes ideas to create something new
- Values originality
- Comprehends at a high level

# Honors Profile cont'd

- Infers and connects in-depth concepts and complex ideas
- Values academic rigor
- Exhibits consistent attendance
- Participates actively in class
- Demonstrates a mature work ethic
- Is committed to the demands of a faster-paced course

# What about Integrated?

Open Eyes

Open Ears

Open Mouth

Open Mind

# The Integrated student.....

- Enjoys group work
- Loves engaging in, creating, and presenting projects
- Wants to contribute to class discussion

All the readings, assignments  
and  
discussions in the Integrated  
class  
are linked to the Global  
Studies curriculum

# How do the texts differ?

## Grade 9 English

- *To Kill a Mockingbird*
- *Romeo and Juliet*
- *House on Mango Street*
- *Of Mice and Men*

## Integrated

- *Into Thin Air*
- *Persepolis*
- *Latin Am. Titles*
- *The Big Wave*

Integrated students  
are equally prepared  
to take required  
Regents exams,  
compared to students  
in the regular program

Students may move in  
and out of the  
program each year  
they are in high  
school

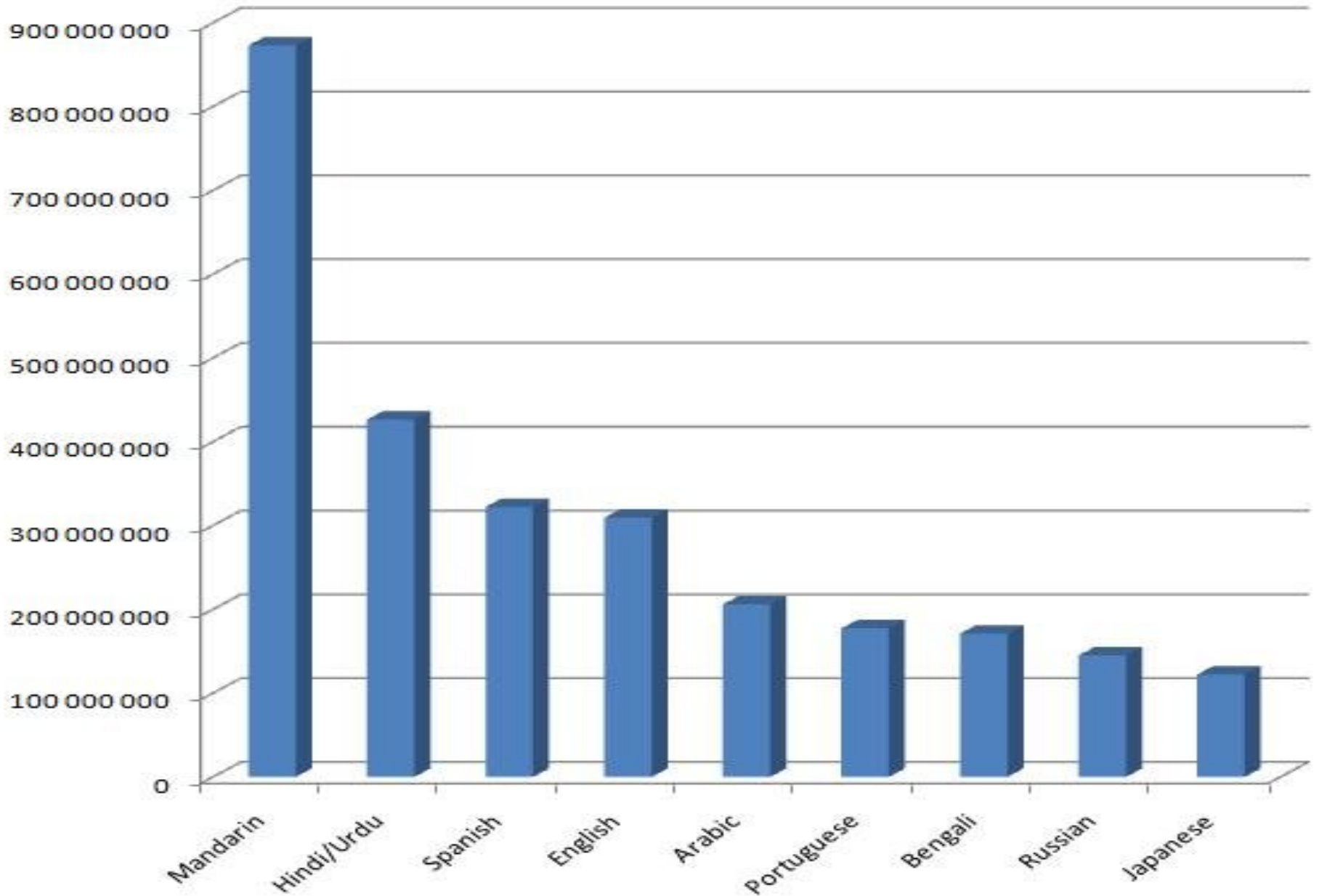
The course is filled by lottery each  
year.

A world map is centered in the background, rendered in a light blue color against a dark blue background with a grid of latitude and longitude lines. The map shows the continents of North America, South America, Europe, Africa, Asia, and Australia.

The Guilderland Central School District  
Department of World Languages and  
Cultures 6-12

Instructional Administrator  
Marcia A. Ranieri

# WHY WE ARE HOPING TO OFFER MANDARIN HERE AT GHS!!



**SPANISH**

1

2

2A

3

4

5

6

**FRENCH**

2

2A

3

4

5

6

**ITALIAN**

1

2

3

4

**GERMAN**

2

3

4

5

**ELECTIVE**

**MANDARIN 1**

# **BENEFITS OF SPEAKING ANOTHER LANGUAGE**

- **Our students will interact with people from other cultural and linguistic backgrounds in their lifetimes both at the local and international level.**
- **Students will build relationships and friendships with other individuals that they may have never encountered had they not had the language advantage.**
- **The need to communicate in languages other than English and to appreciate and respect cultural differences must be an essential part of each student's education.**
- **Students become more globally aware of issues taking place around the world that they may have not taken such an interest in prior to knowing the new language.**

# Contact Information

- **Art : Sheila Elario**  
**elarios@guilderlandschools.org**
- **English/Social Studies/Reading: Patricia Hansbury-Zuendt** **hansbury-zuendtp@guilderlandschools.org**
- **Math/Science/Technology: Michael Piscitelli**  
**piscitellim@guilderlandschools.org**
- **Music/Business: Lori Hershenhart**  
**hershenhartl@guilderlandschools.org**
- **World Language/World Culture: Marcia Ranieri**  
**ranierim@guilderlandschools.org**
- **PE/Health: Wayne Bertrand**  
**bertrandw@guilderlandschools.org**
- **Assistant Principal: Lisa Patierne**  
**patiernel@guilderlandschools.org**

# High School Block Schedule

| <b>BLOCK</b>   | <b>A DAY</b>                           | <b>B DAY</b>                           | <b>C DAY</b>                           | <b>D DAY</b>                           |
|--|--|--|--|--|
| <b>1<sup>st</sup> Block</b><br><b>7:30 – 8:56</b>              | CLASS #1                               | CLASS #2                               | CLASS #1                               | CLASS #2                               |
| <b>2nd Block</b><br><b>9:05 - 9:10 HR</b><br><b>9:10-10:36</b> | CLASS #3                               | CLASS #4                               | CLASS #3                               | CLASS #4                               |
| <b>3rd Block</b><br><b>10:45-12:46</b>                         | Class #5<br>*LUNCH                     | Class #6<br>*LUNCH                     | Class #5<br>*LUNCH                     | Class #6<br>*LUNCH                     |
| <b>4th Block</b><br><b>12:55 – 2:21</b>                        | CLASS #7                               | Study Hall/<br>Elective/AIS            | CLASS #7                               | Study Hall<br>Elective/AIS             |
| <b>5<sup>th</sup> Block</b><br><b>2:21 – 3:10</b>              | Student Support<br>clubs/co-curricular | Student Support<br>clubs/co-curricular | Student Support<br>clubs/co-curricular | Student Support<br>clubs/co-curricular |

**Passing Time – 9 minutes**

**Class Time – 86 minutes**

**After School Time – 49 minutes**

Block 5 meets Monday, Tuesday,  
Thursday

# Sample Student Schedule

| <b>BLOCK</b>   | <b>A DAY</b>                           | <b>B DAY</b>                           | <b>C DAY</b>                           | <b>D DAY</b>                           |
|--|--|--|--|--|
| <b>1<sup>st</sup> Block</b><br><b>7:30 – 8:56</b>              | Science                                | Science                                | Science                                | PE                                     |
| <b>2nd Block</b><br><b>9:05 - 9:10 HR</b><br><b>9:10-10:36</b> | English                                | Social Studies                         | English                                | Social Studies                         |
| <b>3rd Block</b><br><b>10:45-12:46</b>                         | Math<br>*LUNCH                         | Fine Art<br>*LUNCH                     | Math<br>*LUNCH                         | Fine Art<br>*LUNCH                     |
| <b>4th Block</b><br><b>12:55 – 2:21</b>                        | Foreign Language                       | Study Hall/<br>Elective/AIS            | Foreign Language                       | Study Hall<br>Elective/AIS             |
| <b>5<sup>th</sup> Block</b><br><b>2:21 – 3:10</b>              | Student Support<br>clubs/co-curricular | Student Support<br>clubs/co-curricular | Student Support<br>clubs/co-curricular | Student Support<br>clubs/co-curricular |

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