

GLOVERSVILLE HIGH SCHOOL



9TH GRADE PROGRAM OF STUDIES 2017-2018

BE RESPONSIBLE- BE RESPECTFUL- BE SAFE

WELCOME TO GHS, CLASS OF 2021!

The Gloversville High School *9th Grade Program of Studies* for 2017-2018 has been prepared for students and parents as a guide for transition planning to High School. This is an abbreviated version of the full Program of Studies. It is designed to provide important information regarding graduation requirements, course offerings, and educational opportunities offered by our school to meet your student's needs. For your information, the New York State Standards are written at the beginning of each subject area. These standards reflect the skills and level of achievement a student should attain by the completion of high school.

Some important things to keep in mind about High School:

- We encourage all students to take the most challenging courses that they can.
- Grades are weighted – The grade point average (GPA) is cumulative. Class rank is determined using a weighted final grade point average utilizing the overall final course average. ****The weighting system rewards honors and college level coursework****
- It is important to begin now to look at long-term goals and take all courses appropriate to individual outcomes.
- Students will meet with their counselors annually to create their academic program for the upcoming year

In preparing for the transition to 9th grade, students should seek parental guidance as well as advice from counselors when selecting courses. Mr. Jablonski will meet with students to choose their 9th grade courses.

YOUR HIGH SCHOOL COUNSELORS ARE:

MOLLY SWAN, EXT. 1059: A-G
SAGE MESSIA, EXT. 1058: H-Q
SHEILA AUTILIO, EXT. 1057: R-Z

MSWAN@GEDSK12.ORG
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The High School phone number is 775-5710

TABLE OF CONTENTS

GRADUATION REQUIREMENTS.....	4
FINE ARTS.....	7
ENGLISH.....	10
MATHEMATICS.....	11
SCIENCE.....	12
SECOND LANGUAGE.....	13
SOCIAL STUDIES.....	14
PHYSICAL EDUCATION.....	15
SPECIAL EDUCATION.....	15
ALTERNATE PROGRAMS THROUGH HFM BOCES.....	15
TRI-CITY PATHWAYS PARTNERSHIP- CAREER ACADEMIES.....	16
ADDITIONAL SUPPORT SERVICES.....	16
SOME EXTRAS ABOUT HIGH SCHOOL.....	17
COURSE SELECTION SHEET	18

GRADUATION REQUIREMENTS

I. COURSE REQUIREMENTS

Required Core Subjects	Regents Diploma	Advanced Designate
English	4 Credits	4 Credits
Social Studies	4 Credits	4 Credits
Mathematics	3 Credits	3 Credits
Science	3 Credits	3 Credits
Second Language	1 Credit	3 Credits*
Fine Art	1 Credit	1 Credit
Health (including CPR)	1/2 Credit	1/2 Credit
Physical Education	2 Credits	2 Credits
Sequence/Electives	4 Credits	2 Credits
	22.5 Credits	22.5 Credits

II. TESTING REQUIREMENTS

ADVANCED DESIGNATION REGENTS DIPLOMA - MUST PASS THE FOLLOWING REGENTS EXAMS:

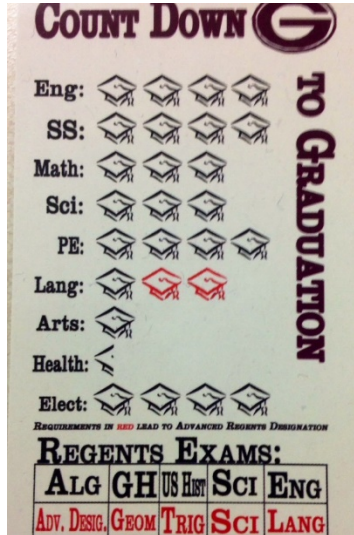
- Comprehensive English
- New Framework Exam Global History and Geography II
- Regents U.S. History and Government
- Common Core Algebra 1, Geometry and Algebra 2 exams
- Living Environment and Earth Science OR Chemistry
- *Second Language Comprehensive Exam

REGENTS DIPLOMA - MUST PASS THE FOLLOWING REGENTS EXAMS:

- Comprehensive English
- New Framework Exam Global History and Geography II
- Regents U.S. History and Government
- Common Core Mathematics exam
- Regents Science
- (There is a 4 + 1 Pathway as well – please see your counselor for details)

* Students acquiring 5 credits of credit in Art, Music, Business, Technology, or Vocational Education may be exempt.

Students are given a "credit card" to help track their credits. They will be encouraged to update it at the end of each year.



GHS HONORS REQUIREMENTS

PLACEMENT – NINTH GRADE HONORS

Math and Second Language: Students will continue to be accelerated from 8th grade.

Science: Students who have successfully completed Honors Earth Science in 8th grade will be placed in Honors Living Environment.

ELA/Social Studies: Must meet three criteria:

- 8th Grade State Assessment of high 3 or 4 with teacher recommendation.
- 8th Grade average in Social Studies or Language Arts must be 90 or above.
- Successfully complete a writing sample.

Challenges: - Any student who does not have at least an 80 average in their 8th grade class will be ineligible for honors placement.

- If a student has an 80 – 89 average in their 8th grade class, they may be placed in Honors if the following criteria is met:

- Writing sample as noted above.
- If student's 5 week average is below an 80, parent conference will be held.
- If student's 1st quarter average is below 80, student will be removed from class.
- Student must adhere to Honors conduct code.

MAINTAINING HONORS PLACEMENT

- Must maintain at least an 80 average.
- If student's 5 week average is below an 80, parent conference will be held.
- If student's average falls below an 80 again, student will be removed from class.

HONORS CODE OF CONDUCT

The policy on cheating, plagiarism and fraud is found in the GHS Student Handbook

FINE ARTS

ART

Completion of 1 credit of Art fulfills the Fine Art requirement for graduation.

NYS Standards:

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.
2. Students will know and use a variety of visual arts materials, techniques, and processes.
3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism.
4. Students will explore art and artifacts from various historical periods and world cultures to discover the role that art plays in the lives of people.

STUDIO IN ART

1 Credit - Full Year Course

Studio in Art is an introduction to the visual arts. It is taught in a studio atmosphere in which emphasis is placed on visual perception and experiences in a variety of art media. This course is broadly based on the elements and principles of design, their historical significance, and their use in our environment. **Studio in Art is the prerequisite for all other art courses.**

ENGINEERING/TECHNOLOGY

NYS Standards:

1. Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Students will access, generate, process, and transfer information using appropriate technologies.
3. Students will apply knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

PROJECT LEAD THE WAY PRE-ENGINEERING PROGRAM

The pre-engineering program is a five course sequence designed to help students explore technology related careers and to prepare them for two and four year college programs. Each class uses state-of-the-art technology equipment and software and is taught in a laboratory setting that involves projects rather than lectures to learn the material. Classes focus on problem solving and encouraging students to work in teams. College credit will also be available

through Rochester Institute of Technology in the near future. It is not required that students complete all five courses but the *courses should be taken in the following sequence*:

INTRODUCTION TO ENGINEERING DESIGN (IED)*

1 Credit - Full Year Course

IED/DDP provides students with the opportunity to apply creative thinking and problem-solving skills using a design development process. It utilizes powerful computer hardware and software (Autodesk Inventor) to develop 3-D models or solid renderings of objects. Students will learn the product design process and how a model of that product is created, analyzed, rendered and produced. Various applications of the product design process will be discussed along with possible career opportunities. In NYS, the course is called Design and Drawing for Production and follows the standards developed by the State Education Department. Students are required to develop a professional portfolio of all work.

* This course may be used to meet the Fine Art graduation requirement with a 3-credit technical sequence.

DESIGN AND DRAWING FOR PRODUCTION*

1 Credit - Full Year Course

In Design and Drawing for Production students will study the design process as it applies to mass produced items. Students will design and then create working drawings of objects for production. In the production stage, students will create assembly lines and prototype solutions. Students will follow design activity briefs to solve practical, real life problems.

* This course may be used to meet the Fine Art graduation requirement with a 3-credit technical sequence.

MUSIC

NYS Standards:

1. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Completion of 1 credit of music fulfills the Fine Art requirement for graduation. All courses are designated regents level courses.

CLASSROOM MUSIC COURSES

MUSIC IN OUR LIVES

1 Credit - Full Year Course

Anyone who is working toward a three credit Regents sequence in Music must take this course. Anyone who is planning a five credit Regents sequence must take this course. Topics to be covered include: Musical Styles and Periods (Baroque, Classical, Romantic and Contemporary); Music of Other Cultures; Composing and Analyzing; Performance; Electronic and Computer Music. The intent of this course is to expose the student to as many types of music as possible

PERFORMING MUSIC COURSES

Participation at all performances is required. The ensembles may be scheduled for out-of-school performances.

OPEN CHOIR

1 Credit - Full Year Course

Enrollment in this ensemble requires no audition and is open to all students who are interested in singing in a choir. Open Choir studies and performs music representing all aspects of choral literature.

CONCERT BAND

1 Credit - Full Year Course

Concert Band consists of instrumental musicians in grades 9 and 10 and concentrates on building skills necessary to progress to the Symphonic Band. Participation in this band is open and requires no audition.

For All Performing Groups:

All students are required to attend their small group lessons which occur on a rotating basis. These lessons are crucial to ensure each student's specific needs are met by helping them to improve their technical ability on their individual instrument/voice part. Attendance at lessons is averaged in to the student's quarterly grade. Due to the large size of the performing ensembles, small group instruction is necessary to meet the NY State and National Standards.

All students are required to perform at the two major Music Department Concerts during the school year. These are graded performances and constitute the weight of a midterm and final exam. These performances take precedence over any conflicting extra-curricular activity.

All band students are required to perform at the two Gloversville Parades held each year (Veterans' Day and Memorial Day). These are graded performances and will be averaged in the student's grade for the marking period in which they occur.

ENGLISH

NYS Common Core Standards:

1. Reading informational texts for key ideas and details.
2. Reading literature for craft and structure.
3. Writing different text types. (There is an emphasis on evidence-based writing.)
4. Writing for different purposes.
5. Speaking and listening for comprehension and collaboration.
6. Language knowledge and usage.

Every student must earn four credits in English. All students must pass the Common Core examination in English.

HONORS ENGLISH 9

1 Credit - Full Year Course

This course provides an in-depth concentration of the classics including poetry, novels, short stories, and drama. This course includes many independent and group projects to demonstrate the students' understanding of the course material. The course centers around student driven and student developed discussions. There will be extensive analysis of literary elements and critical writing. This is a fast paced course that should only be considered by the advanced, self-motivated student with superior skills and a strong interest in literature.

ENGLISH 9

1 Credit - Full Year Course

This course focuses on the enjoyment and understanding of literature including the short story, the novel, drama, poetry, and non-fiction by a variety of authors. In addition to composition, grammar, vocabulary and spelling, the step-by-step process in preparing the research paper is taught. Students entering this course should have solid skills in reading and writing, for these two areas form the core of the class.

MATHEMATICS

NYS Standards:

1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.
2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world.
3. Students use mathematical operations and relationships among them to understand mathematics.
4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.
5. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.
6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.
7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

All students must earn three credits in mathematics.

All students must pass a Common Core mathematics Regents exam.

ALGEBRA 1

1 Credit - Full Year Course

This course is designed to provide a foundational understanding of the fundamental principles of algebra. The curriculum will also introduce students to a variety of additional mathematical topics such as logic, probability, and statistics. The Common Core Algebra Regents exam is the final examination for this course.

GEOMETRY

1 Credit - Full Year Course

This course combines many of the algebraic concepts the student has previously learned with the study of geometry. Students will be taught to justify, both formally, informally, and often from a transformational view, theorems associated with Geometry. The Common Core Geometry Regents exam is the final examination for this course.

SCIENCE

NYS Standards:

1. The student will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

All students must earn three credits in science.

NOTE: Section 8.2 of the Rules of the Board of Regents states: Only those persons who have satisfactorily met the laboratory requirements as stated in the state syllabus for a science shall be admitted to a Regents examination in such science.

HONORS LIVING ENVIRONMENT

1 Credit - Full Year Course

The course consists of eight topics as listed below. The Regents examination is the final exam. Separate laboratory periods are scheduled to fulfill the laboratory requirements for this course. Additional areas of study and projects are assigned to those students enrolled in Honors Living Environment.

Honors Living Environment is open to students who have successfully completed the Earth Science Regents in 8th grade.

TOPICS

Living vs. Non-Living
Genetics and Biotechnology
Change over time
Reproduction and Development
Human Body Systems
Maintaining the Dynamic Equilibrium
Plant and Animal Interdependency
Human Environment Impact
Laboratory Skills

EARTH SCIENCE R

1 Credit - Full Year Course

This course includes a study of the forces that have molded the earth and universe, geology of the earth, chemistry and identification of minerals, interpretation of topographic maps, physics of stars and planets, and various topics in meteorology, water, climate, and environmental awareness. The Regents is the final examination.

Students enrolled in Honors Earth Science must produce a series of extra individual activities throughout the year.

SECOND LANGUAGE

NYS Standards

1. Students will be able to use a language other than English for communication.
2. Students will develop cross-cultural skills and understandings.

Every student must earn one credit of high school credit in a second language. Students who pursue a five-credit sequence in art, music or occupational education, will not be required to pursue a second language sequence, provided they substitute another three-credit sequence in place of the second language core requirement.

Students who successfully complete Spanish I, or Latin I and pass the final exam in Eighth Grade will earn 1 credit of High School credit.

All courses are designated Regents level courses.

The study of a second language prepares you to live with sensitivity in a crowded world, affects your competitiveness in national and world markets, aids you in preparing for lives and careers in a multi-cultural society, and fosters communication, cultural understanding, problem-solving skills, basic skills, and critical and creative thinking skills.

SPANISH 9

1 Unit - Full Year Course

Students will continue development in their proficiency of speaking, listening, reading and writing Spanish on such topics as - autobiographical information, family life, the community and environment, shopping, travel, and current events. Students will be able to comprehend simple statements and questions, the main idea in simple messages and conversations; to initiate and respond to simple statements and face-to-face conversations within the vocabulary and structures appropriate to this level; to read for understanding simple material for informative and social purposes, general statements and messages; to write about basic personal needs and compose short messages on familiar topics based on personal experiences; to have an awareness of the Spanish culture in everyday situations.

SPANISH 2

1 Credit - Full Year Course

Prerequisite: Spanish 9 or Spanish 1

Students will continue to develop proficiency in speaking, listening, reading and writing Spanish on the same topics as in 1st year, but in more depth, for the purpose of socializing, providing and obtaining information, expressing feelings and convincing someone to take an action. Students will be able to comprehend short conversations; to understand simple narrative and descriptive authentic materials within a familiar context; to write simple notes, letters and short reports, all within limited vocabulary and structures appropriate to this level; and to develop an understanding of Hispanic culture as a system of values and how these values are related to the student's culture as well as to the Hispanic culture.

LATIN 2

1 Credit - Full Year Course

Prerequisite: Latin 1 (offered only at GMS)

In Latin 2, students pick up where they left off in Latin 1. Students will be introduced to more involved grammatical constructions, word study, and reading comprehension. Included in the course is an emphasis on synonyms, antonyms, root word study and derivation work. Students will read in Latin excerpts from such works as the 12 Labors of Hercules. The Odyssey (voyage of the Greek warrior Ulysses), and Jason and the Argonauts (the quest for the golden fleece). In addition, numerous short works of representative Roman authors will be studied.

SOCIAL STUDIES

NYS Standards:

1. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -local, national, and global-including the distribution of people, places, and environments over the Earth's surface.
4. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making credits function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Every student must earn four credits in Social Studies.

GLOBAL HISTORY & GEOGRAPHY 9H, 9

1 Credit per year - Full Year Course Each Year

This program is a survey course in World History (Prehistory to approx. 1750), focusing on the five social studies standards, the 15 common themes that recur across time and place, and eight historical eras. The purpose of this course is to present and explain the development of global beliefs; and the evolution of political, economic, & social systems, within our diverse and interdependent world. Students are required to do extensive reading, note taking, and to have serious organizational skills. Tests will include Thematic Essays, Document Based Questions, and critical thinking/interpretive tasks, as well as, traditional multiple choice answering.

PHYSICAL EDUCATION

NYS Standards:

1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.
2. Students will acquire the knowledge necessary to create and maintain a safe and healthy environment.
3. Students will understand and be able to manage their personal and community resources.

Every student must pass Physical Education each marking period in which they are enrolled in school, up to 2 credits. Students who graduate in less than four years will have the physical education requirements reduced on a prorated basis. Physical Education will be counted as part of the 22.5 credits needed for graduation.

ADVANCED PHYSICAL EDUCATION

½ Credit- Half Year Course

This is an introductory course designed to teach the fundamental skills of strength training. Focusing on the five components of fitness (cardiovascular endurance, muscular endurance, strength, flexibility and body composition). Students will learn proper lifting techniques, spotting procedures, as well as gain the necessary tools to design and implement a successful weight training program. Throughout this course, students will become familiar with all the benefits of regular physical activity in addition to learning the basic physiological principles of weight lifting. This course can be used to fulfill the regular physical education requirement.

SPECIAL EDUCATION

The Gloversville Enlarged School District is responsible for providing special education services to all resident students who qualify for such supports. These services are coordinated by the district's Committee on Special Education. Students who are identified by the Committee on Special Education are eligible for special education services. Each student's program is detailed by an Individualized Education Program (IEP) and is reviewed annually to meet each student's individual needs. Parents, as well as staff members, have the right to request a meeting to review a student's needs at any given time. Before referring a student to the Committee on Special Education, there must be documented data indicating the student has received appropriate instruction and intensive intervention to re-mediate deficit areas. Once remediation has been provided through the Response to Intervention model (RTI) and reviewed by the School Based Support team, a student suspected of having a disability, may be referred can be made to the Committee on Special Education. A continuum of Special Education services are offered based upon the student's need. The continuum of services begin with least restrictive and move toward more restrictive services.

ALTERNATE PROGRAMS THROUGH HFM BOCES

PTECH- PTECH aims to look and function more like a hybrid between college and the workplace. The 4- to 6-year sequence emphasizes individualized pathways to completion, workplace experiences, mentorship, in-depth project-based learning and real-world experiences.

PTECH students:

- Are motivated to learn in new and exciting ways
- Are innovative and creative
- Are interested in applying science, technology, engineering and math
- Work well in a collaborative team environment
- Thrive in a non-traditional classroom setting

PTECH students are incoming ninth-graders who will simultaneously earn Regents high school diplomas and associate's degrees at no cost to their families from Fulton Montgomery Community College in four to six years

AG PTECH- Ag PTECH seeks to redefine secondary education with a project-based learning curriculum that focuses on skills in nine career clusters — agricultural business, agricultural science, agricultural engineering technology focused on power machinery, animal industry, biological technology, culinary arts, environmental studies, sustainable crop production, and fisheries and wildlife technologies. Ag PTECH looks and function more like a hybrid between college and the workplace. The 4- to 6-year sequence emphasizes individualized pathways to completion, workplace experiences, mentorship, in-depth learning and real-world experiences.

How do I Apply?

See the 8th grade Counselor for an application. An application must be submitted along with an interview.

TRI-CITY PATHWAYS PARTNERSHIP- CAREER ACADEMIES

Through the Tri-City Pathways Partnership, the Gloversville, Amsterdam and Johnstown high schools are working together to provide more opportunities for students. Through an application process, each school will allow up to five students from the partner schools to participate in a "pathway academy" that will provide an in-depth course of study in a specialized career field. In addition to the career-field program, students also will earn the necessary credits to earn a Regents diploma and have the opportunities to earn Advanced Placement and college credit.

Gloversville- Academy of Engineering, Architecture and Design, which will feature the successful Project Lead the Way (PLTW) program.

Amsterdam- Civic and Military Leadership Academy, the cornerstone of which will be the school's longstanding Marine Corps Junior ROTC.

Johnstown- Gaming Arts and Sciences Academy, a new program focused on coding, graphic arts, creative writing and marketing geared toward the video game design industry.

ADDITIONAL SUPPORT SERVICES

Academic Labs- Students do not have the option to select a lab as a course of study. These classes are designed to help students obtain the skills needed to pass required classes. Lab is required of all students who do not meet the minimum academic requirements in English and Mathematics. Students who do not score at or above the proficiency level on 8th grade statewide assessments and/or students who are recommended by teachers will be scheduled to take a Lab.

Child Study Team- This team consists of the Social Worker, School Psychologist, Behavioral Specialist, Nurse,

Community Educator, School Counselors, and Teachers. Students are referred by teachers or parents to have their academic history reviewed to see if accommodations need to be implemented or additional supports put in place for a student.

Peer Tutors- National Honor Society students volunteer to tutor 9th grade students. Additional information is available at the end of the first quarter each year.

SOME EXTRAS ABOUT HIGH SCHOOL

Make sure you get involved!

HIGH SCHOOL CLUBS

- Jazz Band- Advisor: Mr. Savage
- Key Club – Advisor: Mrs. Barranco
- Masterminds - Advisor: Mr. Martin
- National Honor Society (upper classmen only)** All active members are required to maintain high academic standing and participate in individual as well as NHS sponsored service projects.**
- Scitamad (Drama Club) Advisor: Mr. Rohrs
- Student Government Association (SGA)- Advisor: Ms. Catchpole
- Yearbook - "Oracle" - Advisor: Mrs. Stein, Ms. Catchpole

HIGH SCHOOL SPORTS

Girls Sports <u>Fall</u> Swimming Soccer Volleyball Field Hockey Cross Country Cheerleading	<u>Winter</u> Basketball Bowling Cheerleading <u>Spring</u> Softball Tennis Track & Field	Boys Sports <u>Fall</u> Soccer Football Cross Country Golf <u>Winter</u> Basketball Bowling Swimming	<u>Spring</u> Baseball Tennis Track & Field
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2017 – 2018 9th Grade Course Selection Sheet

Name: _____

ENGLISH:

English 9H	001	1.0
English 9	002	1.0

SOCIAL STUDIES:

Global History 9H	200	1.0
Global History 9	201	1.0

MATHEMATICS:

Algebra	240N	1.0
Geometry	241N	1.0

SCIENCE:

Living Environment H	274	1.0
Earth Science		1.0

LOTE:

Spanish 9	320	1.0
Spanish 1	322	1.0
Spanish 2	323	1.0
Latin 2	311	1.0

MUSIC:

Concert Band	490	1.0
Open Choir	492	1.0
Music in Our Lives	494	1.0

TECHNOLOGY:

DDP	469	1.0
PLTW - Intro. to Engineering Design	469PLTW	1.0

ART:

Studio in Art	500	1.0
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PHYSICAL EDUCATION:

Advanced PE	551	.25
PE	550	.25
Adaptive PE	558	.25

LAB:

English
Math

Signature: _____ **Date:** _____