

Jamesville-DeWitt High School



COURSE DESCRIPTION HANDBOOK

2010 - 2011

All Jamesville-DeWitt academic program opportunities and vocational programming opportunities are offered without regard to sex, race, color, national origin, or handicap.

Jamesville-DeWitt Central School District

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Dear Students and Parents/Guardians,

This curriculum handbook contains all the course offerings for the 2010-2011 school year. It also contains school policies and regulations as well as graduation requirements for each graduating class. The education of a student is a responsibility shared by parents, their child and the school. Therefore, it is important for students and parents/guardians to be informed about requirements for graduation and the courses offered at Jamesville-DeWitt High School which fulfill those requirements. We hope this handbook will be useful to you as we work together to develop the best academic program possible.

All students will meet with their counselors to develop an academic program for the 2010-2011 school year. The courses are selected by using following criteria: teacher recommendation, standardized test scores, past performance, interests and future plans. Once the tentative schedule is set, it is the student's responsibility to take home a copy of the Course Selection Sheet for your review and approval.

You should note that the minimum requirement for a high school program of study is five subjects plus physical education each school year. It is our belief that this academic policy provides our students with the best preparation and experiences necessary for success after high school.

Thank you for your help in this very important process.

Sincerely,

Paul G. Gasparini
Principal

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ACADEMIC POLICIES

In recent years, there have been many changes in the graduation requirements mandated by the New York State Board of Regents. The requirements for a high school diploma for each graduating class are determined by the freshmen year of entry. You are urged to carefully review the requirements for your class. They are listed on page 9.

Grade Level Promotion Prerequisites

To achieve status as an upperclassman, a student must earn the following credits by September of each year.

To become a:	Sophomore:	5 credits
	Junior:	10 credits
	Senior:	15 credits

Students who fail to earn the required number of credits must remain in the same grade homeroom until sufficient credits are earned. If a student fails a course required for graduation and does not pass a make-up course in an authorized summer school program, the student must retake the same course the following year.

Course Offerings

All courses described in this curriculum handbook are offered if there is sufficient student enrollment. Some courses are not offered every year. Check with your counselor if you have questions about a particular course.

Transfer Credits

Students who transfer to Jamesville-DeWitt High School from another state will have their existing transcripts reviewed by both the counselor and principal for the purpose of accepting credits that meet New York State requirements.

All students currently enrolled in Jamesville-DeWitt High School may transfer a maximum of two credits from regionally accredited post-secondary institutions for the purpose of earning credit toward a Jamesville-DeWitt High School diploma. The principal must approve the course prior to a student enrolling in the course.

Determining Credit

One credit is given for completing a subject that is studied at least 160 minutes in a four-day cycle for one year. Partial credit is earned for a half-year subject or a subject meeting less than 160 minutes in a four-day cycle for one year.

Summer School Credit

Summer school credit from New York State Education Department approved summer school programs will be accepted for credit. High school summer school courses are generally for repeat credit only and usually do not meet requirements for first-time, accelerated credit. The principal must approve new courses taken for acceleration prior to registration. Credit will not be granted without such approval.

Adding or Dropping a Course

Parent, counselor and teacher permission must be obtained before a student can drop a course. If a course is dropped prior to the quarter-point, no grade is computed into the student's average.

Reminder: Every student is required to take a minimum of 5 classes and physical education. No class may be dropped if it leaves a student enrolled in fewer than 5 classes. Courses may not be added after the first five weeks for a semester course and after ten weeks for a full-year course.

Early Graduation

A student shall be eligible for early graduation in fewer than eight semesters upon completion of all requirements for graduation. Graduation in less than four years is permitted with the approval of the principal.

Commencement

Commencement is a ceremony where Jamesville-DeWitt High School students *who have completed all requirements for graduation* are awarded their diplomas.

Honor Graduates

Jamesville-DeWitt does not select a valedictorian or salutatorian but designates all seniors who have a weighted cumulative average of 90% or higher as honor graduates.

Course Levels

For some courses, there are multiple levels of instruction. Possible levels include advanced placement, accelerated, honors, Regents and general/applied. Recommendations from the student's classroom teacher and counselor are considered for placement of students in a particular level. These recommendations are made to ensure that the student's instructional program appropriately challenges his/her ability. Performance in class work and scores on standardized tests are important factors that influence a recommendation.

Courses offered at the advanced placement and honors levels are for students whose class work, study skills and test scores are regularly and significantly above average. Both the curriculum content and the expectations of the course will appropriately challenge students who enroll in these courses.

Course Level Changes

Level changes should reflect consideration of student ability. Level changes are *not* made for behavioral or motivational reasons.

All level changes *must* occur by the midpoint of the course. A level change request is initiated through the Counseling Center.

Academic Intervention Services

Academic intervention services are provided for all students who have failed or are in danger of failing the New York State assessments required for graduation.

Graduation Requirements

1. All graduates must meet New York State and local requirements for a diploma as outlined on the following pages. Students must meet **both** exam requirements as well as course credit requirements.
2. An official school diploma will only be issued based upon the completion of the Advanced Regents, Regents or local diploma requirements. Any student earning an IEP diploma or local certificate may be enrolled in the public schools until one of the following occurs:
 - a. The student earns a local, regents or advanced regents diploma.
 - b. The student attains the age of 21 prior to September 1 of the school year.

Grading Policies

Students earn numeric grades from 0 to 100. The passing grade is 65%. All grades are determined by the course instructor based upon the student's mastery of required material as obtained by periodic assessments and on the quality of the student's work.

Earning of Credit

1. **Course with a Regents Exam**
To earn Regents credit in a course that has a Regents exam, the student must have earned scores of at least 65% on both the Regents exam and the final course average. The Regents exam is not averaged into the final course average, but is reported separately on the student's transcript. If a student passes the course, but fails the Regents exam, the student receives local course credit. If a student fails the course, but passes the Regents exam, no course credit is earned unless the Regents exam score is 85 or higher. If the student earns an 85 or higher on the Regents exam, Regents credit may be awarded.
2. **Course with no Regents Exam**
To earn credit in a course that has no Regents exam, the student must have a final course average of at least 65%.

Honor Rolls

Four times each year, after report cards are issued, an Honor Roll will be released based upon grades received during the quarter. Students are eligible for Honor Roll listings if they have passed all courses with the prescribed quarter average and are enrolled on a full-time basis.

Students earning unweighted quarter averages of 90.0 or higher will be placed on the High Honor Roll. Students earning unweighted quarter averages between 85.0 and 89.99 will be placed on the Honor Roll. Student Honor Rolls will be published in local newspapers.

Grade Point Averages: Unweighted & Weighted

A student's cumulative three-year average is computed at the beginning of a student's senior year. All courses except physical education, yearbook production and driver's education are included in the student's cumulative average. Students are not ranked. Each student's transcript reports an unweighted grade point average and a weighted grade point average. The averages are calculated on a 100-point scale. Weights are assigned to honors, Syracuse University, and Advanced Placement courses. Grades

are weighted only for cumulative GPA calculation. Course weights *are not reflected in individual course grades*. A student's weighted GPA will first appear upon completion of his or her junior year. A GPA distribution indicating the number of students falling within 5-point GPA intervals is printed on the school profile, which accompanies a student's transcript when applying to colleges. Advanced Placement, SUPA, Honors, Regents, General and Applied course levels are clearly indicated on the student's transcript.

TESTING REQUIREMENTS for a HIGH SCHOOL DIPLOMA

The New York State Board of Regents requires that all public school students pass Regents exams in order to graduate from high school. The passing score on Regents examinations for the Regents Diploma or the Advanced Regents Diploma is 65%.

Below is a list of **exam requirements** for each type of diploma. Students must meet **both** exam requirements as well as **course credit** requirements to earn the diploma.

Regents Diploma

- ❑ Pass five (5) core Regents Exams with scores of 65 or higher
 1. Any Science Regents Exam
 2. One Math Regents Exam – Integrated Algebra or Geometry Regents Exam
 3. Global History & Geography Regents Exam
 4. U.S. History & Govt. Regents Exam
 5. Comprehensive English Language Arts Regents Exam

Advanced Regents Diploma

- ❑ Pass the five (5) core Regents Exams plus the following Regents exams with scores of 65 or higher:
- ❑ At least one additional Science Regents exam (one of the sciences must be Living Environment)
- ❑ Math: Two additional Math Regents Exams (Geometry and Algebra 2 + Trig).
- ❑ Second Language Regents Exam or complete a 5-credit approved sequence in Art, Music, Technology or Occupational Education

Local Diploma Option

Students identified through the Committee on Special Education who do not pass core Regents Exams must earn a score of at least 65 on the commensurate Regents Competency Test (RCT) to earn a **local diploma**. Students with disabilities who fail any of the 5 core Regents exams may also earn a **local diploma** by earning a score of 55-64 on the Regents examination.

Regular education students who began 9th grade in 2007 may earn the **local diploma** if they earn exam scores of at least 65 on at least four core Regents Exams, with the remaining core exam score of at least 55.

Regular Education students beginning 9th grade in 2008 and later do not have the local diploma option. These students must pass all required exams with scores of at least 65% to earn either the Regents or Advanced Regents diploma.

INSERT – GRADUATION REQUIREMENTS (2001 and thereafter)

INSERT – PROGRAM PLANNING WORKSHEET (2001 and thereafter)

ART

Studio in Drawing and Painting

(1 year - 1 credit)

Emphasis in this course is on concentration skills, observation skills, design skills, problem solving skills, systematic idea development skills, divergent thinking skills, and craftsmanship in the use of various two-dimensional media. These media include pencil drawing, colored pencil drawing, charcoal, pastel, watercolor, acrylic painting, and oil painting. Students will also develop an awareness of a personal sense of creativity and an awareness of the creativity of others. Students are instructed on an individual basis.

Studio in Ceramics

(1 year - 1 credit)

Emphasis in this course is on concentration skills, observation skills, design skills, problem solving skills, systematic idea development skills, divergent thinking skills, and craftsmanship in the use of various ceramic techniques. These techniques include various hand-building techniques and various pottery wheel techniques used in the production of both utilitarian (functional) art or non-utilitarian (sculptural) art. Students will be exposed to various firing practices such as low and high fire glazing including reduction and Raku firing. Students will also be introduced to the history of ceramics through slides, video, lectures and a visit to the Everson Museum. Students will develop an awareness of a personal sense of creativity and an awareness of the creativity of others. Students are instructed on an individual basis.

Photography I

(1 semester - 1/2 credit)

An introduction to black and white photography. The class covers the mechanics and techniques of using a 35-mm SLR camera, film processing and printing. This art course deals with both the technical and aesthetic aspects of B&W photography, including developing an understanding of composition, subject matter, lighting, and the art of seeing. Assignments begin with very basic exercises to familiarize the student with the concept of capturing an image on paper or film, understanding and using their camera and learning how to work on their images in the darkroom. Subsequent assignments build upon previously taught concepts and are selected to strengthen and develop students' skills. Success is partially determined by an ongoing work ethic including homework which consists of outside shooting assignments.

Photography II

(1 semester – 1/2 credit)

This course is an extension of Photography I, and assignments are given to expand students' knowledge and mastery of camera use and darkroom skills. Students are expected to be proficient in previously learned concepts and are held accountable for the quality of their work. More complex technical skills are introduced and students experiment with deviations from standard B&W printing. Students are given more freedom in the choice of subject matter and development of ideas.

Advanced Photography

(1 semester or 1 year – 1/2 or 1 credit)

Advanced students are given assignments to further develop their skills in B&W photography as well as instruction in digital color photography. Students will learn basic editing skills using Adobe Photoshop and IPhoto. In traditional B&W photography, more attention is given to film and paper choices to better control the outcome of the printed images. Technique and quality are stressed, as well as the development of original ideas and exploration of the specific interests of each student. Students are encouraged to work more independently and experiment with these ideas. This class is designed for students who want to improve the quality of their work and who are interested in examining and expanding upon concepts in unique ways.

CLASSROOM ALTERNATIVE PROGRAM (CAP)

The Classroom Alternative Program provides individualized instruction to students who benefit from an alternative, non-traditional environment. The purpose of the program is to help students complete the courses necessary to meet New York State graduation requirements. A teacher and a teaching assistant manage the program. Instruction is delivered in four main content areas: English, social studies, mathematics and science for all four grade levels. All courses are credit bearing. Science courses are non-lab.

Currently there are two different program areas in which students can be placed. One option is for students to be in a full-time academic program that combines CAP classes with traditional classes. A second option is for students to take vocational training at a BOCES training facility and some or all of their academic classes in CAP at Jamesville-DeWitt High School.

Course curricula are based on the New York State Department of Education and JD Central Schools curriculum mandates. Students may be placed in CAP for academic classes, study hall or both. During study halls, students may receive extra help with their academic work outside CAP. Midterm and final exams are given in all subject areas, and students must pass all state requirements for graduation, including Regents exams.

COMPUTER SCIENCE

Intro to Computer Science

(1 year - 1 credit)

Prerequisite: Algebra 1, strong math grades

This is the first course in a two-year program that culminates in the Advanced Placement Computer Science A Examination. Students will begin to learn object-oriented programming concepts by running and modifying existing programs in Java. Once comfortable with a given concept, students will design and write their own programs to solve problems. Emphasis is on proper programming style as well as program functionality. Topics include class design, iteration, and decision making. A final project will be due in June. Example projects include making a video game, a paintbrush-style program, a business-style program with user interface, or a digitally animated movie. This course assumes a strong math background, but no previous programming experience is required.

Advanced Placement Computer Science

(1 year - 1 credit)

Prerequisite: Intro to Computer Science

This course is designed to prepare students for the Advanced Placement Computer Science A Examination in May. As part of this AP-level course, students will be expected to spend increased time outside of class working on programming projects in the computer room. Topics for this course include classes, arrays, inheritance, polymorphism, and recursion. Case studies will be used throughout the course to expose students to programs written by more experienced programmers and to put the concepts studied into context.

ENGLISH

The English curriculum is multifaceted and employs a range of strategies to engage students and to provide instruction based on the district's standards and benchmarks for English/Language Arts. Reading multiple texts, formal and informal writing, research skills, cooperative learning, class discussion and projects -- all provide opportunities for students to develop and to demonstrate proficiency with communication skills. On-going assessment is an integral part of the program, and all grade levels include evaluations that parallel the State's Regents examination.

The English department uses literature, thematic units, and problem-solving activities to familiarize students with different genres, ideas, and cultures. Students enhance their literacy and critical thinking skills through analysis and argument. By creating a learning environment that values clarity, accuracy, and perseverance, teachers try to foster curiosity, learning, and effective communication as lifelong pursuits.

All students must earn four credits of English in the core curriculum. All regular education students must pass the New York State English Regents examination to earn a diploma.

English 9

(1 year - 1 credit)

This course is designed to accommodate both Regents and honors-level students. All students develop skills in reading, writing, researching, listening and speaking.

English 10 and 11 Regents

(2 years - 2 credits)

The English 10-11 Regents program continues developing skills in reading comprehension and interpretation, research process, writing, and public speaking. Class activities focus on mastery in areas described by the district standards, and evaluation tasks parallel the Regents assessment. The New York State Regents examination is given at the end of eleventh grade.

English 10 Honors

(1 year – 1 credit)

Students in this course will read and analyze representative works of world literature. The focus for discussion, research, writing, and presentations will be a developing understanding of literary genres, techniques, and cultural contexts. Teacher recommendations are based upon students' academic achievement and demonstrated ability to read and analyze challenging texts, to write well-organized substantive essays, to consider alternative perspectives, and to ask probing questions in class discussion.

English 11 Honors

(1 year – 1 credit)

The curriculum focus of this course is the intensive analysis of American literature through reading, discussion, and writing. Teacher recommendations are based upon students' academic achievement and demonstrated ability to read and analyze challenging texts, to write clearly organized and fluent prose, and to participate in class discussion and projects. The New York State Regents examination is given at the end of the course.

Advanced Placement Language and Composition

(1 year - 1 credit)

Eleventh-grade students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections (with some supplemental fictional works), deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. As this is an advanced placement course, performance expectations are appropriately high, and the workload is challenging. Students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

All students registered for this course take the Advanced Placement Language and Composition examination in May for which there is a fee to be paid to The College Board. Depending on their performance on that exam and the policies of their colleges, students may earn college credit, advance standing, or other recognition. Students will also take the New York State Regents examination upon completion of the course.

Advanced Placement English Literature

(1 year – 1 credit)

The basic goal of the AP course is to continue students' development as active, deliberate readers and precise, coherent writers who engage in the individual discovery of literary scholarship. Course content includes texts from a range of periods and genres, with an emphasis on the British and American literary tradition. Students practice close reading with attention to detail, inferences, and interpretative conclusions about the work's context and themes. Writing tasks are primarily analytical.

All students take the Advanced Placement Literature examination for which there is a fee paid to The College Board. Depending on their performance on that exam and the policies of their colleges, students may earn college credit, advanced standing, or other recognition.

Syracuse University Project Advance Honors

(1 year - 1 credit, 6 S.U. credits)

Writing 105 is a writing workshop in which students explore and develop the processes of analysis and evaluation. Students complete assigned readings, responses, research and argumentative papers. They work together to refine their thinking and editing skills.

English and Textual Studies 142 introduces students to the complex and significant issues at stake when we “read,” and to the idea that we actually read (or encode and decode “meaning”) in all kinds of settings and activities. Students read a variety of texts and engage in thoughtful discussion and frequent writing. It is a rigorous course, and students will find themselves challenged to learn new vocabulary and concepts and to read difficult material.

By paying tuition to Syracuse University, students earn six college credits to be applied to their college degree requirements or as transfer credit with an official Syracuse University transcript.

English 12

(2 semesters – 1/2 credit each)

To encourage student choice and to improve students' interest and motivation, the following semester courses are offered to fulfill the senior English requirement. All senior core choices meet the departmental standards and benchmarks by including a variety of literary texts, research opportunities, creative and expository writing, and class discussion and presentation. The value and uses of current technology will be emphasized. Each year, the selection of semester courses to be offered is based upon staff schedules and student registration.

Students must take two different semester courses from the selections below:

Mythology Today - Immortal Themes and Patterns 1 semester - 1/2 credit)

This course reviews aspects of classical mythology but focuses on universal archetypes, patterns and themes. We study contemporary works to see how our own modern culture has adapted these patterns to meet the needs of a changing society. The course will include stories, poems, novels, and films. The primary texts are Joseph Campbell's "The Power of Myth" and Joseph Campbell's "The Hero with a Thousand Faces". Students will be responsible for tests, essays, projects, quizzes, class assignments and homework assignments.

English 12 Literature: Reading Media (1 semester – 1/2 credit)

In this course students will think more critically about our media rich culture by exploring the media and written texts. Through intensive writing and discussion, students will analyze multiple meanings of these texts, their impact and interaction in culture. They will evaluate texts independently and in groups, responding in critical essays and presentations.

Science Fiction/Fantasy 1 semester - 1/2 credit)

In this course students will examine the genres of science fiction and fantasy in short stories, novels, poems and films. Students will explore how the themes that are present and recurring in both of these genres apply to our own society. In addition to critical thinking and analysis required for reading and discussion, students will create formal and informal presentations based upon thorough research.

Contemporary Literature - 1950-Present (1 semester – 1/2 credit)

This course is designed to explore and study those characteristics that make contemporary literary works identifiable as such. The core curriculum may include novels, novellas, graphic novels, short stories, poems, memoirs and creative non-fiction.

Innovative in subject, style and technique, contemporary literature seeks effective methods to represent the way we live in a hyperlinked, fast-paced, and ambiguous world. Although sometimes difficult to characterize or categorize, the literature from 1950 to the present offers an exciting look at what's new in the practice of manipulating text to define our surroundings and ourselves.

The course work will include essays, projects, quizzes, discussions, in-class work and homework.

Sports Literature

(1 semester –1/2 credit)

In this course students will examine a range of literature to analyze the relationship between sports and society in the past and in contemporary culture. Literature will include a wide range of genres, both fiction and non-fiction materials. Students will respond to the literature through writing and discussion. Reading, writing, research, and presentations will be the core activities and will provide opportunities for critical analysis.

English 12 Composition: Corporate Communications (1 semester –1/2 credit)

In this course students will develop an understanding of the nature and scope of reading and writing for business and will examine the forms of communication in today's business world. Activities may include composition of resumes, business proposals, cover letters, and reports, in addition to more academic writing. Literature will include both fiction and non-fiction in a variety of styles that represent the attitudes and environments of corporate culture.

English/Language Arts Intervention Lab

(1 semester or 1 year – 0 credit)

Students scoring below the state standard on the eighth grade ELA assessment may be scheduled for this support class. Based upon the state score, course grades, and the student's English folder, teachers may recommend an extra class period of English. The lab focuses on the skills and strategies individual students need to achieve the state's graduation requirement: four units of English and a passing score on the Regents exam. The instruction will be individualized as much as possible. The amount of time scheduled for students will depend upon the level of intervention required and the student's schedule.

English Electives

These courses do not replace the regular 9 through 12 English courses required for graduation.

Journalism 1

(1 semester - 1/2 credit)

This course focuses on the skills needed to develop leads, gather data, compose, and edit pieces to be published in the high school newspaper. Students also analyze and learn to apply visual and graphic design elements. The course is structured to encourage and emphasize individual initiative and cooperative group process skills.

Journalism 2

(1 semester - 1/2 credit)

Students enrolled in Journalism 2 have already completed a semester in Journalism 1. Students practice more advanced writing and design skills and may assume editorial staff assignments.

Advanced Journalism

(1 semester-1/2 credit or 1 year-1 credit)

Juniors and seniors who have completed two previous semesters of Journalism are enrolled as Advanced Journalism students. They continue to refine individual skills and also work with other students and the instructor to develop policy and direction for the newspaper. These students take on a leadership role and assume related editorial responsibilities.

Public Speaking

(1 semester - 1/2 credit)

The primary goal of this course is to develop the oral communication skills needed in almost any career or school situation. Students will learn to prepare, organize, and present speeches for both formal and informal situations. In addition, they will learn to lead and participate in panel discussions and to develop critical listening skills.

Drama Workshop 1 and 2

(1 semester-1/2 credit or 1 year-1 credit)

These courses combine reading and analysis of drama scripts, script writing and practice in the application of basic presentation techniques. Students have opportunities to direct and perform their own plays and video productions. Assignments include directed readings, response writing, creative writing and two research/performance projects. Drama 2 students may also prepare a public performance.

Reading Films 1

(1 semester - 1/2 credit)

This course is a genre-based approach to studying film as the primary text. The focus is on identifying the conventions of each genre, recognizing literary elements, and analyzing cinematic and other film techniques and the meaning they create. Class time is primarily spent on screening films and seminar-style class discussions. Assignments include a variety of traditional assessments, composition of brief film reviews, and viewing assessments.

Parental permission is required for this course as "R" rated films are included in the viewing list. This course is limited to sophomore through senior students only.

Reading Films 2

(1 semester - 1/2 credit)

This course examines the filmography of several eminent film directors. Utilizing an understanding of basic cinematic techniques learned in Reading Films 1, students analyze how the director employs them to create meaning and develop his/her personal creative vision. The signature style of each director is identified and analyzed to appreciate how he/she might qualify as "author" of their own artwork under auteur theory. Class time is primarily spent on screening films and seminar-style class discussions. Assignments include traditional assessments, composition of brief film reviews, viewing assessments, and small group presentations.

Parental permission is required for this course as "R" rated films are included in the viewing list. This course is limited to sophomore through senior students only. Reading Films 1 is a pre-requisite for this course.

Advanced Reading Films

(1 semester - 1/2 credit)

This course seeks to understand how mavericks, iconoclasts, outlaws, outcasts, heroes, and heroines are depicted in film. Students examine how film may romanticize, challenge, or reject these roles and how they function in and out of societal and political systems. Films are analyzed through various critical lenses, including archetypal, feminist, Marxist, historical, and psychoanalytical theory. Class time is primarily spent on screening films and seminar-style class discussions. Assignments include brief readings and compositions.

Parental permission is required for this course as "R" rated films are included in the viewing list. This course is limited to junior and senior students only. Reading Films 1 and 2 are pre-requisites for this course.

Creative Writing

(1 semester - 1/2 credit)

This course will allow students to improve their creative writing skills through consistent, monitored practice, peer response and teacher conferences. By critically analyzing written texts of poetry, fiction, and drama, students will identify effective writing techniques and strategies. Students will create a portfolio of creative pieces in poetry, fiction, and/or creative non-fiction and will have the opportunity to pursue publishing options.

Advanced Creative Writing

(1 semester-1/2 credit or 1 year-1 credit)

Students who have completed two previous semesters of Creative Writing are enrolled as Advanced Creative Writing students. They continue to refine individual skills and also work with other students and the instructor to critically analyze their own work as well as outside written texts. These students may take on a mentoring role and may assume related editorial responsibilities with the high school literary magazine.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

These courses are designed specifically for those students whose primary language is not English and who are experiencing difficulty communicating in English. Students receive individualized and group instruction based on their language level determined by an entrance examination. To fully develop English language acquisition in students, the emphasis of instruction is designed to develop the four language skills (listening, speaking, reading, and writing). The goals for students in the ESOL program is to communicate effectively in social and academic settings, achieve academically in all content areas, and understand appropriate social and cultural customs. The complete ESOL program is developmental, not remedial. All classes are credit bearing (except for the ESOL Lab): students must complete all requirements and pass comprehensive exams all throughout the year. Students must also demonstrate English language competency through the NYSED mandated test- New York English as a Second Language Achievement Test (NYSESLAT) which is given annually in the spring.

ESOL ENGLISH:

(1 year – 1 credit)

Students in this course are beginning to develop fluency in speaking and listening through refinement of basic communication skills in areas such as social appropriateness and discussion. Vocabulary, grammar, and study skills continue to develop through reading and the writing process. The understanding of basic concepts involved in the writing process as well as literature in a variety of genres is also emphasized.

ESOL ENGLISH 2:

(1 year – 1 credit)

Students in this course are already fluent in spoken English and are developing a more in-depth understanding of English communicative skills in areas such as social appropriateness and discussion skills. Focus is placed on expanding vocabulary, grammar, and study skills through continual development of the reading and writing process. The writing process continues to develop in areas such as comprehension, analysis, synthesis, evaluation, and inference. Understanding of literature in a variety of genres is also emphasized.

ESOL BEGINNER:

(1 year – 1 credit)

This course is intended for students newly arrived in the USA with little or no previous study of English. Basic grammar, vocabulary, and sentence structures are studied through various cultural topics. Primary emphasis is given to developing basic communication skills through listening and speaking. Reading and writing are used to reinforce these concepts through daily grammar revision. Study skills and academic language are introduced.

ESOL INTERMEDIATE:

(1 year – 1 credit)

This course is intended for students with a good base of the English language. Increased development of grammar, vocabulary, and sentence structures is studied through various cultural topics. Primary emphasis is given to developing communication skills through listening and speaking, as well as reading and writing skills for an overall understanding of the language. Study skills and academic language are further developed.

ESOL ADVANCED:

(1 year – 1 credit)

This course is intended for students with a well-developed knowledge of the English language. Advanced studies of grammar, vocabulary, and writing structures are emphasized through various cultural topics. Primary emphasis is given to developing advanced language skills in all four areas- listening, speaking, reading, and writing through critical analysis and evaluation. Students build understanding of key concepts, study skills, and academic language for success in advanced studies.

ESOL LAB:

(1 year – 0 credit)

This course is designed to provide language and academic support to ESL students. Students will be able to work on various assignments and tests from their academic courses as well as receive additional language assistance.

HEALTH

Health

(1 semester - 1/2 credit)

Successful completion of a twenty-week program of health education is required for graduation and mandated by New York State. The purpose of this program is to provide students with knowledge and skills that will assist them in making informed health decisions.

Units of study include: Consumer health, community health, environmental health, nutrition and fitness, disease and wellness, mental health, chemical substance use/abuse, family life and human reproduction. The class also includes presentations from various community agencies.

**LANGUAGES OTHER THAN ENGLISH
(Second Language)**

Knowledge of a second language serves three important purposes:

- It permits informal communication.
- It facilitates the exchange of ideas and information in such areas as commerce, diplomacy, science, technology, law and the arts.
- It fosters greater awareness of cultural diversity among the peoples of the world.

By learning another language, people gain greater insight into the workings of their native language. They come to realize that the patterns of their native language are only one way of viewing the world. Knowledge of a second language helps students prepare for careers in commerce, international relations, law, science and the arts.

Students are encouraged to take full advantage of all second language course offerings. Students with a strong background in one foreign language are encouraged to take another language.

Middle School Second Language - Testing and Credit

- One high school credit is awarded for passing the Proficiency Exam as mandated by state regulations.
- Students will receive a final numerical grade at the end of eighth grade. This will be recorded on the high school transcript as the grade for French or Spanish 1.

Sequences for Second Language Students		
<i>GRADE</i>	<i>HONORS</i>	<i>REGENTS</i>
9	French 2 / Spanish 2 Honors <i>French 1 / Spanish 1 (elective)</i>	French 2 / Spanish 2 Regents <i>French 1 / Spanish 1 (elective)</i>
10	French 3 / Spanish 3 Honors	French 3 / Spanish 3 Regents <i>French 1 / Spanish 1 (elective)</i>
11	French 4 / Spanish 4: Language, Literature and the Arts <i>French 1 / Spanish 1 (elective)</i>	French 4 / Spanish 4: Culture & Conversation - I <i>French 1 / Spanish 1 (elective)</i>
12	AP French Language AP Spanish Language Spanish 5H: The Hispanic World <i>French 1 / Spanish 1 (elective)</i>	French 5: The Francophone World Spanish 5: Culture and Conversation - II <i>French 1 / Spanish 1 (elective)</i>

Spanish 1

(1 year - 1 credit)

This course offers an introduction to the Spanish language as well as to Spanish and Hispanic cultures. Emphasis is on development of communicative competence in speaking, listening, reading, and writing. Lessons focus on basic thematic vocabulary and beginning grammar necessary to develop speaking competence. Students learn how to communicate with peers and adults on topics such as weather, school,

home, health, food and occupations. Competence in reading information provided on signs, timetables, maps and menus is stressed. Students learn to write short informal notes and descriptive stories.

Spanish 1 is appropriate for students with no prior language experience or those with a strong background in another language who wish to become dual-language proficient.

French 1 Honors/Accelerated

(1 year – 1 credit)

This course is designed for students who wish to learn French at a rapid rate: aural comprehension, speaking, reading, and writing of the French language. Since this course is taught at the honor level evidence of superior scholarship in another language is expected.

Instruction in the fall and winter term is motivated by the possibility of an optional spring trip to Quebec or Montreal where students are immersed in French and able to practice and improve their communication skills. Target language instruction includes intensive drill sessions and grammar and vocabulary structured around situations students encounter while traveling in francophone countries. During winter quarter study and conversation topics draw attention to the history and culture of francophone Canada.

French 2 Honors, Spanish 2 Honors

(1 year - 1 credit)

This course is designed for students who have the potential and the motivation for accelerated language study and have been recommended by their middle school teacher. The goals of the course are to maintain and develop oral proficiency, to continue the formal study of grammar begun in the middle school, to develop writing and reading skills and to become more familiar with cultural differences and similarities. This honors course places emphasis on the use of the target language in class by both the students and the teacher.

French 2 Regents, Spanish 2 Regents

(1 year - 1 credit)

The goals of this course are to develop the four skills of speaking, listening, reading and writing in a second language. Students will be introduced to topics relating to activities that touch their lives, such as home, school, sports, shopping, entertainment and travel. They will practice conversation and develop their oral proficiency as they continue the formal study of grammar begun in the middle school or in French or Spanish 1.

French 3 Honors, Spanish 3 Honors

(1 year – 1 credit)

This course prepares language students for more complex, real-world applications of their language skills. Students continue their study of essential grammar and vocabulary skills above and beyond the intermediate level, or Checkpoint B. They practice communicating both orally and through writing to socialize, provide and obtain information, express needs and solve problems. They learn to interpret spoken and written language on a variety of topics, including those presented in literature (essays, poems and short stories) and in other authentic sources, such as news articles, video broadcasts, films and songs. The level 3 Honors course is taught in the target language and students are required to communicate with the teacher and each other in the target language as well. This course prepares students for advanced work required in the Advanced Studies and AP courses offered in junior and senior year. At the end of the year, French 3 Honors and Spanish 3 Honors students take the New York State Regents exam.

French 3 Regents, Spanish 3 Regents

(1 year – 1 credit)

The goal of the course is to develop oral proficiency in the target language at the intermediate level or Checkpoint B. Students engage in oral and written exchanges that allow them to socialize, provide and obtain information, to express needs and solve problems. Students work on vocabulary and grammar skills in order to interpret straightforward spoken and written language, such as directions, announcements and short narrations. Oral communication is the goal of this course. The course also continues to expand the student's understanding of cultural differences and similarities. French/Spanish 3 prepares students for advanced work in language electives in junior and senior year. At the end of the term, level 3 students take the New York State Regents Exam.

French 4 Honors, Spanish 4 Honors - Language, Literature and the Arts

(1 year – 1 credit)

This course is a continuation of the honors program for those students who wish to pursue advanced language studies beyond the Regents exam. It is designated to provide students with the speaking and listening skills needed to ensure a high level of fluency at Checkpoint C and beyond. This course will also prepare them for the French/Spanish AP Course in their senior year.

The focus of the course is the study of the Spanish/French language through art, music, film and representative works of literature, such as poetry, essays, plays and short stories. Advanced grammar instruction will facilitate students' comprehension of materials relating to the various forms of media. Resources such as video and audio tapes, on-line research and interactive activities, and magazine and news interviews will be utilized to support learning.

In order to enroll in French or Spanish 4 Honors, a student must be recommended by their present language teacher for honors level work. Recommendation is based on skill level and effort demonstrated by the active participation in their class. Students not recommended for this course must demonstrate language proficiency in the successful completion of a written paper.

French 4R / Spanish 4R: Culture and Conversation - I

(1 year - 1 credit)

This course is designed for students who have completed three units of language study and successfully completed the Regents examination.

This course will introduce film, music, and literature as the basis for language study. The film component in this course will allow students to hear authentic Spanish/French and watch others use the language in authentic settings to raise awareness about the role of Spanish/French in films in the target cultures. Students will explore strategies used to tell stories and then participate in story-telling, interviews, critiques and role-playing.

The course is taught in French/Spanish and students are expected to develop the ability to discuss topics presented in class and write response essays in the target language. The curriculum includes opportunities for creative activities such as sharing regional dishes, preparing original videotapes, creating Power Points and doing creative writing of prose and poetry.

Advanced Placement French/Spanish

(1 year - 1 credit)

Advanced Placement is the equivalent of a college-level course in advanced French/Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, advanced grammar and composition.

The course seeks to develop language skills that allow the student to discuss a full range of topics in detail, support opinions and make hypotheses. Students will be introduced to a variety of communicative strategies to enhance both their oral and writing capabilities. Extensive training in the organization and writing of compositions is an integral part of the AP course. Students will listen to and interpret the target language in complex personal dialogues, interviews, literary discussions, news broadcasts and other authentic media and be able to detect nuances in meaning and emotion. At the end of the year students will take the Advanced Placement in Language exam.

In order to enroll in Advanced Placement French or Spanish, a student must be recommended by their present language teacher for AP level work and have successfully completed French/Spanish 4 Honors. Recommendation is based on skill level and level of participation and motivation in all class endeavors. Students not recommended for this course must demonstrate language proficiency by successfully completing a written paper and an oral interview in the target language.

Spanish 5H: The Hispanic World

(1 year - 1 credit)

This level 5 course for seniors is designed for students who have successfully completed the level 4H Language, Literature and the Arts course and are working towards the NYS Checkpoint C or advanced level in foreign language.

This course will explore the cultural and linguistic traditions of the Spanish-speaking world. Course material will focus on the art and literary traditions of regions outside of Spain (Mexico, Central and Latin America, and the Caribbean). Students will study and compare the music, films, cuisine and folk traditions of these regions. They learn unique approaches in order to meet the challenges posed by communication gaps resulting from differences in language and culture. The course will be taught exclusively in Spanish.

French 5R: The Francophone World

(1 year - 1 credit)

This level 5 course for seniors is designed for students who have successfully completed the level 4R Culture and Conversation - I / French 4H Language, Literature and the Arts and are working towards the NYS Checkpoint C or advanced level in foreign language.

This course will explore the cultural and linguistic traditions of the French-speaking world. Course material will focus on the artistic and literary traditions in different francophone regions, such as Quebec, Louisiana, Africa, and the Caribbean. Students will explore the music, films, cuisine and folk traditions of the various regions. Internet research, films, skits, preparation of local dishes and art projects will enhance the exploration of these French-speaking regions. Students will have many opportunities to use French in practical conversation.

Spanish 5R: Culture and Conversation - II

(1 year - 1 credit)

This advanced course will continue to examine and analyze films and literature by Spanish and Latin American directors and authors. Students will look more closely at the cultural and linguistic traditions as they have evolved in contemporary film-writing and story-telling. There will be an emphasis on participation in oral presentations and response writing to films and stories examined in class. Student responses will be posted on a class blog site for reactions and response by the teacher and other students.

MATHEMATICS

The mathematics curriculum is designed to attain five general goals for all students: (1) students learn to value mathematics; (2) students become confident in their own ability to do mathematics; (3) students become mathematical problem solvers; (4) students learn to communicate mathematically; and (5) students learn to reason mathematically. This curriculum attempts to give all students the opportunity to appreciate the full power and beauty of mathematics and acquire mathematical knowledge and intellectual tools required to use it in their lives.

All students must earn at least three (3) credits of mathematics. Students must also pass a Mathematics Regents exam.

Applied Algebra

(1 year – 1 credit)

This course is designed for students who scored at level 1 or level 2 on the Mathematics 8 State Assessment. Students who would benefit from a review of the essential mathematics topics for success in Algebra Regents and a preview of selected Algebra Regents topics should be enrolled in this course. Students who take this course would take the Integrated Algebra Regents Examination in June of their sophomore year after taking the Algebra Regents course. Topics include properties and operations of the real numbers; evaluating and simplifying algebraic expressions, linear equations and linear inequalities; solving systems of linear equations algebraically and graphically; and an introduction to solving quadratic equations. Students take a departmental midterm examination in January and a departmental final examination in June.

Algebra Regents

(1 year - 1 credit)

Algebra Regents is the first course in a three-year sequence. The general goals for this course include the understanding and application of real numbers; mastery of linear and quadratic equations and inequalities for their application value; understanding linear and quadratic functions and inequalities by studying their graphic representations; solving and applying systems of linear equations and inequalities in two variables; methods of statistical analysis and problem solving related to the trigonometry of the right triangle. Students take a departmental midterm examination in January and the Integrated Algebra Regents Examination in June.

Algebra Lab

(1 year - 0 credit)

This course is designed to provide academic intervention services for students who have been identified as at-risk of not passing the Integrated Algebra Regents Examination. Algebra Lab will meet one period every four days and is designed to give additional hands-on exposure to the topics covered in the Integrated Algebra Regents course. Though this course carries no credit, grades achieved will be reflected in the Integrated Algebra Regents course mark.

Geometry Regents

(1 year - 1 credit)

This is the second course in a three-year sequence. Students who have successfully completed Algebra Regents may enroll in this class. The general goals for this course include further study of the axiomatic system of Euclidean geometry (with transformations) to prove geometric concepts; understanding of combinations as an aid in problem solving and probability theory; the use of the fundamental ideas of logic in developing thinking skills and utilizing the skills of collecting, organizing and interpreting data and developing problem-solving skills. Students take a departmental midterm in January and the Integrated Geometry Regents Examination in June.

Applied Geometry

(1 year – 1 credit)

This course is designed to prepare students for the departmental final exam in June. Applied Geometry students will *not* take the Integrated Geometry Regents Examination. The curriculum will cover most of the topics found in Geometry Regents with the exception of most types of proofs. During the second half of the year, additional emphasis will be put on Algebra review to prepare the students for Algebra 2 General. Students will take a departmental final in June.

Geometry Honors

(1 year - 1 credit)

This is the second course in a three-year sequence. This level's curriculum includes the study of the Geometry Regents' curriculum plus additional topics that are not tested on the Integrated Geometry Regents Examination. Additional content includes logic proofs, advanced constructions, and projects done outside of class. Topics included in the Regents curriculum will be covered more in-depth to expand, enhance, and enrich students' mathematical educations. Students take a departmental midterm exam in January and the mandated Integrated Geometry Regents Examination in June.

Algebra 2 Regents

(1 year - 1 credit)

This is the third course in a three-year sequence. Students who have successfully completed Geometry Regents or Honors may enroll in this class. The general goals for this course include an understanding of the complex number system, extension of the solution of quadratic equations to include imaginary roots, understanding of the concept of functions (including trigonometric, exponential, logarithmic and rational) and their inverses, applications of trigonometry including non-right triangles, application of probability theory to solve problems associated with Bernoulli experiments, extension of the study of statistics to include standard deviation as a measure of dispersion and the normal curve, and sequences and series. Students will take the Algebra 2/Trigonometry Regents Examination in June as part of the requirements to earn an enhanced New York State Regents diploma.

Algebra 2 General

(1 year – 1 credit)

Students enrolling in this non-Regents course should have passed an Algebra course and a Geometry course. Course content includes topics in modeling using linear, quadratic, polynomial, exponential, logarithmic, rational and trigonometric functions. Topics in probability and statistics will extend the content from previous course work to include the normal curve, measures of dispersion and Bernoulli experiments. A review of transformations and the concept of composition is introduced. Students will take a departmental midterm examination in January and a departmental final examination in June.

Algebra 2 Honors

(1 year - 1 credit)

This is the third and final course in a three-year sequence. This level is tailored specifically for accelerated students. The general goals for Algebra 2 Honors include an understanding of the complex number system; mastery of algebraic techniques; extension of the solution of quadratic equations to include imaginary roots; understanding of the concept of functions (including trigonometric, exponential and logarithmic) and their inverses; application of geometric transformations to functions and graphing; applications of trigonometry (including solving triangles, finding area, solving equations and proving identities); application of probability theory to solve problems associated with the Bernoulli experiment; introduction to the binomial theorem; the extension of the study of statistics to standard-deviation as a measure of dispersion and the normal curve; and sequences and series. Students will take the Algebra 2/Trigonometry Regents Examination in June as part of the requirements to earn an enhanced New York State Regents diploma.

Pre-Calculus Regents

(1 year - 1 credit)

Students who have successfully completed the Algebra 2 course may enroll in this course. Course content includes a further study of functions, and their graphs (including linear, quadratic, polynomial, rational trigonometric, logarithmic, and exponential functions) and their inverses, topics in inductive reasoning, vector analysis, systems of equations, sequences and series, limits, and an introduction in calculus. Students will take a departmental midterm examination in January and a departmental final examination in June.

Pre-Calculus Honors

(1 year - 1 credit)

Students who have successfully completed Algebra 2 and Trigonometry may enroll in this course. This level is designed for accelerated students. Content of the course will focus on the study of linear, quadratic, higher order, logarithmic, exponential, and trigonometric functions, sequences and series, limits and an introduction to calculus. Students will take a departmental midterm examination in January and a departmental final examination in June.

Pre-Calculus General

(1 year - 1 credit)

Students enrolling in this non-Regents course should have passed Algebra 2 General or Algebra 2 Regents. Content will focus on the study of functions and their graphs (including polynomial functions, rational functions and square root functions), polar graphing, matrices and systems of equations, sequences and series, trigonometric, exponential, and logarithmic functions, and limits of functions. Students will take a departmental midterm examination in January and a departmental final examination in June.

Advanced Placement Calculus (AB)

(1 year - 1 credit)

This is an introductory course in college-level differential and integral Calculus with emphasis on the theoretical foundations of calculus. Students must have completed Pre-Calculus to enroll. Content will include limits, continuity, derivatives and their applications, definite and indefinite integrals and their applications, slope fields, and separable differential equations. All students will take the Advanced Placement Examination in May, for which there is a fee. Students may earn up to three hours of college credit, depending on their performance on the AP Exam and the policies of the college where they enroll.

Calculus

(1 year – 1 credit)

This is an introductory course in differential and integral calculus with emphasis on mechanics and applications. Content will include the study of functions, limits, continuity, techniques of finding derivatives, applications of derivatives, and techniques of integration. Students will take a departmental midterm examination in January and a departmental final examination in June.

Advanced Placement Statistics

(1 year - 1 credit)

This course will focus on the exploration of statistical concepts and problems that are the core of the Advanced Placement Statistics curriculum, with a strong emphasis on inferential statistics. Students will take part in hands-on investigations of statistical data and models and they will be instructed on the application of graphing calculators and statistics software. The course pre-requisites will be successful completion of Algebra II and/or Pre-Calculus.

Teaching, Leadership & Communication

(1 year – 1 credit or 1/2 year – 1/2 credit)

Teaching, Leadership & Communication will first provide you with the skills necessary to learn how to use different types of technology (using video, Internet, Smart Boards, Clickers, etc.) You'll then be paired with teachers to help them use this technology in their teaching. We will work together throughout the semester on improving your teaching, leadership & communication skills as they relate to this project.

MUSIC

All students should have some musical experience as part of their general education. Interested high school students are given the opportunity to fully develop their musical skills through a variety of relevant courses. Students who have received basic foundations in elementary school may continue their study of music at the high school level through a series of elective courses. Each student is given an opportunity to study, understand and enjoy fine music in regularly scheduled classes; to participate in large and small vocal and instrumental ensembles; to learn to play an instrument of choice; to help prepare and present concerts and other public performances; and to specialize in music related to particular interests and talents.

Music Theory 1 and 2

(1 semester or 1 year –1/2 or 1 credit)

Prerequisite: music reading

This course is an intensive approach to the basics of music, which eventually includes the study of harmony, orchestration, and composition. Solfeggio and keyboard dictation are also included in each class. Music Theory is an excellent preparation for college theory.

Advanced Placement Music Theory

(1 year - 1 credit)

AP Music Theory is a college level course that includes all of the material covered in Music Theory I and Music Theory II. Therefore, both Music Theory I and Music Theory II are a prerequisite for Advanced Placement Music Theory.

Vocal

Concert Choir

(1 year - 1 credit)

Concert Choir is a non-auditioned mixed choir for grades 9 through 12. Fundamentals of proper singing technique and music reading are covered and music literature from popular, musical theater and classical styles are sung. Each choir member is required to attend four major concerts during the year as well as a monthly rehearsal during activity period. Attendance and participation in evening concerts are a requirement of the course. This course fulfills the Regents requirement for music/art.

Chorale

(1 year - 1 credit)

Select Choir is an auditioned group of approximately forty-five participants in grades 9 through 12. This choir concentrates on advanced arrangements of the popular, classical and musical theater styles. Students must possess advanced skills in both vocal technique and music reading. Each choir member must attend a rehearsal each month during the activity period. Voice lessons are also required for this course and will be taught on a pull-out basis. Attendance and participation in evening concerts are a requirement of the course.

InAchor Show Choir

This is an auditioned group of singers who perform for various community functions and organizations, as well as putting on a staged showcase of musical theatre in the fall. In Achor rehearses on evenings and weekends. There is no credit awarded.

Women's Choir

(1 year – 1 credit)

Women's Choir is an auditioned group of approximately forty singers in grades 9 through 12. This choir also concentrates on advanced arrangements. Students must possess advanced skills in both vocal technique and music reading. Each choir member must attend a rehearsal each month during the activity period. Voice lessons are also required for this course and will be taught on a pull-out basis. Attendance and participation in evening concerts are a requirement of the course.

Musicals

Students are encouraged to audition for the musical, which is usually presented in March. It is a full-scale production with the show band accompanying. Performers as well as personnel for stage crews, costumes, lights, tickets, programs, sets, etc. are needed. The most recent productions have included: *West Side Story*, *42nd Street*, *Beauty and the Beast*, *Footloose*, *Titanic*, and *Les Miserables*. There is no credit awarded.

Instrumental

Music Reading is a requirement for all Ensembles.

Concert Band

(1 year - 1 credit)

For this course, students are to be recommended from the middle school instrumental program or auditioned. Concert Band performs such literature as: contemporary, marches, orchestral transcriptions, Broadway shows, and music from the classics. Most of the literature performed is level six classified as most difficult in the NYSSMA manual. The band performs concerts in and around the Syracuse area, including tiny tots concerts and cultural exchange trips with other schools. Students registered for concert band will commit themselves to all performances and competitions in which the band participates. All students must participate in one music lesson per week. This course fulfills the graduation requirement for music/art.

String Orchestra

(1 year – 1 credit)

This is the course for those who have performed in the middle school orchestra program or who can demonstrate a reasonable proficiency on a stringed instrument (violin, cello, bass). The String Orchestra performs many types of music including classical and popular throughout the year.

Instrumental Ensembles

Below is a list of musical ensembles. All students who are members of performing ensembles must commit themselves to the performance and concert dates. All ensembles, except musical orchestra, are available through auditions. A student must be enrolled in *Concert Band* to participate in ensembles. If a course conflict cannot be resolved, exceptions to the policy may be possible.

Jazz Ensemble

This is a highly specialized jazz-oriented organization that performs all types of arrangements, including original compositions. Students are encouraged to compose and arrange for this ensemble. Many outside performances are scheduled including jazz competition at the Civic Center in the Spring. Jazz Ensemble rehearses once a week, during the day and one evening rehearsal.

Jazz Combo

This is a small ensemble featuring the music of the contemporary jazz style. Much of the music is improvised according to the ability of the students. Students must be members of Jazz Ensemble to be eligible for Jazz Combo.

Brass Ensemble

This is a small ensemble that features brass instruments and performs in and around the community. The Brass Ensemble specializes in original music of the Baroque Era. The ensemble performs medium advanced to difficult music at the NYSSMA grade level of 6 requiring the student musicians to be advanced in their instrument.

Pep Band

This is a 20 to 25-piece band that performs at all home football games and home basketball games. The Pep Band is a “fun” group that plays up-to-date spirited cheers and short pieces to uplift and maintain the spirit of spectators and the team during a game. Pep Band is open to all students.

Woodwind Quintet

This is a five-piece ensemble that includes flute, oboe, clarinet, French horn and bassoon. Music is specifically arranged for these instruments making this group quite specialized. The Quintet performs medium advanced to difficult music at the NYSSMA grade of level 6 requiring the student musicians to be advanced in their instrument. This group performs in and around the community.

Clarinet Ensemble

This is a small ensemble that features soprano, alto, bass, and contrabass clarinets and performs publicly and in competitions. The ensemble may also be made up of all B^b clarinets.

Percussion Ensemble

This is a small ensemble that includes all percussion instruments (xylophone, orchestra bells, tympani, chimes, snare, and bass drum) and performs advanced literature composed specifically for percussion ensemble.

Musicals Orchestra

This is a 20 to 25-piece orchestra, which accompanies high school musical productions in the spring semester. The band director selects orchestra participants.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES) AND WORKFORCE PREPARATION

BOCES (Board of Cooperative Educational Services) operates two area occupational centers supported by several area school districts. The Occupational Education courses are scheduled for half-days at BOCES centers. Students take their regular classes at their home school mornings or afternoons and are transported by school bus to and from the centers for their occupational classes. These classes are three periods per day, five days per week and offer up to four credits per year. Courses are offered at the Irvin E. Henry Education Campus on Thompson Road or the Lee G. Peters Career Training Education Campus off of Morgan Road in Liverpool. Classes are conducted at BOCES centers from 8:30 a.m. to 11:00 a.m. or from 12:00 noon to 2:45 p.m.

For two-year programs of study, first-year students usually attend the afternoon session while second-year students attend the morning session. In order to complete high school graduation requirements in a timely fashion, students must have successfully completed two credits each of English, social studies, mathematics and science as well as one credit each of art or music, second language and physical education **prior to** beginning their BOCES program in the junior year.

Transportation

The Jamesville-DeWitt School District provides bus transportation to and from both occupational centers. All students are required to ride the bus unless other arrangements have been made in writing. Whenever a student misses a bus, he/she should immediately report to the main office and will be assigned to a study hall.

Student Driving

To obtain permission to drive, you must follow these instructions:

- See the occupational center principal for the necessary forms.
- Have all three copies signed by a parent, home school principal and the occupational center principal.
- Obtain a parking sticker upon approval. Students permitted to drive are not allowed to carry passengers. Unauthorized vehicles on school property are subject to ticketing.

Grades and Credits

Grades at the occupational centers are given every ten weeks. The average of the four marking period grades will determine the student's final grade. If a student receives a passing grade and attendance has been satisfactory, up to four units of credit may be awarded. All credits are awarded by the Jamesville-DeWitt School District and not by the occupational center.

Attendance

Regular attendance is expected. Excessive absence from class will result in loss of credit each semester. If absences become extreme, a student may be dropped from the program.

Applied Math and Applied Science (Required at OCM BOCES)

The BOCES Henry Education Center and Peters Career Training Education Center campuses require students to complete one Applied Math and one Applied Science course over two years. These courses meet New York State diploma requirements for the required third credits in math and science.

BOCES Career and Technical Education Courses

*~All programs are offered at the Irving E. Henry BOCES campus on Thompson Road~
(Complete course descriptions are available from the JDHS Counseling Center.)*

Automotive Collision Technology	(2 year program)
Automotive Technology	(2 year program)
Career & Financial Management	(1 Semester-1/2 credit)
Computer Technology	(2 year program)
Construction Technology	(2 year program)
Cosmetology	(2 year program)
Culinary Arts	(2 year program)
Early Childhood Education	(2 year program)
Floral Arts	(1 year program)
Graphic Communications	(2 year program)
Health Occupations Technology	(2 year program)
Laboratory Technology	(2 year program)
Pastry Arts	(2 year program)
Health	(1 Semester-1/2 credit)

In addition to these vocational programs, the following **New Visions** Interdisciplinary Immersion Programs are offered to select **seniors**:

- New Visions** (Seniors ONLY) (1 year program)
- Criminal Justice—at Onondaga County Sheriff's Office
 - Animal and Environmental Science Careers at Beaver Lake Nature Center
 - Medical Professions

PHYSICAL EDUCATION

The Physical Education curriculum integrates a variety of sport and recreational movement experiences. These experiences serve to introduce students to new activities as well as reinforce previous learning experiences. The Physical Education department uses a mixture of activities as a means of adding to students' physical activity options that could be pursued into adulthood.

Through these curriculum experiences, students will be assessed on the skills and knowledge embedded within a given activity. Participation and effort will also be included in the student's assessment. All assessments are based on district standards and benchmarks.

Physical Education class meets once in a four-day cycle. The ninth grade curriculum is standard. Sophomores, juniors, and seniors pick from a variety of courses. All students must earn two credits of Physical Education to earn a diploma.

Physical Education Grade 9

(1 year - ½ credit)

This course is designed to introduce students to activities that have not been experienced in previous Physical Education classes. These games and activities represent future Physical Education elective offerings. Activities will be chosen by the individual teacher from the following blocks:

TEAM GAMES AND CONCEPTS

- Softball
- Floor Hockey
- Lacrosse
- Football

TARGET SPORTS

- Archery
- Golf
- Recreational Target Sports (Bocce, Texas Horseshoes, Baggo, Washers, etc.)

NET SPORTS

- Badminton
- Pickleball
- Tennis

OUTDOOR / ADVENTURE PURSUITS

- Snowshoeing / Cross Country Skiing
- Climbing / Traversing Wall
- Group Games / Initiatives

PHYSICAL FITNESS

- Fitness Center Orientation
- Fitness Activities

PERSONAL PERFORMANCE

- Ballroom Dance
- Hip Hop Dance

Physical Education Grades 10, 11, and 12

(1 semester - ¼ credit)

To encourage student choice and improve student interest and motivation, students may choose from a variety of course offerings. Activities are broken into three categories. Each category incorporates different activity offerings each semester. Students must indicate by semester what course they would like to take. There are no prerequisites for any course. The following courses are offered:

TEAM PASSING ACTIVITIES

In this course students will participate in lessons that reinforce the skills, concepts, and strategies relevant to traditional and non-traditional team activities. Other activities may include: Flickerball, Hand Soccer, Indoor Soccer, Rugby, Softball, Speedball, Ultimate Frisbee, and Volleyball.

Semester One: Team Sports (1)

- Soccer
- Rugby
- Basketball

Semester Two: Team Sports (2)

- Floor Hockey
- Ultimate Frisbee
- Softball

INDIVIDUAL PERFORMANCE ACTIVITIES

In this course, students are exposed to a myriad of physical activities that rely on the individual performance for success. This course reinforces the skills, concepts, and strategies relevant to individual performance activities.

Semester One: Target Games

- Archery
- Recreational Target Activities
- Golf

Semester Two: Net Sports

- Pickleball
- Badminton
- Tennis

PERSONAL FITNESS

In these courses students participate in lessons that specifically build on the knowledge that will allow students to maintain or improve upon their personal fitness levels.

Semester One: Personal Fitness Planning

This course includes lessons that allow students to analyze current fitness levels based on Fitnessgram fitness test results. Students will build and implement a personal fitness program designed to address their assessed strengths and weaknesses.

Semester Two: Fitness Activities

- Aerobics
- Pilates
- Resistance Bands
- Tae-Bo
- Yoga
- Balance Balls
- Postural Analysis

SCIENCE

The student has the opportunity to learn the extensive array of concepts, related facts and laboratory skills of science through a program of offerings.

In all of the Regents science courses, the student is required to be engaged in the equivalent of at least thirty forty-minute periods of lab activity accompanied by satisfactorily written reports. This lab requirement is state mandated for Regents examination eligibility. Regents examinations in all Honors and Academic levels of Earth Science, Biology, Chemistry and Physics serve as the final tests. Any lab activity requiring make-up, which is missed by a student, must be done within two weeks of return to class. Each student must submit satisfactory written reports of lab experiences.

In order to be admitted to a Regents Exam in Science, all students must fulfill the minimum laboratory requirement. Written records of lab experiences must be submitted to the instructor no later than the Friday of the last full week of classes in June. There will be no exceptions to this deadline.

All students must earn three (3) credits in Science, including one credit of biology (life science) and pass at least one Regents exam in Science.

Earth Science

Earth Science Honors

(1 year - 1 credit)

These students will be expected to earn Regents credit in Earth Science. They will also be given an accelerated program which will allow them to master more optional material in the physical sciences (Chemistry and Physics).

Two class blocks and one-half block for laboratory per four-day cycle will be scheduled for these students.

Students will take the Regents exam in June.

Earth Science Regents

(1 year - 1 credit)

There is an emphasis placed on lab work and deductive problem solving. The New York State Regents Earth Science syllabus will be followed, and student expectations are to work toward taking the Regents exam to receive a Regents credit in Earth Science.

Two class blocks and one-half block for laboratory per four-day cycle will be scheduled for these students.

Students will take the Regents exam in June.

Biology

Advanced Placement Biology

(1 year - 1 credit)

This course is open to students that have an exceptional work ethic, have performed extremely well in Honors Earth Science, and who may have an interest in pursuing a possible biology-related field in college. Overall, the course curriculum will parallel an introductory college level biology course. Topics will include molecules and cells, genetics and evolution and organisms and populations. This accelerated survey of biology will cover all of the topics required by the College Board in order to prepare students for the AP Exam. In addition, students will also complete the twelve recommended AP Biology laboratory experiments. After the AP Exam, students will spend the remainder of the year working on special projects and reviewing for the Regents exam.

All students will take the Advanced Placement exam for which there is a fee. Students may earn up to six hours of college credit, depending on their performance on the AP Exam and the policies of the college where they enroll.

Students will take the Regents exam in June.

Three class blocks per four-day cycle will be schedule for these students.

Biology Honors

(1 year - 1 credit)

Designed for the scientifically talented, this course is open to students who have performed well in Honors Earth Science. This course has a stronger biochemical molecular approach to the study of the cell and more laboratory work than Regents Biology.

Students will take the Regents exam in June.

Three class blocks per four-day cycle will be scheduled for these students.

Biology Regents

(1 year - 1 credit)

This course presents the fundamentals to beginning Biology students. The New York State Regents Biology curriculum is followed with emphasis on the biochemical cellular approach. Laboratory work is an integral part of the course.

Three class blocks per four-day cycle will be scheduled for these students.

Students will take the Regents exam in June.

Biology Applied

(1 year - 1 credit)

This is a modified Biology class that is geared to support and prepare our most academically challenged students to be successful on the Biology Regents exam.

Three class blocks per four-day cycle will be scheduled for these students.

Students will take the Regents exam in June.

Chemistry

Advanced Placement Chemistry

(1 year – 1 credit)

This course is open to the exceptional science and math student who is willing to put forth extra time and effort and is planning to pursue a science-related field in college. The course curriculum will include the following topics taught at the pace of a first year college-level chemistry course: stoichiometry, periodicity, chemical bonding, thermochemistry, kinetics, equilibrium, acid and bases, redox and organic chemistry. The course will include laboratories that are recommended by the College Board to prepare students for the AP exam. After the AP exam, students will spend the remainder of the year working on special projects and reviewing for the Regents final.

All students will take the AP exam for which there is a fee. Students may earn up to six hours of college credit, depending on the performance on the AP exam and the policies of the college where they enroll.

Students will take the Regents exam in June.

Three class blocks per four-day cycle will be scheduled for these students.

Chemistry Honors

(1 year - 1 credit)

This is the same as Regents Chemistry but with an increase in the number of laboratory experiments, more optional material from the syllabus, and a higher level of difficulty in mathematical problems and conceptual material. This course is open to exceptional students who are able to handle an increased pace in course material. There is a high correlation between math ability and Honors Chemistry. Therefore, it is strongly recommended that the student successfully complete Geometry before taking Honors Chemistry. Students will take the Regents exam in June.

Three class blocks per four-day cycle will be scheduled for these students.

Chemistry Regents

(1 year - 1 credit)

This is an introductory course that presents modern chemistry to beginning students. The presentation is intended to give students a preliminary understanding of what chemistry is about rather than to give them simply a voluminous collection of chemical reactions and laboratory techniques. There is emphasis on model building and problem solving. The laboratory is heavily used. College-bound students, whether Science majors or not, will find the course stimulating. There is a high correlation between math ability and Regents Chemistry. Therefore, it is strongly recommended that the student successfully complete Algebra before taking Regents Chemistry.

Students will take the Regents exam in June.

Three class blocks per four-day cycle will be scheduled for these students.

Chemistry General

(1 year - 1 credit)

This course presents an approach to the study of chemistry that may be of more practical use to some students than the Regents Chemistry course. An effort has been made to provide students not majoring in high school Science with a course of study that may better prepare them to meet their special goals in life. In addition, the course helps to provide students with an increased understanding of the work of the chemist. Two class blocks pre four-day cycle will be scheduled for these students.

Physics

Advanced Placement Physics

(1 year - 1 credit)

AP Physics is open to the exceptional science/math student who is going to make a commitment of both time and effort. The course prepares the student to take the AP Physics B exam in May for which there is a fee. The course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. A student may be interested in studying AP Physics as a basis for more advanced work in physics and engineering, life sciences, medicine, geology and related areas, or as a component in a non-science college program that has science requirements. The curriculum covers topics in mechanics, electricity and magnetism, thermal physics, waves and optics and atomic and nuclear physics.

All students will take the AP exam for which there is a fee. Students may earn up to six hours of college credit, depending on their performance on the AP Exam and the policies of the college where they enroll.

Students will take the Regents exam in June. Final credit in the course is contingent upon the completion of the Physics Regents exam.

Three class blocks per four-day cycle will be scheduled for these students.

Physics Honors

(1 year – 1 credit)

Designed for the scientifically talented, this course uses the same text as the AP Physics course and covers the same topics in a little less depth and at a slightly slower pace.

Students will take the Regents exam in June. Final credit in the course is contingent upon the completion of the Physics Regents exam.

Three class clocks per four-day cycle will be scheduled for these students.

Physics Regents

(1 year - 1 credit)

Physics is the science that deals with the interaction of matter and energy. The course is designed for the academically oriented student and emphasizes the thought processes involved in physics instead of just the mechanical relationships. The course is oriented toward laboratory work. The four major topics covered are: Mechanics, Waves and Light, Electricity and Magnetism, and Atomic and Nuclear. Physics should be considered a must for any student planning to major in Science in college.

Students will take the Regents exam in June. Final credit in the course is contingent upon the completion of the Physics Regents exam.

Three class blocks per four-day cycle will be scheduled for these students.

Physics General

(1 year - 1 credit)

The purpose of this course is to provide a study in physics in which fundamental concepts are developed. It is designed for those students not majoring in Science in the high school who wish to learn more about the scientific aspects of the world in which we live. Two class blocks per four-day cycle will be scheduled for these students.

Science Electives

The variety of offerings in the elective program allows the interested science student an opportunity to “test the waters” in many science areas and/or to concentrate in more specific science disciplines. A student must be enrolled in one of the four major science courses (Earth Science, Biology, Chemistry, Physics) or have permission of the department to be eligible to take any of the science electives. There are four physical science oriented electives, six biology oriented electives and one science research elective that teaches research in any scientific area.

Physical Science Electives

The two courses in Chemistry are intended to be transitions to college chemistry. The other two are intended for general interest. Students may elect to take one or all of the course offerings.

Environmental Chemistry

(10 weeks - 1/4 credit)

Prerequisite: Regents Chemistry

Many people believe that the term “chemical” means the same thing as toxic or pollution and anything “chemical” should be avoided. The truth is everything on earth is made of chemicals and while some chemicals are indeed dangerous, the growth of the chemical industry has brought us enormous benefits in fighting famine, disease and poverty. In this course students will learn how chemists, biologists, toxicologists, soil scientists etc. use chemistry to study lakes, streams, soil, the atmosphere and the living environment. Also, students will learn how chemistry is being used to clean our environment from pollution that occurred in the past and how it is currently being used to prevent further pollution to our environment.

Materials Chemistry

(10 weeks - 1/4 credit)

Prerequisite: Regents Chemistry

Materials chemistry, the study of metals, plastics, and ceramics (concrete), is an important area of modern science and engineering. This course will introduce students to the unique and fun properties of each of those materials. First we will look at the properties of polymers by performing experiments with materials such as Shrinky Dinks, instant snow, Magic Sand and slime among others. Then we will look at natural and synthetic fibers and their use in textiles. Students will perform labs with natural and synthetic dyes using multifiber ribbons and creating their own tie dyes. Finally, we will look at ceramics and metals and the atomic structure of each. Students will use solid-state models to learn how these material's unit cells influence their properties. Students will also create concrete, metallic and plastic samples to test for their mechanical properties.

Astronomy

(10 weeks - 1/4 credit)

This course in astronomy starts in your own neighborhood of the universe with the study of our moon, the planets in our solar system, and our sun. Then you will venture out into our galaxy, the Milky Way, studying other stellar types, other possible planetary systems, the theory of stellar evolution including white dwarfs, neutron stars, supernovae, and black holes. Next you will expand out farther to study galactic types, quasars, and the theories of the origin of the universe. Throughout the course there will be an emphasis on observation of celestial objects both individually and as a group. Naked eye as well as telescope techniques will be discussed and used. Weather permitting there will be at least one group observation at night.

Electronics

(10 weeks - 1/4 credit)

This course is designed to be a comprehensive introduction to Electronics. No prior knowledge of electricity or electronics is required. Main topics covered include Resistance, Inductance, Capacitance, Diodes, and Transistors. More than half of the course time is spent in the laboratory investigating basic principles of electricity and then in using the principles to build electric equipment such as power supplies, amplifiers, oscillators, and a basic radio receiver. The emphasis is on the basic simplicity of the concepts involved.

Biological Science Electives

Each of these six courses explores a given area via lecture, discussion and laboratory activities. Each focus on topics not covered, or only briefly introduced in Regents and Honors Biology

Vertebrate Zoology

(10 weeks - 1/4 credit)

Prerequisite: Biology

Have you ever touched a shark? Have you seen a beaver dam? If you haven't and would like to do this and more, then, perhaps, this course would interest you. The course objective is simple and straight forward - to introduce students to the vertebrates. Students will examine specimens of fish, amphibians, reptiles, birds, and mammals. Students will compare the internal structures of each group and try to collect local specimens. Students also will try to visit local natural areas to survey the types of animals found there. If you like the outdoors and would like to know and understand the wild life in this area, you would enjoy this class. Regents Biology is strongly recommended as a prerequisite.

Anatomy and Physiology

(10 weeks - 1/4 credit)

Prerequisite: Biology

The intent of this course is to provide students with a basic understanding of what the parts of the body are, what they do, and how they work together. Emphasis will be placed on the normal structure (anatomy) and function (physiology).

This ten week elective would serve as a basic introduction to this area of science for those students who, after taking Biology, are interested in and would like to broaden their knowledge of human biology. It would also be extremely beneficial to those who are planning to pursue careers in the biological, medical or health-oriented fields.

The course focuses on the anatomy and physiology of the skeletal system, articulations, and the muscular system. An integral part of this unit will be the mandatory anatomical dissection of a laboratory animal to provide each student with an increased understanding of human organization. Most work is self-directed, and the students need to be motivated and responsible.

This course is recommended for current and previous students in AP/Honors Biology as well as students who have successfully completed Regents Biology.

DNA Technologies

(10 weeks – 1/4 credit)

Prerequisite: Biology

Biologists are now able to manipulate the very genes that control the makeup of all living things. The manipulation of DNA and the genetic code will have a huge impact on the environment, on the human body and on society. This science elective course will cover:

- The basics of DNA and molecular biology
- Genetics problems and working with fruit flies
- The techniques used in the alteration of DNA
- Current research techniques in the field of biotechnology
- Possible future implications of DNA manipulations

The DNA Technologies Science Elective will focus on these and many other issues that are currently evolving in the field of molecular biology. Students interested in pursuing any aspect of biology in college should consider taking this course.

This course is recommended for current and previous students in AP/Honors Biology as well as students who have successfully completed Regents Biology.

Sense Organs

(10 weeks - 1/4 credit)

Prerequisite: Biology

The human brain is considered by many to be a last frontier in biology. Since the senses are the pathways into the brain, they are the focal point of research on perception, learning, and behavior. The Sense Organs elective begins with a unit on nerve tissue and nerve impulses. Fully half the course is devoted to vision and hearing, the “special sense.” The class will discuss why you see a large black spot after a flashcube is fired, why you may someday wear bifocals and why corneal transplants tend to be very successful. Cows’ eyes are dissected and discussed. Following a brief exploration of taste, smell, and touch, the remainder of the course is devoted to the anatomy and functioning of the human brain. Dissection of sheep’s brains is included. Whether you are interested in medicine, anatomy or learning theory, you should enjoy the Sense Organs class. Much of the content of this course is college level material. Successful completion of Regents Biology is recommended.

Science Intervention Lab

(1 semester or 1 year - 0 credit)

Instruction in science topics will be provided as required by New York State for one or more of the following reasons:

- Student has failed a Science Regents exam and needs to pass the Science RCT exam.
- Student has failed a Science Regents exam and needs to pass a Science Regents exam.
- Student has been identified by scores received on the New York State Science Assessment at the end of 8th grade.

The instruction will be individualized as much as possible. The amount of time scheduled for students will depend upon the level of intervention required and the student’s schedule.

Remediation classes are required for students who fail or who are absent from the Science Regents exam to help improve study skills and science knowledge. This course will be a review of the topics covered on the RCT Science exam.

SOCIAL STUDIES

The Social Studies curriculum includes core courses and a variety of elective courses designed to enrich the students' understanding of themselves and the world in which they live. The content of the Social Studies courses is drawn from the fields of history, economics, political science, psychology, geography, sociology, and anthropology.

All students must earn four credits of Social Studies in the core curriculum. All students must pass two New York State Regents exams to earn a diploma.

Global History and Geography 9 Regents

(1 year - 1 credit)

This course explores the history of the world outside of North America from ancient times through the First Global Age (approximately 1600). Students study the geography, ancient and classical civilizations, and major religions of people in Africa, Asia, Europe, the Middle East and Latin America. There is an emphasis on the uniqueness of each culture but also the interactions that have changed and shaped the world's economic, political and social life.

All 9th graders take the Global History Final Exam in June.

Global History and Geography 10 Regents

(1 year - 1 credit)

This course completes the two-year study of world history. Students begin with the Age of Absolutism in Europe and the challenges to authority presented by the Scientific Revolution, the Enlightenment and political revolution. They study industrialization, nationalism and imperialism in Europe and the impact of these on the entire world. They examine the achievements and crises of the twentieth century.

All 10th graders take Global History Regents Exam in June.

Global History 10 Honors

(1 year - 1 credit)

This course includes the same units of study as the Regents course. The students are asked to use both textual and primary source readings that are more challenging and require greater analytical skill. They are expected to participate in classroom discussions in which they demonstrate their knowledge and understanding of the material. They are given more frequent and challenging writing assignments including at least one research paper.

Recommendation for placement in Global 10 Honors will be made by the Global 9 teacher after discussion with the student. The recommendation will be based on demonstrated work ethic, analytical reading and writing skills.

All 10th graders take the Global History Regents Exam in June.

Advanced Placement World History

(1 year - 1 credit)

This course is the equivalent of a college level survey course in world history. Extensive study is done by the students of all major epochs of world history with particular attention to those that correspond to the 10th grade Global curriculum. There is an assignment for students to complete over the summer in preparation for the course. Students use a textbook designed for the AP course and rely on their reading of the text for significant portions of the content. In-class lectures, presentations, activities and discussions are used to help students make connections and deepen their understanding of what they have read. The AP Exam, which students take in early May, includes a multiple-choice section and two essay sections each of which is timed. Following the AP exam, students continue working on course material.

All 10th graders take the Global History Regents Exam in June.

Recommendations for placement in AP World History will be made by the Global 9 teacher after discussion with the student. The recommendation will be based on demonstrated work ethic and the highest level of analytical reading and writing skills.

Global History AIS

A one semester AIS lab in Global History is available for 10th graders who need additional support and practice with the skills needed on the Global History Regents. Students will be scheduled for this lab based on recommendations of their 9th and 10th grade teachers.

U.S. History and Government Regents

(1 year - 1 credit)

This course is a study of U.S. History from colonial times with an emphasis on post-Civil War eras. It includes an in-depth study of the Constitution and the Bill of Rights and the Supreme Court cases that have tested their meaning. Students are asked to read from primary documents as well as a textbook and to write both thematic and document based essays.

All 11th graders take the U.S. History and Government Regents Exam in June.

Advanced Placement U.S. History

(1 year - 1 credit)

This course is the equivalent of a college level survey course in American history. There is an assignment for students to complete over the summer in preparation for the course. Students use a textbook designed for the AP course and rely on their reading of the text for significant portions of the content. In-class lectures, presentations, activities and discussions are used to help students make connections and deepen their understanding of what they have read. The AP Exam, which students take in early May, includes a multiple-choice section and two timed essay sections. Following the AP Exam, students do more work on the Constitution and Supreme Court cases that are emphasized on the New York State Regents examination.

All 11th graders take the U.S. History and Government Regents Exam in June.

Recommendations for placement in AP United States History will be made by the Global 10 teacher after discussion with the student. The recommendation will be based on demonstrated work ethic and the highest level of analytical reading and writing skills.

U.S. History and Government AIS

A one semester lab in U.S. History is available for 11th graders who need additional support and practice with the skills needed on the U.S. History Regents. Students will be scheduled for this lab based on the recommendations of their 10th and 11th grade teacher.

Economics

(1 semester - 1/2 credit)

This one semester course includes an introduction to economic terms and concepts and modern economic systems. In addition to macroeconomics, the course covers topics relevant to the college student/young adult such as the use of credit and debit cards. Successful completion of the Economics course is a requirement for graduation.

Participation in Government

(1 semester - 1/2 credit)

This course emphasizes the interaction between citizens and government at all levels - local, state and federal. An integral part of the course is the development of student participation in the processes of government. Areas covered include the analysis of public policy issues, case studies in relation to governmental issues, influences involved with the making of public policy decisions, and student research on individually selected areas in American government.

Key civic values and analytical concepts will be developed and reinforced. The ultimate goal of the Participation in Government course is to prepare students for effective and active participation in the United States democratic process. All students must successfully complete a project on an aspect of government and/or community to meet the community service requirement of this course.

Successful completion of the Participation in Government is a requirement for graduation.

Social Studies Electives

These courses do not replace the regular 9 through 12 social studies courses required for graduation.

Advanced Placement European History

(1 year - 1 credit)

This course is open to juniors and seniors and focuses on the in-depth study of European History, with an emphasis not only on the significant individuals and events of that history but also on the environmental and technological factors that helped shape it. A major goal of the course is to enable students to better understand how our own societal values including our commitment to personal liberty, constitutional government, capitalism, free inquiry, rationalism and the rule of law have their origins in European History.

All students will take the Advanced Placement exam, with the possibility of earning up to six hours of college credit, depending on their performance on the exam and the policies of the college in which they enroll. There is a fee for this exam.

Current Events

(1 semester - 1/2 credit)

What will be in the news? The economy? The new President? Terror attacks? The Phillies? Our course outline will depend on what is happening at the time. Students will get daily newspapers and have access to news magazines, TV coverage and the internet. Students will share stories of interest to them, opinions

and observations regarding the various sources of news. Students will keep a news journal and complete a project.

Film Heritage 1 and 2

(1 semester or 1 year - 1/2 credit or 1 credit)

Film Heritage 1 and 2 courses are designed to guide students through the process of analyzing films as works of art. The course explores how serious themes such as the ravages of war, the dehumanization of violence, and human relationships are dealt with through a visual medium. How the visual medium of film depicts such themes reflects a great deal about a culture in a particular moment of history. The course also uses film to explore the social and cultural context of the period in which it was made. Film 2 emphasizes independent and foreign films as well as great directors.

The course includes discussion, historical and critical analysis, and written assignments. The subject matter includes unrated and rated films, including films with an R-rating. As a result, permission from a parent and / or guardian is required upon student enrollment in the course.

Film 1 is not a prerequisite for a Film 2.

From Slavery to the Presidency: The African American Experience

(1 semester - 1/2 credit)

Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave. I rise I rise I rise.
Maya Angelou

Students will look at personal stories that depict the realities of slavery and segregation but also the personal and political struggles to overcome those institutions. They will look at great events and daily life, at speeches, art, music, literature and sports as reflections of those broader trends. Class participation, reading, and reflective writing will be expected. Students will design and work on a project that traces a major theme from the course.

Human Relations

(1 semester - 1/2 credit)

Goals of this course are to provide students with opportunities to analyze, clarify, and work on their own sets of values; to develop self-awareness and the enhancement of self-image; to develop skills in interpersonal relationships with the emphasis on acceptance of others; to develop skills in listening, communication of feelings, and attainment of better relationships with adults and peers.

Topics discussed in the course include adolescent development, gender-roles and perceptions, love and relationships, human sexuality, marriage, parenting, death and dying, and prejudice and racism. In considering all topic areas, conflict resolution is a major focus.

Human Rights Studies

(1 semester - 1/2 credit)

This course is designed to enable students to explore the antecedents, events, and outcomes of many instances of genocide/diasporas on the cultures and communities involved; to analyze the actions of particular people involved in the major ethnic campaigns of history; to examine the losses of culture resulting from these actions and to explore their own attitudes and relationships to prejudice and discrimination. Students will also read from some of the great thinkers on the topic of human rights and discuss the right of human beings and the sources of these rights.

Model United Nations Club (MUN)

(possible 1/4 credit per semester)

This course is a formalized, structured outgrowth of the highly successful United Nations Club. Requirements parallel those in other electives (e.g., attendance and participation in all general and procedural sessions, serious research in foreign affairs, oral and written position statements, field trips and conferences). Students participate in several annual Model United Nations Conferences.

Students may choose to earn credit for MUN by committing to a number of academic tasks through an application process. Credit is applied for through the office of the Principal.

Multicultural Studies

(1 semester - 1/2 credit)

This course celebrates the ethnic diversity of American society. It allows students to explore the history, traditions, and the contributions of the many ethnic groups that make up our population in the 21st century.

Popular Culture: The 1950's

(1 semester – 1/2 credit)

Hula Hoops and Mr. Potato Head, sock hops and TV shows/fear of the atomic bomb and communist spies. Americans had come out of WWII, moved to the suburbs and started the baby boom. It was an age of affluence and conformity and an age when we became aware of what Michael Harrington called “The Other America”. Spend a semester learning about this decade in American life and complete a final project of your choice.

Practical Law

(1 semester - 1/2 credit)

This course is both a course in practical law and an issue-oriented course with materials designed to provoke intensive classroom discussion and debate. In addition, a major purpose of this course is to give those who study it some knowledge of law that can be of practical use to them in their everyday lives. Among the topics surveyed in this course are criminal law, family law, housing law, individual rights law, and tort law. Guest speakers and field trips are included in this course. All students must successfully complete a project derived from a student/teacher conference on some aspect of the law.

Psychology

(1 semester - 1/2 credit)

This course is structured to allow students to learn about the fundamentals of human behavior in a variety of topics such as psychology of communicating, personality development, abnormal behavior, and psychology of adolescence.

The objectives of the course are to:

- Introduce students to the field of psychology as a science, as an academic study, and as a career.
- Engage students in-group interaction and in social and psychological experiences.
- Provide a format for students to investigate individual areas of interest.

Other topics may be included in the course, based upon student needs and availability of materials. Field trips and field experiences are utilized in some of the topics.

SUPA Psychology
Syracuse University Project Advance

(1 semester - 1/2 credit)
(3 S.U. credits)

This course is designed to expose students to college-level material in the study of psychology. Major topics include psychology as a behavioral science, physiological psychology, personality, abnormal psychology, child development and social psychology. There is a reduced tuition rate charged by Syracuse University.

U.S. Military History

(1 semester – 1/2 credit)

This course seeks to put both World War I and World War II into the context of world and military history, with a special emphasis on U.S. participation. Topics covered include the economic and political causes of the war; military weaponry and doctrine and their development throughout the war; social and cultural implications; significant air, sea and land campaigns of the war; the aftermath and consequences of the war; and perspectives on the meaning and place of both wars in history and in our lives today.

TECHNOLOGY EDUCATION

The Pre-Engineering Program follows the *Project Lead the Way* Curriculum. Its purpose is to expose students to the field of Technology and Engineering. Below is list of *Project Lead the Way* courses.

Design and Drawing for Production/ Introduction to Engineering Design

(1 year - 1 credit)

Requisite: Concurrent enrollment in Math

IED provides an opportunity to be creative and to apply decision-making and problem-solving skills to design problems. Students will use powerful computer hardware and software (Inventor) to develop 3-D models. Students will learn the product design process through creating, analyzing, rendering and producing a model. This course follows the New York State syllabus for Design and Drawing for Production.

This course meets the art/music requirement for graduation.

Students may apply for college credits through Rochester Institute of Technology. If interested speak with the instructor or your counselor.

Computer Integrated Manufacturing (CIM)

(1 year - 1 credit)

Prerequisite: Introduction to Engineering Design

Requisite: Concurrent enrollment in Math

CIM is a course that applies principles of prototyping, robotics, and automation. It builds on the solid modeling skills developed in Introduction to Engineering Design. Students will use computer-controlled equipment to solve problems by constructing models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and to how this equipment is used in an automated environment. Design will be evaluated using various techniques and modifications before the prototype is produced.

Students may apply for college credits through Rochester Institute of Technology. If interested speak with the instructor or your counselor.

Engineering Design and Development

(1 year - 1 credit)

Prerequisite: Senior, DDP-IED, POE, CIM, Digital Electronics

Requisite: Concurrent enrollment in senior level Math

In this course, students work on a team with one or two others to design and construct the solution to an engineering problem. The problems will involve a wide range of engineering applications (e.g., a school robo-mascot, automated solar water heater and remote control hovercraft). Students apply the principles developed in previous courses. A journal will become part of a portfolio. Each team will be responsible for delivering reports and making final presentations to an outside review panel.

Principles of Engineering (POE)

(1 year - 1 credit)

Prerequisite: Design Drawing for Production/Introduction to Engineering Design

Requisite: Concurrent enrollment in Math

POE is designed to help students understand the field and career possibilities of engineering and engineering technology. Students work on the problem-solving skills that are used at the college level and in the workplace, and engineering systems and manufacturing processes are explored. Students will also learn how engineers' address concerns about social and political consequences of technological change.

Students may apply for college credits through Rochester Institute of Technology. If interested speak with the instructor or your counselor.

Digital Electronics

(1 year - 1 credit)

Requisite: Concurrent enrollment in college preparatory mathematics

Digital Electronics is a course in applied digital logic that encompasses the application of electronic circuits and devices. The use of digital circuits is increasing so rapidly that it's hard to imagine the limits. Students will be introduced to the digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. They will also study the application of digital logic and how digital devices are used to control automated equipment. In addition, industry standard electronic design software will be used to build circuits and to export designs to a printed circuit auto-routing program that generates printed circuit boards, integrated circuit chips and other components that will be used to produce circuitry. This course is similar to a first semester college course, and it's important for anyone in engineering or engineering technology.

Students may apply for college credits through Rochester Institute of Technology. If interested speak with the instructor or your counselor.

Systems Courses

Wood Manufacturing

(1 semester - 1/2 credit)

This is a course in which students are involved with the manufacturing process. Students will learn what a manufacturing organization is all about. This will involve the formation of a company, the research and development of a product, the manufacturing of the chosen product and the distribution of the product. This is a course that emphasizes the concept of a team approach.

Woods Manufacturing will meet NYS requirements as a Manufacturing Systems course. The Woods Manufacturing Course can be used as the 1/2 unit in the 3-unit Technology Education Sequence.

Electives

Architecture 1

(1 semester - 1/2 credit)

Architecture I is a course designed for students to acquire the basic fundamentals and principles involved with designing and drawing various forms of buildings. The tools and techniques of drawing and design will be taught using the latest architecture software. Assignments in house orientation, area and room

planning, floor plans, sections and framing and pictorial representation will be taught. The student will design his/her own style home and draw plans and plot their result to a scaled drawing. Careers in architecture and related fields will be discussed.

Architecture 2

(1 semester - 1/2 credit)

Students' work in Architecture 1 will be used to further develop: floor plan of a house, elevation drawings, perspective rendering and model construction. Further work on landscape planning, plot plans and contour maps will be taught. Residential planning, building codes and specifications will be discussed. Students will have the opportunity to work on their individual project as well as an assigned project.

Creative Woodworking 1 & 2

(1 semester - 1/2 credit)

This course develops a personal satisfaction that comes from the design and development of attractive and useful individual wood projects. Students will work with power and hand tools that are similar to those used in industry. This is a course that emphasizes the concept of individual woodworking.

Creative woodworking will meet NYS requirements as a Materials Processing course. The Creative Woodworking course can be used as a foundation or an elective within the 3-unit Technology Education Sequence.

Advanced Woodworking

(1 semester – 1/2 credit)

Pre-Requisite: Creative Woodworking I and Creative Woodworking II

Advanced Woodworking is a hands-on laboratory course that encourages the student to achieve a high level of competency in the area of woodworking and design. Students are expected to demonstrate mastery level skills developed in the pre-requisite courses Creative Wood I and Creative Wood II. Each student is expected to design and construct a project to professionally drafted plans to construct a complex wood project of choice. An in depth study into the characteristics and properties of wood will be explored. Furthermore, students will explore career opportunities, and secondary schools offering programs of interest.

Graphic Communication 1

(1 semester – 1/2 credit)

This course is an introduction to graphic communication using today's technology. The student will explore the world of the graphic designer, the writer, the editor, the illustrator and the graphic artist. Through the use of a computer, software, scanner, digital camera, and printing devices, students will integrate graphics and text to create professional looking documents.

Students will be exposed to various software programs including Adobe Illustrator and PhotoShop. Assignments will include: letterhead, note pad, holiday card, portfolio, advertisement, business card, scanning assignment, USA Today Snapshot replication and a trading card.

Graphic Communication 2

Prerequisite: Graphic Communication 1

(1 semester – 1/2 credit)

Graphic Communication 2 will allow students who have completed the intro level course to build on those skills learned and be exposed to a higher level of using a computer as a communications tool. Topics covered will be computer graphics, digital photography and multimedia production.

Students will be exposed to various software programs including Adobe Illustrator and PhotoShop. Assignments will include: jewel case inserts and CD covers, T-shirt transfers, bumper stickers, animation and masking objects.

Principles of Engineering

(1 year - 1 credit)

See description under pre-engineering program course description on page 55.

Media Production I

(1 semester – 1/2 credit)

In Media Production I students will participate as members of a production team that will be responsible for the creation of digital video and audio productions. A student will express ideas in a technical format capable of utilizing graphic and electronic media equipment. This will be accomplished with the aid of a state of the art production facility consisting of studio lighting, Macintosh computers, digital camcorders, and Apple iMovie software.

Topics to be covered include: production techniques consisting of camcorder and tri-pod basics, video storyboarding, scriptwriting, lighting and audio techniques, compositional aspects and video editing.

Assignments to be covered include: a biographical sketch, video storyboarding, filming of your favorite neighborhood, a television and radio commercial, a video collage and a final project of choice.

This is a course for students interested in learning how to create audio and video presentations from start to finish.

Media Production II

(1 semester – 1/2 credit)

Prerequisite: Media Production I

In Media Production II students build upon what they have learned from the Media Production I course. Each project will encompass the concepts learned from the Media Production I course, with students gaining a deeper knowledge of studio production, field shooting, audio/visual editing techniques, and compositional aspects.

Topics to be covered include: working with Final Cut Express, the industry standard in video editing software, controlling multiple audio & video tracks, chroma key techniques, recording with two or more cameras, layering techniques, and background imaging.

Assignments to be covered include: a television report, a short story, a television commercial, a multiple angle shoot, and two projects of choice. The content of each project will be designed by the student and approved by the instructor.

Students will explore college and career opportunities coupled with field trips to local industries such as WSYR Channel 9.

Advanced Media Production

Prerequisite: Media Production I & II

(1/2 year–1/2 credit or 1 year–1 credit)

Advanced Media Production is a course for a student who feels comfortable with the accomplishment of their two prior courses in this area and want to continue his/her study in the field of digital video and audio production.

Students are encouraged to work independently and experiment with specific topics of interest. An emphasis will be placed on the quality of the project including: originality of idea, storyboarding, compositional aspects, location of footage and the depth of editing.

Students enrolled in this course will work primarily with video digital equipment consisting of camcorders, the Macintosh computer and the editing software Final Cut Express.

Yearbook Production

(1 semester – 1/2 credit or 1 year – 1 credit)

Prerequisite: *Students must apply to be considered for the class. Advisors will determine class members based on applications.*

The members of this class produce the annual *Hilltop Echoes* yearbook publication. The class incorporates all aspects of book publication including planning and implementation of page layout and design, photography, writing captions and articles, and proofing and editing. In addition, students will plan and implement the advertising, selling and distribution of books and recognition space. Students in this class will learn the basics of establishing an organizational plan, how to manage a business, journalism, and graphic design. Students must be responsible; self motivated, and have the ability to work both independently and cooperatively with fellow *Hilltop Echo* staff members.

LIBRARY & INFORMATION SKILLS

“...the school library’s educational goal...
a learning laboratory where students learn
how to learn under the guidance of a librarian
who is a teacher whose subject is learning itself.”

Douglas M. Knight
Library Services for the Nation’s Needs

The high school library media program follows the American Association of School Libraries’ (AASL) Standards for the 21st Century Learner in support of the district’s standards and the high school curriculum.

The library media specialist works with teachers to incorporate the following AASL standards in information literacy instruction and overall library use:

- Inquire, think critically and gain knowledge;
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
- Share knowledge and participate ethically and productively as members of our democratic society;
- Pursue personal and aesthetic growth with regards to reading, research, inquiry and self-assessment.

GUIDANCE

Guidance Seminar

(1 year – 0 credit)

Guidance Seminar is a program led by counselors that assists freshmen with the transition from the middle school to the high school. Counselors meet with small groups of freshmen to discuss a variety of issues encountered by students in their first year at the high school. Successful transition to the high school will further assist students in meeting commencement goals and accessing post-high school opportunities. Guidance Seminar is a required course for all first-time freshmen.