

# *Jamesville-DeWitt High School*

## *Course Description Handbook*

2017 - 2018



*Educational Program Planning Guide*

JAMESVILLE-DEWITT HIGH SCHOOL  
6845 Edinger Drive, PO Box 606  
DeWitt, New York 13214  
(315) 445-8340  
[www.jamesvilledewitt.org](http://www.jamesvilledewitt.org)

**Administration**

Paul G. Gasparini - Principal  
Will Dowdell – Assistant Principal  
David Nylen – Assistant Principal

**Counseling**

Denise Becher – Counselor  
Laura Bond – Counselor  
Diane Ennis – Counselor  
Clete Gualtieri – Counselor  
Amy Heveron-LeStrange – Counselor

January 2017

Dear Students and Parents/Guardians,


This curriculum handbook contains all the course offerings for the 2017-2018 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 2017-2018 school year. The courses are selected by using following criteria: teacher recommendation, standardized test scores, past performance, interests and future plans.

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

# 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 these requirements. They are listed on pages 7-9.

## 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 high school will have their official 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 awarded for successfully 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 of the course, no grade is computed into the student's average.

**Reminder:** Every student is required to take a minimum of 5 classes and physical education each marking period. No class may be dropped if it leaves a student enrolled in fewer than 5 classes. Courses may not be dropped or 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, Honors, Regents and General/Applied. Recommendations from the student's classroom teacher and counselor are considered for placement of students at 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 recommendation and placement.

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 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 high school diploma will only be issued upon the completion of the Advanced Regents, Regents or local diploma requirements. Any student identified with a learning disability 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**

For courses with a Regents Exam, course credit is earned when a student's final course average is 65% or higher. 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 upon approval of the high school principal.

## **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 and yearbook production are included in the student's cumulative average. Students are not ranked. Each student's transcript reports an unweighted cumulative average and a weighted cumulative average. The averages are calculated on a 100-point scale. Weights are assigned to honors, Syracuse University, SUNY ESF and Advanced Placement courses. Advanced Placement and college credit courses transferred from other schools are weighted while honors courses transferred from other schools are not weighted. Grades are weighted only for cumulative average calculation. Course weights *are not reflected in individual course grades.* 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.

## **Transcripts**

Transcripts reflect the final averages for all completed courses. In the case of repeated courses, all courses and final averages will be printed on the transcript. However, if a course was repeated, only the course with the highest average will be used to calculate the cumulative average. The cumulative average, SAT, ACT, and AP scores of "3" or higher will be shown on the 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: Traditional Pathway**

- ❑ Pass five (5) core Regents Exams with scores of 65 or higher
  1. Any Science Regents Exam
  2. One Math Regents Exam – usually the 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: Traditional Pathway**

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

**Additional Pathways** to the NYS Regents and Advanced Regents Diploma are outlined at the NYS Education Department website: [www.p12.nysed.gov/ciai/multiple-pathways/](http://www.p12.nysed.gov/ciai/multiple-pathways/)

### **Local Diploma Option**

A student identified with a disability through the Committee on Special Education who does not score at least 65 on the required Regents Exams may earn a **local diploma** by earning a score of 55-64 on the required Regents examinations.

### **Compensatory Option for students with disabilities**

A student who has been identified by the Committee on Special Education as having a disability may also earn the **Local Diploma** if he/she scores between 45-54 on one or more of the five required Regents exams other than English Language Arts or Mathematics exam, and scores 65 or higher on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s). A score of at least 55 must be earned on both the English and Mathematics Regents exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

Regular Education students must pass all required exams with scores of at least 65% to earn either the Regents or Advanced Regents diploma. A local diploma may be issued to a Regular Education student only through an appeal process.

### **Appeal process**

A student who earns a score of 60-64 on up to two required Regents exams after at least 2 attempts to pass the exam, may file an appeal to request that the score be accepted as a passing score.

Any student (Regular Education or a student with a disability) may request an appeal for up to 2 Regents exams with scores of 60-64. If an appeal is granted for one Regents exam, and all other required Regents exam scores are 65 or higher, the student may earn a **Regents Diploma**. If appeals are granted for two Regents exams, and all remaining required Regents exam scores are 65 or higher, the student may earn the **Local Diploma**.

A student who has been identified by the Committee on Special Education as having a disability may appeal up to two Regents exams with scores from 52-54. If an identified student is granted appeals for one or two Regents exams and scores 55 or higher on the remaining required exams, the student will earn the **Local Diploma**.

Eligible English Language Learners may earn the Local Diploma via appeal by either scoring 65 or higher on 4 core Regents examinations plus earning an English Regents score of at least 55 or by scoring 65 or higher on 3 core Regents examinations plus 1 core Regents exam score of 60-64 for which an appeal has been granted and an English Regents examination score of at least 55.

**Multiple Pathways to Graduation: 4 +1 Option – Regents or Local Diploma**

Under certain special circumstances, a student who passes four (4) required Regents exams or NYSED Approved Alternatives (including at least the English Regents exam, 1 math Regents exam, 1 science Regents exam and 1 social studies Regents exam), may replace the 5<sup>th</sup> required Regents exam (a social studies Regents exam) with any one (1) of the following:

- a. Completion of the CDOS credential
- b. Passing score (including scores deemed as passing by appeal) on an additional math or science Regents exam or NYSED approved alternative.
- c. Passing a NYSED approved CTE Pathways assessment and successfully completing an approved CTE program

**Students and parents are encouraged to review their graduation plan with their School Counselor to determine if they qualify for the Traditional Pathway, the Appeals process, the Multiple Pathways to graduation, or the Compensatory Option, as the NYS Education Department often makes adjustments to these graduation plans.**



**GRADUATION REQUIREMENTS  
Jamesville-DeWitt High School**

| Subject Area                        | Advanced Regents Diploma |   | Regents Diploma |   |
|-------------------------------------|--------------------------|---|-----------------|---|
|                                     | Credits                  | Testing   | Credits         | Testing   |
| ENGLISH                             | 4                        | Must pass Regents Comp. Exam in English (Gr. 11)  | 4               | Must pass Regents Comp. Exam in English (Gr. 11)  |
| SOCIAL STUDIES                      | 4                        | Must pass Regents Exam in US History (Gr. 11) and Regents exam in Global History (Gr. 10) | 4               | Must pass Regents Exam in US History (Gr. 11) and Regents Exam in Global History (Gr. 10)   |
| MATHEMATICS                         | 3                        | Must pass 3 Math Regents Exams.   | 3               | Must pass one Math Regents Exam.  |
| SCIENCE                             | 3                        | Must pass 2 Regents Exams in Science, including Living Environment+(Gr. 9 & 10)           | 3               | Must pass 1 Regents Exam in Science (Gr. 9)   |
| LANGUAGES OTHER THAN ENGLISH (LOTE) | 3*                       | Must pass Comprehensive Exam in 2 <sup>nd</sup> Lang. (Gr. 10)                            | 1               | All students must either pass 8 <sup>th</sup> Grade Prof. Exam in 2 <sup>nd</sup> Language or earn 1 credit of 2 <sup>nd</sup> Lang. at the high school |
| ART/MUSIC                           | 1                        |   | 1               |   |
| HEALTH                              | .5                       |   | .5              |   |
| PHYS ED                             | 2                        |   | 2               |   |
| ELECTIVES                           | 1.5                      |   | 3.5             |   |
| <b>TOTAL CREDITS</b>                | <b>22</b>                |   | <b>22</b>       |   |

The exam is typically taken in the grade noted in parentheses. Individual student programs may vary. Passing score for all Regents Examinations is 65 to meet exam requirements for the Regents or Advanced Regents Diplomas.

College bound students are recommended to complete four years of science, mathematics and second language in order to fulfill admission requirements for many colleges and universities.

Local Diploma Option: Students identified through the Committee on Special Education may earn a local diploma by scoring at least 55 on the five core Regents Exams. Regular education students may appeal for a local diploma if up to two of the five required Regents exam scores are between 60-64 and the three remaining Regents exam scores are 65 or higher.

- ❖ For an Advanced Regents Diploma, the three-credit Second Language requirement can be waived for students who complete five credits in Occupational Education, art or music PLUS one credit in a second language. Occupational Education includes technology education and BOCES.

Compensatory Safety Net

Students identified with a disability through the committee or Special Education may earn a local diploma through the Compensatory Safety Net. Scores of 45-54 on any required Regents Exam except ELA and Mathematics can be compensated by a score of 65 or above on another required Regents Exam including ELA and Mathematics.

English Language Learners

English Language Learners may earn the Local Diploma via appeal by either scoring 65 or higher on 4 Regents Exams plus earning an ELA Regents Score of at least 55 or by scoring 65 or higher on 3 core Regents Exams plus 1 core Regents Exam with a score of 60-64 and an ELA score of at least 55 and then receiving approval via appeal.

Additional Pathways to graduation may be found at: <http://www.p12.nysed.gov/ciai/multiple-pathways/>

Revised: 01-17-2017

**PROGRAM PLANNING PROFILE**  
**Jamesville-DeWitt High School**

Graduation Requirements For: \_\_\_\_\_

CLASS ENTERED: \_\_\_\_\_

**ENGLISH (4 credits)**

- English 9
- English 10
- English 11                                          **R**
- English 12     \_\_\_\_\_
- English 12     \_\_\_\_\_

**MATHEMATICS (3 credits)**

- \_\_\_\_\_                                       **R**
- \_\_\_\_\_                                       **R**
- \_\_\_\_\_                                       **R**
- \_\_\_\_\_

**FOREIGN LANGUAGE (1 credit required for Regents**

Diploma, 3 credits or alternative required for Advanced Regents Diploma)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_                                       **C**

**22 Credits Required for Graduation**

**SOCIAL STUDIES (4 credits)**

- Global History 9
- Global History 10                                      **R**
- U.S. History 11                                        **R**
- Economics
- Part. In Government

**SCIENCE (3 credits)**

- \_\_\_\_\_                                       **R**
- \_\_\_\_\_                                       **R**
- \_\_\_\_\_                                       **R**
- \_\_\_\_\_                                       **R**

**ART / MUSIC (1 credit)**

- \_\_\_\_\_
- \_\_\_\_\_

**HEALTH (.5 credit)**

- \_\_\_\_\_

**PHYSICAL EDUCATION (2 credits)**

- 
- 

| <b>Required NYS Regents Exams<br/>(Passing Score is 65%)</b>  |
|---|
| <p><b>Regents Diploma:</b></p> <ul style="list-style-type: none"> <li>Math . Algebra</li> <li>Science</li> <li>Global History</li> <li>U.S. History</li> <li>English</li> </ul>   |
| <p><b>Advanced Regents Diploma:</b></p> <ul style="list-style-type: none"> <li>Math . Algebra</li> <li>Math . Geometry</li> <li>Math . Algebra 2 + Trig</li> <li>Science</li> <li>Science-Living Environment</li> <li>Global History</li> <li>U.S. History</li> <li>English</li> <li>Second Language</li> </ul> |
| <p><b>Local Diploma .</b> See counselor for guidelines to use Regents exam scores between 55-64 for local diploma.</p>  |

**CREDIT STATUS:**

(Minimum 22 credits to graduate.)

- Credits Earned 8<sup>th</sup>                                      \_\_\_\_\_
- Credits Earned 9<sup>th</sup>                                      \_\_\_\_\_
- Credits Earned 10<sup>th</sup>                                      \_\_\_\_\_
- Credits Earned 11<sup>th</sup>                                      \_\_\_\_\_
- Credits Needed                                        \_\_\_\_\_

Reviewed by:

\_\_\_\_\_

Date: \_\_\_\_\_

Student Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

# Art

## **Studio Art 1**

**Course Number: 5942**

**Length/Credit: 1 semester-1/2 credit**

This is a one-semester introduction to studio arts practices and theories. Topics covered include drawing skills and strategies, the elements and principles of art and design, materials and techniques, art history, aesthetics, art criticism, and contemporary art trends. *This course is a prerequisite for further study in studio arts.*

## **Studio Art 2**

**Course Number: 5943**

**Length/Credit: 1 semester-1/2 credit**

This course is designed to expand upon and refine the skills learned in Studio in Art 1. The focus will be on training the eye and hand to see and render more accurately and with more subtlety. Drawing and painting media will be explored in greater depth, and students will begin to explore avenues of individual interest. *Studio in Art 1 is a prerequisite for this course.*

## **Advanced Studio Art**

**Course Number: 5944**

**Length/Credit: 1 semester-1/2 credit**

*This course is designed for students who have completed both Studios in Art 1 & 2. Students will continue to refine observational and technical skills through traditional art media. Students will begin to create a portfolio of work that is organized around a central conceptual theme or themes. Student art portfolios are an essential requirement for any college-level study in visual arts, including fine arts, graphic design, industrial design, architecture, animation, fashion design, etc. Students in this course are expected to be independently motivated. This course may be repeated throughout the student's high school career.*

## **Ceramics 1 and 2 / Advanced Ceramics**

**Course Number: 5982 / 5983 / 5984**

**Length/Credit: 1 Year - 1 credit**

Studio in ceramics is a skill-based course in which students will explore the three-dimensional visual world using clay as a medium for creative self-expression. The initial step in the ceramic process, which fosters creativity, is a computer based research assignment. Students have the freedom to develop their ideas by collecting ceramic images of current and historic clay works to then be interpreted in sketchbook form. These divergent drawings will be utilized as a foundation for the building process.

The two primary building methods that students will explore are hand building and throwing on the potters' wheel, in the pursuit of utilitarian and sculpturally based art forms. Both aspects of ceramic construction are based on step-by-step learning and the mastery of each step or stage. Clay has a unique, primary property of being a direct feedback material. This means that when a student makes a mistake, since the clay is malleable it can be changed or modified in the process of building. It is our goal to make the student self-aware of any mistakes that may have been made. Then make the necessary adjustments in the pursuit of good craftsmanship. Following the completion of the building process students will learn about firing and glazing. Including low firing, high firing, and experimental firing (specifically Raku firing). The end goal of the J-D ceramic program is for students to gain the experience and appreciation in the creation of a hand-made object, which is personal and self, expressive.

## **Photography I**

**Course Number: 5945**

**Length/Credit: 1 Semester - 1/2 credit**

Photo I is an introduction to black and white film photography. This class covers the mechanics and techniques of using a 35-mm SLR camera, film processing and printing. Both the technical and aesthetic aspects of black and white photography are taught, including developing an understanding of composition, subject matter, lighting and the art of seeing. The class begins with a review of the history of photography and progresses through basic exercises that help familiarize students with the concept of capturing and processing an image on paper and film. Subsequent assignments build upon previously taught concepts to strengthen and further develop shooting and printing skills. Class critiques are held to create a deeper awareness and understanding of a student's own and other's work.

**Photography II**  
**Course Number: 5946**

**Length/Credit: 1 Semester - 1/2 credit**

This course is an extension of Photo I, and assignments are given to expand student knowledge and mastery of camera 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 black and white printing. The majority of this class will be working digitally and using both phones and DSLR's to capture images. Through a variety of exercises and assignments, students will learn basic editing techniques using Light room and Photoshop software.

**Advanced Photography**  
**Course Number: 5948**

**Length/Credit: 1 Semester or 1 Year  
1/2 or 1 credit**

Advanced students are given assignments to further develop their digital camera and photo editing skills. Assignments will introduce them to a variety of camera and Photoshop techniques. Technique and quality will be stressed, and students will have much more freedom in the choice of subject matter, the development of original ideas and the exploration of their specific interests. Students are encouraged to work more independently and experiment with their ideas. This class is designed for the student who loves photography, wants to improve their skills and is interested in expanding upon various concepts in unique ways.

**Comics /Graphic Novels**  
**Course Number: 5920**

**Length/Credit: 1 Semester-1/2 credit**

This course is designed to introduce the basic elements of writing, organizing, and drawing a comic. The comic is the underlying structure for all sequential art forms, including filmmaking, storyboarding, animation, and of course comics and graphic novels. Topics covered include character and story development, penciling, lettering, inking, organizing the page, and creating a sense space and place. *Studio in Art 1 is a prerequisite for this course.*

**Figure Drawing**  
**Course Number: 5921**

**Length/Credit: 1 Semester-1/2 credit**

This course is designed for advanced students who want to work specifically on the challenging task of drawing human figures. Topics covered include drawing the head, the hands, the face, proportions, the figure in motion, and the figure in space. Students will draw from life, from photographs, and from other artists' work. This course is recommended for any student who hopes to proceed with a career in the visual arts, as it will push them beyond their previous drawing experiences and greatly improve their skills moving forwards. *Studios in Art 1 and 2 are prerequisites for this course.*

## **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**  
**Course Number: 6980**

**Length/Credit:** 1/2 year – 1/2 credit

Students will learn how to design and implement computer programs. Example programming projects include video games, animated movies, controlling virtual robots, and text-based programs. Students will learn object-oriented programming concepts with a focus on the Java programming language. Visual development environments, such as Scratch, will also be used. Students will also examine the role of computers in society by reading and discussing current news articles. This course assumes a strong math background, but no previous programming experience is required.

**Advanced Placement Computer Science**  
**Course Number: 6990**

**Length/Credit:** 1 year – 1 credit  
**Final Assessment:** AP Exam in May

Prerequisite: Intro to Computer Science or teacher permission

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. Ongoing 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**

**Course Number: 0010 / 0021**

**Length/Credit: 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 Regents**

**Course Number: 0110 / 0121**

**Length/Credit: 1 year – 1 credit**

The English 10 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.

## **English 11 Regents**

**Course Number: 0221**

**Length/Credit: 1 year – 1 credit**  
**Final Assessment: NYS Regents Exam (Common Core)**

The English 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 (Common Core) is given at the end of the year.

## **English 10 Honors**

**Course Number: 0111**

**Length/Credit: 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.

**Advanced Placement Language and Composition II**  
**Course Number: 0210**

**Length/Credit:** 1 year – 1 credit  
**Final Assessment:** AP Exam in May\*  
and NYS Regents Exam at completion

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.

Note: \*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 12**  
**Course Number: 0311**

**Length/Credit:** 1 year – 1 credit  
**Final Assessment:** AP Exam in May\*

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.

Note: \*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 (SUPA) Honors 12**  
**Course Number: 0312**

**Length/Credit:** 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, composing, revising and editing skills.

**English and Textual Studies (ETS) 181** is a writing-intensive English and Textual Studies course that employs theories of social class to interrogate and analyze how ideas such as stratification, privilege, inequality, and the intersections between race, gender and class are represented in a wide range of literary and other cultural texts (literature, film, advertising, television, etc.).

By paying significantly discounted 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**

**Length/Credit:** 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**  
**Course Number: 0327**

**Length/Credit: 1 semester-1/2 credit**

This course is a study of world mythology, focusing on elements connecting mythologies across vast spaces of time and geography. Students will analyze how world myths function to create and sustain cultures and their values. Ultimately, the goal of the course is to recognize and analyze the myths that sustain our own contemporary culture. This course requires significant student contribution to discussions, both in class and online. Students will compose several papers, at least one researched analysis paper, a formal presentation, and several creative projects. Joseph Campbell's *The Power of Myth* and Kenneth C. Davis's *Don't Know Much About Mythology* provide the background content for the course, while *Mythologies* by Roland Barthes provides a framework for our final analysis papers. Students will also read and view examples of mythology from a wide range of genres and media.

**English 12 Literature: Reading Media**  
**Course Number: 0328**

**Length/Credit: 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**  
**Course Number: 0324**

**Length/Credit: 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.

**Multicultural Literature: Exploring New Voices**  
**Course Number: 0323**

**Length/Credit: 1 semester-1/2 credit**

Have you ever wondered about the "others" – the voices we don't hear in English classes in high school? In this course, students will read literature (short stories, novels, poems, etc.) by authors not typically included in the English curriculum – those who are different or "other" based on their gender, race, sexuality, age, etc. In addition to reading and discussing these texts in class, students will analyze and think critically about these authors, considering how these works are both similar to and different from texts they read in previous English classes.

**Sports Literature**  
**Course Number: 0329**

**Length/Credit: 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**  
**Course Number: 0326**

**Length/Credit: 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 and involvement with project-based learning. 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**  
**Course Number: 0941 / 0942**

**Length/Credit:** 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**  
**Course Number: 0840**

**Length/Credit:** 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**  
**Course Number: 0841**

**Length/Credit:** 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**  
**Course Number: 0842**

**Length/Credit:** 1 semester-1/2 credit

This is an English elective course for sophomores, juniors and seniors who have already completed both Journalism 1 and Journalism 2. They will continue to refine individual skills and also work with other students and the instructor to develop policy and direction for the newspaper. They will investigate how news reporting has changed this century, and will discuss how it can continue to change for the better. They will critique news from authoritative sources, and will also start to use social media as a way to disseminate news. These students take on a leadership role and assume related editorial responsibilities.

**Broadcast Journalism**  
**Course Number: 0843**

**Length/Credit:** 1 semester-1/2 credit

This is an English elective course for juniors and seniors interested in the field of media, and who have already completed at least one semester of journalism. We will be exploring the different genres associated with television, broadcast journalism, and film throughout the course of the semester and year. During this course you will be responsible for creating and posting the news videos associated with RamFeed, as well as creating several feature videos for potential posting on Rampage for the school to enjoy. Also, throughout this course we will study other issues related to media, such as persuasion, perspective, power, etc. Broadcast journalism will develop public speaking skills, a personal brand and an awareness of how to navigate the realm of social media.

**Public Speaking**  
**Course Number: 0850**

**Length/Credit:** 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.

**Syracuse University Project Advance (SUPA):**  
**Presentational Speaking**  
**Course Number: 0851**

**Length/Credit:** 1 semester-1/2 credit  
3 S.U. credits

Prerequisite: The half-year Public Speaking elective, offered by the English Department or other course pre-approved by department chairperson (see previous page).

Communication and Rhetorical Studies (CRS) 325 takes as its primary assumption that speaking in public is an essential component of most professions as well as a necessary skill of active citizens, able to articulate, advocate and argue in public and about public issues. Hence, the instruction of presentational speaking is based on two important principles: the need to understand the fundamental principles of speaking in public, and the need to practice different speaking types. Both objectives are directed toward developing workable presentational skills, the ability to discern the necessary speech type, understanding the link between the topic at hand and the audience, learning the process of crafting speeches, lending support to major claims, and implementing persuasive strategies that can affect audiences most effectively.

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

**Theatre Arts 1**  
**Course Number: 0862**

**Length/Credit:** 1 semester-1/2 credit

This course is a performance workshop that focuses on the fundamentals of acting. Basic performance strategies of blocking, character development, working with props, utilizing voice and physicality are prioritized. Performances may include monologues, short plays, pantomimes, and improvisation scenes. This is an excellent course for beginners and experienced performers alike.

**Theatre Arts 2**  
**Course Number: 0863**

**Length/Credit:** 1 semester-1/2 credit

This course builds on the fundamentals learned in Theater Arts 1, and enables students to engage with more challenging performance roles and situations. Opportunities for script writing and directing scenes are afforded as appropriate. Experience working 'behind the scenes' are added as possible.

**Advanced Theatre Arts**  
**Course Number: 0864**

**Length/Credit:** 1 semester-1/2 credit

This course builds on the fundamentals learned in Theater Arts 1 and 2, and enables students to engage with more challenging performance roles and situations. Opportunities for script writing and directing scenes are afforded as appropriate. Experience working 'behind the scenes' are added as possible.

**Reading Films 1**  
**Course Number: 0845**

**Length/Credit:** 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 (Gangster, Horror, Drama, Animated, War, etc.) and analyzing cinematic techniques and the meaning they create. Class time is primarily spent on screening films and seminar-style class discussions. Parental permission is required for this course as "R"-rated films are included in the viewing list.

**Reading Films 2**  
**Course Number: 0846**

**Length/Credit:** 1 semester-1/2 credit

Prerequisite: Reading Films 1

This course examines the filmography of influential film directors, such as Hitchcock, Scorsese, Eastwood, Lee, Bigelow, and others. Utilizing an understanding of basic cinematic techniques learned in Reading Films 1, students analyze how the director employs them to create meaning and develop her personal creative vision. The signature style of each director is identified and analyzed to appreciate how she might qualify as the "author" of her own artwork under *auteur* theory. Class time is primarily

spent on screening films and seminar-style class discussions. Parental permission is required for this course as “R”-rated films are included in the viewing list.

**Advanced Reading Films**  
**Course Number: 0847**

**Length/Credit:** 1 semester-1/2 credit

Prerequisite: Reading Films 1 and 2

Building on genre, *auteur*, and cinematic concepts from Reading Films 1 and 2, films are analyzed through various critical lenses, including archetypal, feminist, Marxist, historical, and psychoanalytical theory, to peel back the layers of meaning in a rich film text. Class time is primarily spent on screening films and seminar-style class discussions. Parental permission is required for this course as “R”-rated films are included in the viewing list.

**Creative Writing**  
**Course Number: 0860**

**Length/Credit:** 1 semester-1/2 credit

**Final Assessment:** Final Portfolio of Publishable Work\*

Many students miss having time to write. Between their studies, extracurricular activities, work, and other obligations, there just seems to be no time. Creative writing class gives students back that time. This course allows students to improve their creative writing skills through consistent, monitored practice, peer response and teacher conferences. The majority of each class is devoted to focused individual writing. While a number of short lessons in various genres, forms, and techniques are offered, each student negotiates his or her own writing objectives with the teacher.

Note: \*A final portfolio of publishable work is compiled at the end of the semester showcasing the student’s best work and providing reflection and analysis of his or her own growth as a writer.\*

**Advanced Creative Writing**  
**Course Number: 0861**

**Length/Credit:** 1 semester-1/2 credit  
or 1 year-1 credit

**Final Assessment:** Final Course Portfolio of Publishable Work\*

Students who have completed a semester of Creative Writing are eligible to enroll in Advanced Creative Writing. While advancing and refining their own writing craft, students will also open their work to thoughtful, helpful, and constructive critiques within the class. Reading as a key component of writing practice is also emphasized as students will keep a writer’s reading log, looking closely at the style and craft of writers they admire.

Note: \*A final course portfolio of publishable work serves as a final assessment in the course.\*

**Pop Culture Texts & Psychology**  
**Course Number: 0857**

**Length/Credit:** 1 semester-1/2 credit

There is no prerequisite. It is open to Grades 9-12.

Psychology in Pop Culture focuses on the work and impact in popular cultural stories (print, TV, film, comics, graphic novels, etc.) of Freud, Lacan, Erikson, Jung, Adler, Rank, and other influential scholars, as well as how popular culture tends to influence people. Topics may include, but not be limited to, dreams, the conscious and subconscious minds, the id, ego, and superego, defense mechanisms, the collective unconscious, memory, behaviors, psychological complexes and disorders, PTSD and identity construction. These concepts will be applied to the conflicts, characters, and authors/directors of pop culture stories, such as *Harry Potter*, *Batman*, *The Big Bang Theory*, *Dexter*, and beyond.

# 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:**  
**Course Number: 0950**

***Length/Credit: 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:**  
**Course Number: 0952**

***Length/Credit: 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:**  
**Course Number: 0954**

***Length/Credit: 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:**  
**Course Number: 0956**

***Length/Credit: 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:**  
**Course Number: 0958**

***Length/Credit: 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:**  
**Course Number: 0948**

***Length/Credit: 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**

**Course Number: 2441**

**Length/Credit: 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: 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.

# World Languages

Knowledge of a second language serves many purposes:

- It increases both oral and written communication and competency in real-life situations both in a student’s native tongue and the target language.
- It promotes awareness, acceptance and understanding of diverse people and their respective cultures.
- It empowers students to competitively represent their base of knowledge (science, math, etc.) in another language.

**Our Philosophy:**

By learning another language and its related culture, students gain greater insight into the workings of their native language. They come to realize that their customs, traditions, and perspectives are only one way of viewing the world. Knowledge of another language and its culture helps students prepare for careers in commerce, international relations, law, science and the arts in our global market.

Students are encouraged to take full advantage of all language course offerings.

**Middle School Second Language - Testing and Credit**

- Students will be awarded one high school credit for passing a local 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 French1, Spanish 1 or Chinese 1.

| Sequences for Second Language Students |   |   |
|--|---|---|
| GRADE                                  | HONORS  | REGENTS   |
| 9                                      | French 2 H/ Spanish 2 H/ Chinese 2H<br><i>French 1/ Spanish 1 (elective)</i>  | French 2 / Spanish 2 Regents / Chinese 2R<br><i>French 1 / Spanish 1 (elective)</i>                                   |
| 10                                     | French 3H / Spanish 3 H / Chinese 3H<br><i>French 1 / Spanish 1 (elective)</i>  | French 3R/ Spanish 3 R/ Chinese 3R<br><i>French 1 / Spanish 1 (elective)</i>  |
| 11                                     | French 4H / Spanish 4H<br><i>French 1/ Spanish 1 (elective)</i>   | French 4 / Spanish 4<br><i>French 1 / Spanish 1 (elective)</i>  |
| 12                                     | AP French Language<br>AP Spanish Language<br>Spanish 5H: The Hispanic World<br><i>French 1 / Spanish 1 (elective)</i> | French 5: The Francophone World<br>Spanish 5: Culture and Conversation - II<br><i>French 1 / Spanish 1 (elective)</i> |

**Spanish 1 Regents/ Honors**  
**Course Number: 4023**

**Length/Credit: 1 year-1 credit**

This course is designed for students who wish to learn Spanish at a rapid rate: aural comprehension, speaking, reading, and writing of the Spanish language.

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.

**French 1 Regents/ Honors**  
**Course Number: 4014**

**Length/Credit: 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.

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, Chinese 2 Honors**  
**Course Number: 4011 / 4012 / 4025**

**Length/Credit: 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, Chinese 2 Regents**  
**Course Number: 4021 / 4022 / 4015**

**Length/Credit: 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, Chinese 3 Honors**  
**Course Number: 4115 / 4116 / 4125**

**Length/Credit: 1 year-1 credit**

**Final Assessment: \*See Note Below\***

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.

Note: \*At the end of the year, French 3 Honors, Spanish 3 Honors and Chinese 3 Honors, students take the appropriate Second Language Comprehensive Exam.\*

**French 3 Regents, Spanish 3 Regents, Chinese 3 Regents**  
**Course Number: 4121 / 4122 / 4117**

**Length/Credit: 1 year-1 credit**

**Final Assessment: \*See Note Below\***

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/Chinese 3 prepares students for advanced work in language electives in junior and senior year.

Note: \*At the end of the term, level 3 students take the appropriate Second Language Comprehensive Exam.\*



**French 4 Honors, Spanish 4 Honors**  
**Course Number: 4211 / 4212**

**Length/Credit: 1 year-1 credit**

Prerequisite: In order to enroll in French and/or Spanish, 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.

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 or Spanish AP Course, respectively.

The focus of the course is the study of the Spanish or 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.

**French 4 Regents / Spanish 4 Regents**  
**Course Number: 4221 / 4222**

**Length/Credit: 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 and 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 the target language 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**  
**Course Number: 4311 / 4313**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: AP Exam in May\***

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.

Note: \*At the end of the year students will take the Spanish or French Language Advanced Placement 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**  
**Course Number: 4322**

**Length/Credit: 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**  
**Course Number: 4321**

**Length/Credit: 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**  
**Course Number: 4325**

**Length/Credit: 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 / Spanish 4H Pre-AP are working towards the NYS Checkpoint C or advanced level in foreign language.

This advanced course will have many opportunities to use Spanish in practical conversation as they continue to examine and analyze films and literary pieces by Spanish and Latin American directors and authors. Through these examples of storytelling, vocabulary is pulled and thematic topics are used for their in-class conversations and written work. Internet research, creating a news broadcast, skits, preparation of local dishes and art projects will enhance the exploration of several Hispanic countries.

# 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.

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

**Applied Algebra**  
**Course Number: 3022**

**Length/Credit:** 1 year-1 credit  
**Major Assessments:** Department Mid-Year Exam in Jan.  
and Department Final Exam in June

This is the first year of a two-year course in Algebra 1 aligned to the Common Core Learning Standards. Students who would benefit from a review of the essential mathematics topics for success in Algebra Regents should be enrolled in this course. Students who take this course would take the Algebra 1 Common Core 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.

**Algebra Regents**  
**Course Number: 3020 / 3021**

**Length/Credit:** 1 year-1 credit  
**Major Assessment:** Common Core  
Algebra 1 Regents Exam in June

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.

**Algebra Lab**

**Length/Credit:** 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 Common Core Algebra 1 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 Common Core Algebra 1 Regents course. Though this course carries no credit, grades achieved will be reflected in the Common Core Algebra 1 Regents course mark.

**Geometry Regents**  
**Course Number: 3121**

**Length/Credit:** 1 year-1 credit  
**Major Assessment:** Geometry Regents Exam in June

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; an introduction to special right triangles and right triangle trigonometry; using rigid motion to prove triangle congruence; 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.

**Geometry Lab**

**Length/Credit:** 1 year-0 credit

This course is designed to provide academic support for students who have been identified as at-risk of not passing the Geometry Regents Examination. Geometry Lab will meet one period every four days and is structured to give additional exposure and reinforcement to the topics covered in the Geometry Regents course. Though this is a non-credit bearing class, grades achieved in Geometry Lab will be reflected in the Regents Geometry course mark.

**Applied Geometry**  
**Course Number: 3124**

**Length/Credit:** 1 year-1 credit  
**Major Assessment:** Department Final Exam  
or Complete a Final Project\*

Students enrolling in this non-Regents class should have passed an Algebra course. Course content includes (but is not limited to): essentials of Geometry such as basic terms, definitions, theorems, and postulates; angle relationships; parallel and perpendicular lines; triangles, quadrilaterals, and polygons. Real-world applications will be included throughout the course. Additionally, throughout the course, students will review essential Algebra skills needed to be successful in Algebra 2 General.

Note: \*Applied Geometry students will *not* take the Common Core Geometry Regents Examination. Instead, students will take a departmental final exam or complete a final project.\*

**Geometry Honors**  
**Course Number: 3011**

**Length/Credit:** 1 year-1 credit  
**Major Assessment:** Common Core  
Geometry Regents Exam

Prerequisite – Algebra Honors and Teacher Recommendation or 2 of the following 3: Teacher Recommendation, 93 or higher course average through first semester of Algebra Regents, 90 or higher on Departmental Placement Examination.

This is the second course in a three-year sequence aligned with the Common Core State Standards. 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; an introduction to special right triangles and right triangle trigonometry; using rigid motion to prove triangle congruence; 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 and additional enrichment topics.

Note: \*Students take the Geometry Regents Examination aligned with the Common Core Learning Standards in June.\*

**Algebra 2 Regents**  
**Course Number: 3221**

**Length/Credit:** 1 year-1 credit  
**Major Assessment:** Department Final in June  
\*See Note Below\*

This is a rigorous course aligned to the Common Core Learning Standards where the level of abstraction is much higher than previous math courses. Course content includes linear functions, quadratic functions, complex numbers, polynomial functions, radical functions, exponential and logarithmic functions, rational functions, sequences and series, and probability.

Note: \*Students taking this course take a departmental final in June. In addition, students who enroll in Pre-Calculus with Trigonometry the following year will take the Common Core Regents Examination in Algebra II and Trigonometry in January of that school year.\*

**Algebra 2 Lab**

**Length/Credit:** 1 year-0 credit

This course is designed to provide academic support for students who have been identified as at-risk of not passing the Algebra 2/Trigonometry Regents Examination. Algebra 2 Lab will meet one period every four days and is structured to give additional exposure and reinforcement to the topics covered in the Algebra 2 Regents course. Though this is a non-credit bearing class, grades achieved in Algebra 2 Lab will be reflected in the Regents Algebra 2 course mark.

**Algebra 2 General**  
**Course Number: 3231**

**Length/Credit:** 1 year-1 credit  
**Major Assessment:** Departmental  
Final Exam in June

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, rational and trigonometric functions. An introduction into statistics, including representing data and methods of sampling will be explored. Other topics include the mathematics of personal finance, modeling with systems of equations, and volume, surface area, and perimeter.

**Algebra 2/Trigonometry Honors**  
**Course Number: 3111**

**Length/Credit: 1 year-1 credit**  
**Major Assessment: Common Core  
Regents Exam in June**

Prerequisite – 2 of the following 3: Teacher Recommendation, Final Course Grade of 95 or higher in Algebra, 85 or higher on the Algebra Common Core Regents Examination.

This is a fast-paced, rigorous course aligned to the Common Core Learning Standards where the level of abstraction is much higher than previous math courses. Topics include linear functions, quadratic functions, complex numbers, polynomial functions, radical functions, exponential and logarithmic functions, rational functions, sequences and series, trigonometric functions, probability, data analysis and statistics, and additional enrichment topics.

**Pre-Calculus Honors**  
**Course Number: 3211**

**Length/Credit: 1 year-1 credit**  
**Major Assessments: Dept. Mid-Year Exam in Jan.  
and Department Final Exam in June**

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, limits and an introduction to calculus.

Note: \*This course is now aligned with the Common Core learning standards.\*

**Pre-Calculus with Trigonometry**  
**Course Number: 3314**

**Length/Credit: 1 year-1 credit**  
**Major Assessments: Alg. 2/Trig Reg. Exam in Jan.  
and Department Final in June**

Prerequisite: Passing grade in Algebra 2 Regents

This course covers the remaining topics necessary for the Algebra 2/Trigonometry Exam. It will introduce material for students who wish to develop the additional background recommended for a Calculus course. Topics include in depth study of trigonometric functions, data analysis and statistics, complex numbers and transformations, linearity, matrices, vectors, complex roots of polynomial functions, analytic geometry and conic sections, rates of change and limits.

**Statistics**  
**Course Number: 3325**

**Length/Credit: 1 year-1 credit**

This course teaches students how to use four-steps of the statistical process: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a real-life statistical question and then students will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. The primary focus of the class will be to teach students the basic principles of statistical reasoning. Major statistical topics include: analyzing distributions of data, both categorical and numerical, using graphs and summary statistics; using simulations to estimate probability distributions; theoretical probability distributions, including normal distributions; rules of probability, including conditional probability and expected value; the logic of hypothesis testing, including stating hypotheses, calculating and interpreting p-values, drawing conclusions, and Type I and Type II errors; using confidence intervals to estimate parameters; and proper methods of data collection, including sampling and experimentation. Use of technology, including online applets and the graphing calculator will be prominent in the course. Throughout the course, students will complete investigations that require students to complete the four-step statistical process using real-life applications.

**Advanced Placement Statistics**  
**Course Number: 3322**

**Length/Credit: 1 year-1 credit**  
**Major Assessment: AP Exam in May\***

This course focuses on the exploration of statistical concepts and problems that are at the core of the Advanced Placement Statistics curriculum (exploring data, sampling and experimentation, anticipating patterns, statistical inference). To enroll in the course, students must have completed Algebra II Regents/Honors successfully and attained a passing grade on the Algebra II Regents Examination. Throughout the course, students will take part in hands-on investigations of statistical data and models. Students will also receive instruction in the statistical applications of various forms of technology including, but not limited to, graphing calculators and applets. To be successful in this course, students must have a solid mathematical background along with strong writing, reading, and analytical skills.

Note: \*All students will take the Advanced Placement Examination in May, for which there is a fee. Students may earn up to three college credits, depending upon their performance on the AP Exam and the policies of the colleges in which they enroll.\*

**Advanced Placement Calculus (AB)**  
**Course Number: 3312**

**Length/Credit: 1 year-1 credit**  
**Major Assessment: AP Exam in May\***

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.

Note: \*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**  
**Course Number: 3313**

**Length/Credit: 1 year-1 credit**  
**Major Assessments: Departmental Mid-Year Exam in Jan. and Department Final Exam in June**

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.

**Teaching, Leadership & Communication**  
**Course Number: 3950**

**Length/Credit: 1 year-1 credit  
or 1/2 year – 1/2 credit**

Teaching, Leadership & Communication will provide students with the skills necessary to learn how to use different types of instructional technology (using video, Internet, Smart Boards, Clickers, etc.). Students will then be paired with teachers to help them use this technology in their instructional planning and delivery. Students and teachers will work together throughout the semester on improving teaching, leadership & communication skills as they relate to specific projects.

# 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 I**  
**Course Number: 5951**

**Length/Credit: 1/2 year-1/2 credit**

This course is designed for any student who is interested in learning more about music. The class will focus on keys, key signatures, rhythm, basic chords, and basic harmony. We will also develop basic music reading, writing, and listening skills. Students do not need to be in Band, Orchestra, or Chorus to enroll, but some music background is recommended.

**Music Theory II**  
**Course Number: 5959**

**Length/Credit: 1/2 year-1/2 credit**

Prerequisite: Music Theory I (unless permission is granted by the instructor after completion of a placement test)

This course is a continuation of the concepts learned in Music Theory I. We will continue to develop music reading, writing, and listening skills at an advanced level and focus heavily on harmony and progression in tonal music.

## Vocal

**Concert Choir**  
**Course Number: 5953**

**Length/Credit: 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 two voice lessons per quarter and three major concerts during the 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. Students may take this course at the Honors or Regents level.

**Women's Choir**  
**Course Number: 5957 / 5958**

**Length/Credit: 1 year-1 credit**

Women's Choir is an auditioned group of approximately forty singers in grades 9 through 12. This choir concentrates on advanced arrangements. Students must possess advanced skills in both vocal technique and music reading. Each choir member is required to attend two voice lessons per quarter and must attend a rehearsal each month during activity period. Attendance and participation in evening concerts are a requirement of the course. Students may take this course at the Honors or Regents level.

**Chorale**  
**Course Number: 5960**

**Length/Credit: 1 year-1 credit**

Chorale is an auditioned group of approximately forty-five participants in grades 9 through 12. This choir concentrates on advanced arrangements of the popular, classical, jazz and musical theater styles. Students must possess advanced skills in both vocal technique and music reading. Each choir member is required to attend two voice lessons per quarter and attend a rehearsal each month during activity period. Students may take this course at the Regents or Honors level.

**SPARK Show Choir**

This is an auditioned group of singers who perform for various community functions and organizations. SPARK rehearses on evenings and weekends. There is no credit awarded. Students must be a full-year member of a Choir in order to participate.

**Musicals**

Students are encouraged to audition for the musical, which is usually presented in February. It is a full-scale production with pit orchestra accompaniment. Performers as well as personnel for stage crews, costumes, lights, tickets, programs, sets, etc. are needed. The most recent productions have included: A Christmas Story, The Wedding Singer, Fiddler on the Roof, and Les Miserables. There is no credit awarded.

**Honors Level Choir**  
**Course Number: 5961**

**Length/Credit: 1 year**  
**Honors Designation for Chorus**

Students enrolled in any of the three ensembles may elect to enroll in the course at the Honors level. Students enrolled at the Honors Level this program must:

- Attend four voice lessons per quarter
- Rehearse independently with an assigned small ensemble for January Small Ensemble Concert.
- Perform on a Small Ensemble Recital in January
- Audition for Junior/Senior High All-County or All-County Vocal Jazz
- Go to NYSSMA for voice on a Level 4, Level 5, or Level 6 piece

*Instrumental*

**Concert Band**  
**Course Number: 5952**

**Length/Credit: 1 year-1 credit**

This course is an ensemble made up of woodwind, brass, and percussion players. Lessons are a requirement for this course and will be conducted on a rotating, pull-out basis. The Concert Band focuses on developing music reading and instrumental technique through the performance of numerous styles of music, including: classical, pops, jazz, and contemporary. Members of Concert Band will have the opportunity to perform with the Orchestra as well through participation in mandatory rehearsals scheduled during activity period. Participation in all evening concerts is a requirement of the course. This course fulfills the graduation requirement for music/art.

**String Orchestra**  
**Course Number: 5962**

**Length/Credit: 1 year-1 credit**

This course is an ensemble made up of violin, viola, cello, and bass players. Lessons are a requirement for this course and will be conducted on a rotating, pull-out basis. The String Orchestra focuses on developing music reading and instrumental technique through the performance of numerous styles of music, including: classical, baroque, pops, and contemporary. Members will be required to attend 2-3 scheduled activity period rehearsals for each concert in order to collaborate with band members in performing full orchestra literature. This course fulfills the graduation requirement for music/art.



### **Jazz Ensemble**

This is an auditioned jazz-oriented organization that performs charts written in several styles and eras of jazz. Students must be members of the Concert Band or String Orchestra in order to perform with the Jazz Ensemble. Piano or guitar players not enrolled in Orchestra or Band are welcome to audition as well. There is no credit awarded.

### **Pep Band**

This is a band that performs at home football and basketball games. The Pep Band is a fun group that plays 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.

### **Pit Orchestra**

This is an orchestra of string, woodwind, brass, and percussion players that accompanies high school musical productions. Students are selected by the Pit Orchestra conductor and must be members of either Concert Band or String Orchestra to participate. Piano players not in these groups are welcome to audition as well.

## Board of Cooperative Educational Services (BOCES)

BOCES (Board of Cooperative Educational Services) operates area Career and Technical Education Centers supported by several area school districts. The Career and Technical 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 BOCES Center for their career and technical education 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. Classes are conducted at The BOCES Center from 8:00 a.m. to 10:40 a.m. or from 12:00 noon to 2:30 p.m.

For two-year programs of study, first-year students 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 the OCM BOCES location. 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 BOCES occupational center 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 requires 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 except Physical Therapy, Media Marketing Communication, and Auto Technology at Drivers Village are offered at the Irving E. Henry BOCES campus on Thompson Road~  
(Complete course descriptions are available from the JDHS Counseling Center.)*

|  |                         |
|--|-------------------------|
| <b>Automotive Collision Technology</b> | (2 year program)        |
| <b>Automotive Technology</b>           | (2 year program)        |
| <b>Computer Technology</b>             | (2 year program)        |
| <b>Construction Technology</b>         | (2 year program)        |
| <b>Cosmetology</b>                     | (2 year program)        |
| <b>Culinary Arts</b>                   | (2 year program)        |
| <b>Early Childhood Education</b>       | (2 year program)        |
| <b>Health Occupations Technology</b>   | (2 year program)        |
| <b>Laboratory Technology</b>           | (2 year program)        |
| <b>Media Marketing Communications</b>  | (2 year program)        |
| <b>Physical Therapy</b>                | (2 year program)        |
| <b>Welding</b>                         | (2 year program)        |
| <b>Health</b>                          | (1 Semester-1/2 credit) |

The following selective programs are embedded within workplaces in the community. Students must apply for and be accepted to these programs:

- Automotive Technology at Driver's Village
- Physical Therapy at Sports Center 481
- Media Marketing Communications at WCNY

# 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**  
**Course Number: 5969**

**Length/Credit: 1 year – 1/2 credit**

This course is designed to introduce students to activities, games and sports that will be presented in future Physical Education elective classes. Physical Education activities will be chosen by the student's assigned teacher from the elective categories listed below.

**Physical Education Electives for Grades 10, 11, and 12**  
**Course Number: 5980 / 5981**

**Length/Credit: 1 semester-1/4 credit**

To encourage student choice and improve student interest and motivation, students may choose from a variety of course offerings. Course offerings may include several elements from the following activity categories:

**TEAM PASSING ACTIVITIES:** Students will participate in lessons that reinforce the skills, concepts, and strategies relevant to traditional and non-traditional team activities. Activities may include Indoor Soccer, Football, Softball, Speedball, Ultimate Frisbee, Volleyball, Swatball, Floor Hockey, Team Handball, and Flickerball.

**TARGET GAMES:** Students participate in lessons that reinforce the skills and concepts that directly impact performance in activities such as Archery, Corn toss, Texas Horseshoes, and Golf.

**RACQUET SPORTS:** Students participate in lessons that specifically build on the knowledge that will allow students to maintain or improve upon their personal fitness levels. Lessons enhance student's ability to analyze current fitness levels based on Fitnessgram fitness test levels. Students will build and implement a personal fitness program designed to address their assessed strengths and weaknesses.

**PERSONAL FITNESS:** Students participate in a variety of fitness activities that incorporate fitness tools and genres beyond the traditional weight room and fitness center apparatus. Activities incorporated may be Dance, Step or Cardio Kickboxing Aerobics, Zumba, Cross Fit or Boot Camp style workouts, Pilates, Resistances Bands, Yoga, Bosu Trainers, Balance Balls, and Postural Analysis.

**ADVENTURE ACTIVITIES:** The focus in this block rests on non-traditional activities that foster an appreciation for movement while reinforcing skills that relate to team building and cooperative such as written and verbal communication, perseverance, goal setting, task analysis, leadership, cooperation, flexibility, confidence, action planning and decision making. These concepts will be introduced through activities such as Project Adventure Initiatives and cooperative games, snowshoeing, archery, and other non-traditional games and activities.

# Science

Students have the opportunity to learn an extensive array of science concepts, related facts, and laboratory skills in the areas of Earth Science, Biology, Chemistry, and Physics. Earth Science is offered at the Regents and Applied Regents levels. Biology is offered at the Honors, Regents, and Applied Regents levels. Chemistry is offered at the Honors, Regents, and General levels. Physics is offered at the AP, Regents, and General levels. An extensive list of science electives is offered as well to further enhance the students understanding of the various disciplines. These electives include AP Biology and AP Chemistry.

All of the core courses in Earth Science, Biology, Chemistry, and Physics require the students to sit for the Regents Exam in June. In order to be admitted to any Science Regents exam, the student must have fulfilled the minimum laboratory requirement established by the NYS Board of Regents. This requirement states that students must have successfully completed (1,200) minutes of laboratory time for the course they are taking the Regents exam for. This means students must have successfully submitted to their teacher the required number of lab reports (usually 30).

In order to fulfill the graduation requirements for science, students must earn (3) credits in Science. This must include one credit in Biology (Living Environment). Students must also pass at least one Regents Exam in Science.

## *Earth Science*

**Earth Science Regents**  
**Course Number: 2021**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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.

**Earth Science Applied**  
**Course Number: 2020**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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

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

## *Biology*

**Advanced Placement Biology**  
**Course Number: 2354**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**AP Exam in May\***

This course is open to juniors or seniors that have an exceptional work ethic, have performed well in Honors Biology, 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 recommended AP Biology laboratory experiments. After the AP Exam, students will spend the remainder of the year working on special projects.

Note: \*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.\*

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

**Biology Honors**  
**Course Number: 2116**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

Designed for the scientifically talented, this course is open to students who have performed well (90 or higher) in Regents Earth Science. This course has a stronger biochemical molecular approach to the study of the cell and more laboratory work than Regents Biology, and is a prerequisite for students planning to take AP Biology.

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

**Biology Regents**  
**Course Number: 2121**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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.

**Biology Applied**  
**Course Number: 2122**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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.

## *Chemistry*

**Advanced Placement Chemistry**  
**Course Number: 2355**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**AP Exam in May\***

This course is open to seniors that have done well in science and math grade and are 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.

Note: \*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.\*

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

**Chemistry Honors**  
**Course Number: 2216**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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 and is a prerequisite for AP Chemistry. 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.

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

**Chemistry Regents**  
**Course Number: 2221**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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.

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

**Chemistry General**  
**Course Number: 2231**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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

### *Physics*

**Advanced Placement Physics**  
**Course Number: 2313**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**AP Exam in May\***  
**and NYS Regents Exam in June\***

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 I exam in May. 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, energy, rotational motion waves.

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

**Note:**

- \*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 course average will be based on 20% of Physics Regents exam grade.\*

**Physics Regents**  
**Course Number: 2321**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June\***

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.

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

Note: \*Students will take the Regents exam in June. Final course average will be based on 20% of Physics Regents exam grade.\*

**Physics General**  
**Course Number: 2331**

**Final Assessment:** **Length/Credit: 1 year-1 credit**  
**NYS Regents Exam in June**

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.

**Anatomy and Physiology**  
**Course Number: 2350**

**Length/Credit: 1/4 year-1/4 credit**

Prerequisite: Completed 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 20 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 muscular system, nervous system, and others. 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.

**Forensic Biology**  
**Course Number: 2351**

**Length/Credit: 1/4 year-1/4 credit**

Prerequisite: Completed Biology

Forensic science is focused on the application of scientific methods and techniques to crimes and law. Recent advances in scientific methods have had an enormous impact upon law enforcement and the entire criminal justice system. In this elective, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis will be placed on understanding the science behind the techniques used in evaluating physical evidence. Several laboratory exercises will be included to demonstrate techniques commonly employed in forensic investigations.

Forensic biology topics will include:

- DNA analysis
- Entomology
- Tool marks and impressions
- Seriology
- Hair and fiber analysis
- Fingerprints

**Forensic Chemistry**  
**Course Number: 2352**

**Length/Credit: 1/4 year-1/4 credit**

Prerequisite: Completed Chemistry

Forensic science is focused on the application of scientific methods and techniques to crimes and law. Recent advances in scientific methods have had an enormous impact upon law enforcement and the entire criminal justice system. In this elective, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis will be placed on understanding the science behind the techniques used in evaluating physical evidence. Several laboratory exercises will be included to demonstrate techniques commonly employed in forensic investigations.

Forensic chemistry topics will include:

- Physical properties
- Organic analysis
- Arson and explosives
- Firearms
- Chromatography
- Toxicology

**Materials Chemistry**  
**Course Number: 2342**

**Length/Credit: 1/4 year-1/4 credit**

Prerequisite: Completed Regents Chemistry or concurrent

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.

**Environmental Science**

**Length/Credit: (3 college credits)**

Prerequisite: Successful completion of Regents Chemistry Exam

*Additional option: 3 Credits SUNY Environmental Science and Forestry Intro to Renewables Energy*

This course starts with an in-depth examination of various types of renewable sources of energy. Emphasis is placed on synthesizing connections among different energy sources, challenges, and benefits among them. The course continues with a survey of aspects including population and demographics; agriculture and toxic substances; water resources and pollution; and climate change. Independent research project on environmental science topic is required.

**Science Intervention Lab**

**Length/Credit: 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 a Science Regents exam.
- Student has been identified by scores received on the New York State Science Assessment at the end of 8<sup>th</sup> 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 Biology Regents or Earth Science Regents.



# 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 Applied**  
**Course Number: 1022**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: Midterm Exam in Jan.  
and Final Exam in June**

**Global History and Geography** begins with the Paleolithic Era and the development of the first civilizations, and continues with an examination of classical societies and regional empires. The course traces the expansion of trade networks and their global impact, and takes the story of world history to the eve of the American and French Revolutions. The course emphasizes the key themes of geography, shifts in political power, the creation of new economic systems, and the nature and impact of belief systems. The Common Core Literacy and Writing Standards for Social Studies will be built into the class lessons and assignments. The applied level has a particular focus on social studies skill development and reading and writing.

**Global History and Geography 9 Regents**  
**Course Number: 1021**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: Midterm Exam in Jan.  
and Final Exam in June**

**Global History and Geography** begins with the Paleolithic Era and the development of the first civilizations, and continues with an examination of classical societies and regional empires. The course traces the expansion of trade networks and their global impact, and takes the story of world history to the eve of the American and French Revolutions. The course emphasizes the key themes of geography, shifts in political power, the creation of new economic systems, and the nature and impact of belief systems. The Common Core Literacy and Writing Standards for Social Studies will be built into the class lessons and assignments.

**Global History and Geography 10 Regents**  
**Course Number: 1121**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: Midterm Exam in Jan.  
and NYS Regents Exam in June**

**Global History 10** begins on the eve of the American and French Revolutions with a snapshot of the world circa 1750. The course continues chronologically up to the present. The course emphasizes the key themes of geography, interactions over time, shifts in political power, the creation of new economic systems, 20<sup>th</sup> century ideologies and conflicts, technology, and the interconnectedness of the world. The Common Core Literacy, Writing and Research Standards for Social Studies will be built into the class lessons and assignments.

**Global History 10 Honors**  
**Course Number: 1114**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: Midterm Exam in Jan.  
and NYS Regents Exam in June**

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.

**Advanced Placement World History**  
**Course Number: 1112**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: AP Exam in May\***  
**and NYS Regents Exam in June**

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 10<sup>th</sup> 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.

Note: \*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**  
**Course Number: 1950**

A one semester AIS lab in Global History is available for 10<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grade teachers.

**U.S. History and Government Regents**  
**Course Number: 1221**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: Midterm Exam in Jan.**  
**and NYS Regents Exam in June**

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.

Common Core Literacy, Writing and Research Standards for Social Studies will be built into the class lessons and assignments.

**Advanced Placement U.S. History**  
**Course Number: 1411**

**Length/Credit: 1 year-1 credit**  
**Final Assessment: AP Exam in May\***  
**and NYS Regents Exam in June\***

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.

**Note:**

- The AP Exam, which students take in early May, includes a multiple-choice section short answers 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 11<sup>th</sup> 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**

**Course Number: 1951**

A one semester lab in U.S. History is available for 11<sup>th</sup> 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 10<sup>th</sup> and 11<sup>th</sup> grade teacher.

**Economics**

**Course Number: 1320**

**Length/Credit: 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**

**Course Number: 1322**

**Length/Credit: 1 semester-1/2 credit**

**Final Assessment:**

**Requirement for Graduation**

This course helps students to develop a deeper understanding of the structure and function of government and 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 on public policy decisions.

Key civic values and analytical concepts are 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.

*Social Studies Electives*

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

**Advanced Placement European History**

**Course Number: 1412**

**Length/Credit: 1 year-1 credit**

**Final Assessment: AP Exam in May\***

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.

Note: \*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**

**Course Number: 1434**

**Length/Credit: 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 various projects.

**Film Heritage**  
**Course Number: 1427**

**Length/Credit: 1 semester-1/2 credit**

The Film Heritage course is 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. 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.

**The African American Experience**  
**Course Number: 1435**

**Length/Credit: 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 historical events and daily life, at speeches, art, music, literature and sports as reflections of those broader trends. Class participation, reading, tests and reflective writing will be expected.

**Human Relations**  
**Course Number: 1424**

**Length/Credit: 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, including becoming more comfortable speaking in front of others.

Topics discussed in the course include adolescent development, gender-roles and perceptions, love and relationships, human sexuality, marriage, friendships, sibling relationships, and parenting. In considering all topic areas, conflict resolution is a major focus. Students will engage in discussions, journal writing and sharing, and article analysis throughout the course.

**"We Can Do It; The Women of America"**  
**Course Number: 1440**

**Length/Credit: 1 semester-1/2 credit**

The Women of America is women studies course that will look at the contributions of U.S. women and their struggle for full inclusion. The course will include the significant people, accomplishments and challenges of women in the many areas of American society. Through articles, films, important documents, and speakers students will develop an understanding and appreciation of the many contributions of women to the history and culture of our country.

**American Culture –The 1960s**  
**Course Number: 1439**

**Length/Credit: 1 semester-1/2 credit**

Each year, this elective will focus on one theme and use that as a lens for studying political, social and economic changes in American life. The course will use specific decades as the basis for this cultural comparison. Students will develop a broad understanding of American life at specific moments and then examine how those characteristics are reflected in the theme. The theme for 2017-2018 will be **The 1960s**.

**Practical Law**  
**Course Number: 1423**

**Length/Credit: 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.

**Psychology**  
**Course Number: 1421**

**Length/Credit: 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 developmental psychology, social psychology, personality development, and abnormal behavior.

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**  
**Course Number: 1422**

**Length/Credit: 1 semester-1/2 credit**

**Length/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.

*Note: \*There is a reduced tuition rate charged by Syracuse University.\**

**U.S. Military History**  
**Course Number: 1432 – Military History I**  
**Course Number: 1433 – Military History II**  
**Course Number: 1438 - Military History: The Civil War**

**Length/Credit: 1 semester-1/2 credit**

This course involves a look at national and world history with a special emphasis on U.S. participation in the wars of the 20<sup>th</sup> century. Topics covered include the political and economic factors that influenced the decision to go to war; military weaponry and doctrine; social and cultural implications; significant air, sea and land campaigns; the aftermath and consequences of the war; and perspectives on the meaning and place these conflicts have in our history.

U.S. Military History I will look at World War I and World War II.

U.S. Military History II will look at the issues of the Cold War and our involvement in Korea and Vietnam.

U.S. Military History: The Civil War will look at the issues surrounding and during the American Civil War.

# 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**  
**Course Number: 6940**

**Length/Credit: 1 year-1 credit**

Requisite: Concurrent enrollment in Math

DDP/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)**  
**Course Number: 6956**

**Length/Credit: 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**  
**Course Number: 6955**

**Length/Credit: 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)**  
**Course Number: 6939**

**Length/Credit: 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**

**Length/Credit: 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*

**Introduction to Small Business and Wood Manufacturing**  
**Course Number: 6950**

**Length/Credit: 1 year-1 credit**

This is a course that introduces students to the world of Manufacturing and creation of a small business. Students will learn how to set up and organize a small business in the production and sales of wood products. Students in this class will work together as a team to make decisions regarding products that will be designed and manufactured. They will explore marketing, advertisement, and sales of manufactured products. With a start up budget and purchasing power students will be able to purchase supplies and turn them into products to generate profits.

*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*

**Architectural and Interior Design**  
**Course Number: 6943**

**Length/Credit: 1 semester-1/2 credit**

Architectural and Interior Design is a course designed to address the needs of individuals by enhancing the environments in which they live and work. Students will acquire the basic fundamentals and principles involved with designing and drawing various forms of buildings including both interior and exterior environments. Assignments in house orientation, room planning, floor plans, and pictorial representations will be taught. Students will have an opportunity to design their own style home from ground up. Careers in architecture and related fields will also be discussed.

**Architectural Design, Energy and Modeling**  
**Course Number: 6953**

**Length/Credit: 1 semester-1/2 credit**

Prerequisite: Architectural and Interior Design

Architectural Design, Energy and Modeling will further develop upon the skills from Architectural and Interior Design. The course has a focus on modeling buildings and the concepts of sustainable (energy efficient) green design. Students will work on landscape planning, plot plans, and structural design. Residential planning, building codes and specifications will also be discussed. Students will have the opportunity to work on an individual project as well as an assigned project and portfolio development.

**Creative Woodworking 1 & 2**  
**Course Number: 6948 / 6949**

**Length/Credit: 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**  
**Course Number: 6952**

**Length/Credit: 1 semester-1/2 credit**

Prerequisite: 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 specifications. Students will also develop advanced blueprint reading skills and follow 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**  
**Course Number: 6946**

**Length/Credit: 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**  
**Course Number: 6947**

**Length/Credit: 1 semester-1/2 credit**

Prerequisite: Graphic Communication 1

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.

**Media Production I**  
**Course Number: 6954**

**Length/Credit: 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**  
**Course Number: 6957**

**Length/Credit: 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**  
**Course Number: 6958**

**Length/Credit:** 1/2 year-1/2 credit  
or 1 year-1 credit

Prerequisite: Media Production I & II

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**  
**Course Number: 6944**

**Length/Credit:** 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.

## Counseling

### **Freshman Seminar**

**Length/Credit: 1 year-0 credit**

Freshman Seminar is a program 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. In addition, other staff members occasionally meet with freshmen on a variety of topics.

An additional component of Freshman Seminar program includes information literacy instruction with the High School Librarian. This ensures that all ninth grade students have an initial orientation to the layout, resources, services, and procedures of the library.

Successfully transitioning to the high school will further assist students in meeting commencement goals and accessing post-high school opportunities. Freshman Seminar is a required course for all first-time freshmen.