

# PROGRAM OF STUDIES

## North Syracuse Central School District



Grade 9 - 12



2021-2022

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**Please note: The following pages describe all of the programs and courses offered at Cicero-North Syracuse High School and North Syracuse Junior High School. If there is insufficient enrollment for any course, that course may be cancelled for the school year.**

## SCHOOL COUNSELING SERVICES

The school-counseling program is designed to enable students to benefit from the educational program, to implement career plans and to assist in their personal and social development. In all three areas, counselors provide information and direction for decision making by the student.

Counselors are required by the State Education Department to provide each student with an Annual Review. At this meeting, the student's academic progress is reviewed; interests and goals are discussed and course selections for the following year are made.

The counseling staff is ready to answer questions you and your son or daughter may have about any phase of the academic programming, and what might be needed to achieve educational and career goals. The telephone numbers for the counseling offices are as follows:

Cicero-North Syracuse High School – 218-4100

North Syracuse Junior High School – 218-3600

### NOTE: Levels of Instruction

**AP** Advanced Placement      **R** Regents

**RH** Regents Honors

**All levels of instruction present content from Regents curricula.**



## GRADUATION REQUIREMENTS

A total of 22 credits are required for graduation from Cicero-North Syracuse High School. This includes two full credits of four years of physical education.

REQUIRED COURSES/CREDITS (22 Total)			
REGENTS DIPLOMA		ADVANCED DESIGNATION REGENTS DIPLOMA	
Course	Credits	Course	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
World Languages	1	World Languages	1 or 3*
Art/Music	1	Art/Music	1or 5*
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5*
Total	22	Total	22
REQUIRED REGENTS EXAMS			
English Language Arts Regents		English Language Arts Regents	
One (1) Math Regents		Three (3) Math Regents	
Global Studies Regents		Global Studies Regents	
U.S. History Regents		U.S. History Regents	
One (1) Science Regents		Living Environment <b>Plus</b> One (1) Other Science Regents	
*Students acquiring five credits in specific courses in Art (one credit must be Studio Art), Music (four credits Performance, one credit Music Theory), BOCES, Business, Technology or Family and Consumer Science may be exempt from the 3-year World Languages requirement for an Advanced Designation Regents Diploma. They must have one year of World Languages.			

## EXAM REQUIREMENTS

All students must achieve one credit in a foreign language during grades 8–12. If the student has not earned one credit at the end of the 8<sup>th</sup> grade, the student may acquire that credit by passing the 6-week summer school course, if offered.

All students, other than those with IEP's enrolled in special class, must take the Regents Exam(s) for the course(s) in which they are enrolled.

### REGENTS EXAMINATION SCORES (REQUIRED)

Grade 9, 10, 11 and 12:

- Pass five Regents with grade of 65 or higher.
- Pass eight Regents with a grade of 65 or higher for Advanced Designation Diploma.

## COLLEGE ENTRANCE TESTS

Many colleges require the submission of scores from a college admissions exam as part of their admission process. There are two College Board exams produced by different non-profit testing corporations (SAT & ACT). All colleges will accept scores from either SAT or ACT for admission purposes. Each college's individual website states admission requirements. Each year's testing schedule is listed in the counseling (Tips & Tools) and parent newsletters, which are on the CNS website. The testing schedules are available in the high school counseling offices. Online registration is required at [www.sat.collegeboard.org](http://www.sat.collegeboard.org) and [www.actstudent.org](http://www.actstudent.org). Both the SAT & ACT may be taken more than once. It is recommended that students first take these examinations in the spring of their junior year. **SAT and ACT scores have to be sent by the student to all colleges where they apply. Students contact SAT/ACT companies directly.**

### SAT I

The SAT I is a test that measures verbal, mathematical and writing abilities developed during the student's years of education. These abilities are related to how well a student may be able to do academically in college.

### ACT (American College Test)

The ACT is a test that measures skills and abilities that are highly related to success in college. The ACT measures the knowledge, understanding, and skills acquired through the student's years of education in Science, Math, English, Reading and Writing.

### SAT II

Each of the College Board Subject Tests measures knowledge and skills in a particular subject and a student's ability to apply that knowledge. Highly competitive colleges require certain tests for admissions and certain colleges use these scores for placement purposes. Colleges list the required tests in their catalogs.

It is best to take this type of test soon after completing the highest level course taken in the subject being tested. Typically, if these tests were required, students would take two-three subject tests.

### **PSAT/NMSQT**

This test is given in the fall of the junior year. The scores are used for competition for National Merit Scholarships. Students hoping to attend college should take this exam for the following reasons:

1. To gain experience in taking a test similar to the College Board exams.
2. To be able to predict College Board scores from PSAT/NMSQT scores.
3. To see how a student compares with other college-bound juniors.
4. To help estimate a student's chances of being admitted to and succeeding in the college of choice.
5. To compete for scholarships.
6. To use PSAT results to study for the SAT.



## **COLLEGE PROGRAM OFFERINGS**

Cicero-North Syracuse High School offers a number of college level course programs in which qualified students can earn credit, allowing them to participate in college level course work while still in high school. The district presently participates in the Advanced Placement program, SU Project Advance, RIT, SUNY Oswego, Cazenovia College, the Adelphi College program in foreign language and course offerings associated with Onondaga Community College. The district is especially proud of this advanced college credit emphasis. Fees are set by the individual college or The College Board for AP tests.

The following college credit opportunities are available to students:

### **Advanced Placement Program:**

College credits can be earned in the following courses up to a maximum of 8 hours per course:

- AP Biology
- AP Calculus AB
- AP Computer Science A
- AP Computer Science Principles
- AP Economics

- AP European History
- AP Language and Composition
- AP Literature
- AP Physics
- AP Psychology
- AP Spanish
- AP Statistics
- AP Art & Design A & B
- AP U.S. Government/Politics
- AP US History
- AP World History

### **Adelphi/SUNY Oswego**

A maximum of 6 college credits can be earned in each of the following courses:

- French – Adelphi and SUNY Oswego
- Spanish – Adelphi and SUNY Oswego

\*NOTE – 3-9 credits possible if you combine

### **Cazenovia College**

- Clothing Production 110

### **SUNY/Cayuga Community College**

- Foundations for College & Career Success

### **SUNY/Onondaga Community College**

- Introduction to Business (BUS-101)
- Financial Accounting (BUS-105)
- Pre-Calculus with Trig (MAT-143)
- Pre-Calculus with Trig Honors (MAT-143)

### **Rochester Institute of Technology Credit**

College credit from RIT can be obtained through the following Project Lead the Way courses:

- Civil Engineering & Architecture
- Computer Integrated Manufacturing
- Design and Drawing for Production B
- Digital Electronics
- Principles of Engineering

### **Syracuse University (SUPA) \*\***

- Entrepreneurship
- Presentational Speaking
- Sociology
- Sport Management
- Money and Banking
- Writing
- Chemistry

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of students in the class must be registered for credit which needs to be done within the first two weeks of class in September.**

## **ART**

**Graduation requirements for all students include one credit in Art or Music. The only Art courses that will satisfy this requirement are: Creative Crafts, Media Arts, and Studio Art 1. Studio Art 1 is the only approved class for satisfying the language requirement in an art sequence for an Advanced Regents Diploma.**

### **Media Arts** **1 Credit** **40 Weeks**

Media Arts is an introductory course designed to give students an understanding of the nature of art, the elements and principles of design and art trends through the use of traditional, digital and video photography.

#### **Students will:**

- Experience basic photography needs
- Manipulate photos in Photoshop
- Create graphics in Photoshop
- Work in the darkroom

Student should have access to working digital or DSLR. Project samples usually include: portraits, pop art, surrealism, logo design, digital; photos and photograms.

### **Creative Crafts** **1 Credit** **40 Weeks**

Creative Crafts is an introductory course designed to give students an understanding of: the nature of art, the elements and principles of art; the history of the arts and crafts movement; how to critique artworks; and an understanding of decorative and functional craft items.

#### **Students will learn to:**

- Create silk paintings
- Manipulate wire with pliers and a jig
- Create slump work with ceramic clay and clays basic properties
- Use multiple ways of working with polymer clay
- Repousse and chase copper sheet metal
- Create complex macramé knots
- Weave beads
- Dye fibers
- Research art techniques
- Problem solve creatively and artistically
- Critique artworks

Project samples typically include: Radial design silk paintings, wire jewelry, ceramic speakers, bracelets, macramé jewelry, tie dye and shrink art jewelry sets.

### **Studio Art 1** **1 Credit** **40 Weeks**

This beginning art class is an introduction to the fundamentals of visual expression. It is designed to explore many different areas of art, design, drawing, painting, perspective, collage, printmaking and sculpture, to help students develop their artistic skills. This course is required for graduation and for those students who are working toward an art major sequence.

#### **Students will:**

- Learn how to draw using media such as pencil, charcoal, chalk and oil pastels.
- Learn basic printmaking techniques.
- Create 3D art.
- Learn how to paint with tempera, watercolor and acrylic.
- Learn how to problem solve creatively and artistically.
- Learn how to critique artwork and defend their statements and opinions both verbally and through written text.

### **Studio in Clay/Pottery 1** **1 Credit** **40 Weeks**

Students will study both past and current trends in pottery. They will work with the potter's wheel and hand building to create both functional and decorative ceramic ware. They will explore slab construction, coil building, and surface decoration to express their own style. This is an exciting class that allows students to acquire some great skills along with taking a look at the past work and techniques from other cultures.

#### **Students will:**

- Learn to throw on the pottery wheel
- Learn basic hand building techniques to create functional pottery forms
- Explore different surface design solutions for their projects.
- Learn kiln firing basics

### **Studio in Clay/Pottery 2** **1 Credit** **40 Weeks**

#### **Prerequisite – Studio in Clay or Sculpture**

This is the next level of skill building and design for the three dimensional art student who has successfully completed either Studio in Clay or Sculpture. Students will be exploring both functional and decorative ceramic forms as well as modeling clay for sculptures. The expectation is that students will engage in more challenging subject matter as well as processes. This is an art class that is intended for highly motivated students who are seriously interested in the study of working and discovering the three-dimensional form.



**Students will:**

- Advance their skills on the pottery wheel
- Advance their hand building techniques
- Create their own independent project ideas for either sculptural clay forms or functional clay forms.

**Studio in Clay/Pottery 3****Grades 11, 12****1 Credit****40 Weeks****Prerequisite – Advanced 3-D Design**

This class is designed for the student who is interested in developing advanced work with 3D art design. Students will cover sophisticated techniques and processes. Advanced sculptural problems such as timing, gravity and weight will be explored in assignments that research fundamental 3D concepts. Students will be introduced to historic and contemporary examples of sculptural forms and media. Students who are enrolled in the Studio In Clay 3 course will parallel the requirements of a college level 3D studio class.

**Students will:**

- Further advance their skills to a proficient level on the potter wheel.
- Further advance their skills to a proficient level for all hand building techniques.
- Develop their own style and unique voice with their art work.
- Complete a 3-D portfolio for college applications

**Advanced 2-D Studio****Grades 10, 11, 12****1 Credit****40 Weeks****Prerequisite – Studio Art 1, Media Arts, or Creative Crafts**

Students are going to build on their basic art knowledge and skills that they learned in Studio Art 1, Media Arts or Creative Crafts. Students will solve advanced challenges in two-dimensional media. They will do in-depth work with drawing, painting, collage and printmaking. They will explore various working methods, both representational and abstract. New techniques, color theory and presentation will also be addressed.

**Students will:**

- Learn advanced printmaking techniques
- Become high level creative thinkers and problem solvers
- Learn about color and color theory
- Learn advanced painting techniques
- Learn about art history
- Work collaboratively
- Critique artwork. They will defend their statements and opinions both verbally and through written text.

**Portfolio Prep****Grades 11, 12****1 Credit****40 Weeks**

This class is for those students who wish to develop a quality portfolio for college or art school. Art majors and students interested in architecture, fashion and design schools should consider this course. Although open to everyone, students are strongly encouraged to take this course during their junior year. Students will work independently in order to develop their own particular style. Ample time will be given for students to explore new media and go into depth with their artwork. Although there are no prerequisites, it is suggested that students have some prior experience from taking Studio 1, Media Arts or Creative Crafts.

**Students will:**

- Complete assignments that satisfy portfolio requirements for college admissions.
- Create drawings directly from life including still life and figure drawings.
- Learn linear perspective.
- Learn how to digitally photograph, mat and present their artwork.
- Learn to develop their own artistic style.
- Learn how to write an artist statement.
- Familiarize themselves with various historical and contemporary artists.

**AP Art & Design A & B\*****Grades 11, 12****1 Credit****40 Weeks****Prerequisite – Studio Art 1 or any full year Art Class.**

This is an intensive portfolio prep class open to junior and senior art majors. Students must have taken two successful years of sequential art studio classes. The AP Program in Studio Art is intended for highly motivated students who are seriously interested in pursuing art in college. The requirements of the class are equivalent to an introductory college course in studio art. Students may choose to take AP Studio Art in drawing, two-dimensional design or three-dimensional design. Additional fee required for the AP portfolio review in May.

**Students will:**

- Submit a total of 24 pieces to the College Board (12 Concentration and 12 Breadth).
- Explore a “Concentration” consisting of 12 pieces that explore a central idea.
- Submit 12 “Breadth” pieces that show the student’s artistic range in a variety of approaches.
- Submit the portfolio using the online submission website.
- Send 5 original pieces from either section as “Quality” pieces to the College Board.
- Write an artist statement/narrative that explains the students concentration.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**Advanced Graphic Art and Design 1 Credit  
Grades 10, 11, 12 40 Weeks**

**Prerequisite – Intro to computer graphics and or Media Arts**

In this advanced class, students will continue to use Photoshop and be introduced to industry software such as, Illustrator and InDesign, to create a wide variety of computer art and graphic design projects. Students will explore a variety of design and career options that will require the expertise you will gain in this class.

**Students will:**

- Delve deeper into the fine art of digital media as well as the graphic typographic side of design.
- Learn advanced tips, tricks and skills.
- Take Photoshop to a new level of professionalism.
- Have opportunity to display work on video announcements.
- Further diversify college and career ready skill to develop a well-rounded portfolio.

**Projects may include but not limited to:**

- Advertising principles and design
- Digital portraiture/character illustration
- Brand identity/packaging
- Collage
- Poster design
- Simple animations

**Introduction to Computer Art and Design ½ Credit  
Grades 10, 11, 12 20 Weeks**

In this class, students will use Photoshop to create a variety of art and design created on computers. Students will create projects that include, but are not limited to: pixel illustration, logo and identity design, poster design, digital collages, photo restoration, t-shirt design, product mock-up creation, and more; the projects are current with what's being created in the professional art and design world.

- Either learn or continue to learn Photoshop. No prior experience necessary.
- Use iMacs to become proficient in Photoshop in a short period of time.
- Learn that Photoshop is an extremely useful tool no matter what field students are going into.
- Diversify college-ready skills and have a helpful addition to their resumes.
- Learn a variety of professional illustration and graphic design/typography skills and techniques.
- Explore color and how to use it properly.

**Drawing and Color Theory ½ Credit  
Grades 10, 11, 12 20 Weeks**

This course focuses developing skills in drawing and painting while exploring color theory. It is designed for the needs of beginning art students as well as those majoring in art.

**Students will learn:**

- How to draw with charcoal, pencil, pastels, and color pencils.
- How to utilize color within drawings and paintings.
- Color theory
- How to paint using a variety of painting techniques.

**Project examples include:**

- Value Charcoal Still Life
- “Unlocking the White” Color Pastel Still Life
- Color Wheel, Color Systems and Color Juxtapositions
- Watercolor Paintings
- Reflection/Refraction Colored Pencil Drawing
- Oil Pastel Landscapes
- Cupcake Acrylic Paintings

**Metal – Smithing and Glass Jewelry Design ½ Credit  
Grades 10, 11, 12 20 Weeks**

This comprehensive course will involve cold and hot metal work as well as enameling, slumped and stained glass techniques. Students will gain an understanding of traditional and contemporary jewelry construction and Assembly. Classes will create original and exciting one of a kind pieces from quality materials.

**Students will learn:**

- How to manipulate different types of metal.
- How to work with glass.
- Create jewelry using wire.
- How to utilize found objects within their jewelry.

**Project examples include:**

- Stamped Sterling Silver with Soldering
- Enameled Copper Pendants
- Modern Art Fused Glass
- Wrapped Wire Rings
- Jig Earrings and Bracelets
- Recycled Scrabble Tile Jewelry and Epoxy Resin



**Beginning Photography** **1 Credit**  
**Grades 10, 11 - Priority** **40 Weeks**  
**Grade 12 only with Art Teacher recommendation or**  
**Art as sequence**

**MUST have a 35mm film camera at start of course and a digital camera.**

This is an introductory photography course, with the emphasis on black & white photography. 50% of the hands-on work will be film and darkroom and 50% will be digital technology. Written work and research are also a part of this course.

Students are required to have access to a working 35mm analog film camera (SLR camera recommended & preferred) and a digital camera to be used throughout the year.

**Students will learn:**

- How to properly use a film camera and a digital camera.
- How to develop black and white film into negatives and how to make prints in the darkroom from their negatives.
- The basics of Photoshop CS5 for digital editing and re-touching.
- Art criteria important to any photographer: composition, elements and principles of design and the study of light.
- How to critique a photograph and defend their statements and opinions both verbally and through written text.
- The history of photography.

Students who successfully complete this course can advance to Intermediate Photography.

**Intermediate Photography** **1 Credit**  
**Grades 11, 12** **40 Weeks**  
**Prerequisite - Successfully completed Beginning**  
**Photography – MUST have a minimum of an 80**  
**average in Beginning Photography (or Photo teacher**  
**recommendation).**

**MUST have a 35mm SLR film camera and a digital camera (not cell phone camera).**

The second in our photography course series, this is an intermediate photography course where students will utilize the knowledge and skills obtained in Beginning Photography to further explore the photographic process as an artistic medium. 40% of the hands-on work will be film and darkroom and 60% will be digital technology. At the start of the year, students are required to have their

own working 35mm analog film SLR camera, as well as their own digital camera to be used throughout the year.

**Students will:**

- Exhibit proficiency in a variety of photographic processes.
- Incorporate strong time management skills to multi-task with multiple ongoing projects.
- Explore photographic career options.
- Create work for juried art competitions and local art exhibits.
- Produce a portfolio of work to exhibit their developing individual photographic style.

Students who successfully complete this course can advance to Advanced Photography.

**Advanced Photography** **1 Credit**  
**Grade 12** **40 Weeks**

**Prerequisite – Enrollment only with teacher recommendation and successfully completing Beginning Photography and Intermediate Photography.**

The third in our photography course series, this is an advanced photography course where students will work in the same format as Intermediate classmates while creating more in-depth art and individualized projects. This course is geared for the student who is planning on photography as a career option. At the start of the year, students are required to have their own 35mm analog film SLR camera, as well as, their own good quality digital camera to be used throughout the year.

**Students will:**

- Exhibit mastery of a variety of photographic processes and styles with high quality visual imagery.
- Incorporate strong time management skills and self-directed study to multi-task with multiple ongoing projects.
- Design and execute quarterly independent proposal projects.
- Document a yearlong subject matter or theme photographically.
- Create work for juried art competitions and local art exhibits.
- Show mastery of an individual style of photography as evidenced in the body of work throughout the year.
- Assemble two portfolios of work. One portfolio will be created in December for the Scholastic Art Competition and one will be created in May as a project based final exam.
- Be college or career ready to further explore photography beyond their CNS experience!

**Portrait and Figure Drawing** **½ Credit**  
**20 Weeks**  
**Grades 10, 11, 12**

This course is designed for students that would like to concentrate on the study of the human face and figure.

**Students will:**

- Build a solid foundation of basic anatomy in art from multiple methods, including live models.
- Study how other artists have solved the problem of drawing people.
- Learn a variety of drawing methods including: gesture, contour line, gridding and building up human form from simple shapes.
- Work with a variety of art materials including pencil, charcoal, pastel and conte.
- Develop their own style of drawing heads and figures.

**Sculpture** **½ Credit**  
**20 Weeks**  
**Grades 10, 11, 12**

During this course, students will explore and learn a variety of three-dimensional media. Students will incorporate the elements and principles of design through clay and other materials such as metal, wood, stone, and plaster. This is a fun and exciting course where students will study both contemporary and historical techniques to create Sculptures.

**Students will:**

- Use both subtractive and additive methods
- Explore organic and geometric forms
- Create representational and abstract pieces
- Explore various surface treatments, textures and techniques.

**Video Production 1** **1 Credit**  
**40 Weeks**  
**Grades 10, 11, 12**

This is a basic course in filmmaking and video production techniques used in the design and production for electronic media. Students will learn video production and how to properly use various pieces of equipment necessary for making television programs. Students will gain knowledge of hardware, pre-production planning, field production and group dynamics. Production teams will work together to plan, design, coordinate and produce a wide range of projects. Students will gain knowledge in studio production, sound production, field production, camera operations, electronic editing, scene lighting and electronic graphic design.

**Students will:**

- Use the school's equipment or their own to plan, shoot and edit a wide variety of video projects.
- Be prepared to be able to compete with college level professionalism. Countless students visit after their first year of (reputable) film school and say how over

prepared they were, which allowed them to get that much further ahead.

- Learn professional techniques on professional grade MacPro computers.
- Learn how to build and use DIY video equipment and props.
- Be able to create their own soundtracks and scores (music) or choose from the thousands I have.
- Create Foley sound effects or choose from the thousands I have.
- Upload their work to YouTube and start making a professional name for themselves, and possibly make money.
- Work in groups or individually
- Diversify college ready skills for a well-rounded resume.
- Have the opportunity to display work on the video announcements.
- Students will create a wide array of possible projects whose descriptions are too lengthy to list. Besides certain guidelines, for the most part, the content will be up to the student.
- Be more prepared, in regards to filmmaking, than many if not most high schools. At CNS, we have the unique opportunity to offer two levels of full year filmmaking classes in our art department. Many schools who have a video program, only offer it as a part of another class. Take advantage of this amazing opportunity.

**Video Production 2** **1 Credit**  
**40 Weeks**  
**Grades 11, 12**  
**Prerequisite – 85 or above Video Production 1**

Continue to master your filmmaking skills in this full year class. VP2 is run pretty much the same as Video Production 1, but with even more self-direction.

- Take all of the skills and techniques learned in Video Production 1 to the next level of professionalism in regard to sounds design, lighting, practical and visual effects, directing and editing, prop building and design, and more.
- Learn more professional, higher level editing techniques
- Learn VFX (video effects) and advanced “green screen” techniques and applications
- Have the opportunity to create an extremely strong and competitive portfolio of films
- Create a professional looking web series that could be the start of a lucrative (money making) business
- Be able to display their work on the CNS Morning Show
- Be more prepared, in regards to filmmaking, than many if not most high schools. At CNS, we have the

unique opportunity to offer two levels of full fear filmmaking classes in our art department. Many schools who have a video program, only offer it as a part of another class. Take advantage of this amazing opportunity.

### **Art and Social Media** **1/2 Credit** **Grades 10, 11, 12** **20 Weeks**

This course provides visual and performing artists with the skills to promote their art in today's competitive market. Artists will learn how to reach and effectively communicate with their target audience.

#### **This course includes:**

- Fine art photography and mobile phone app editing
- Artist gallery application/musician electronic press kit creation/Etsy shop
- Social media responsibility and etiquette with Facebook and Instagram building
- Creating Snapchat filters
- VSCO

### **Studio in Printmaking** **1/2 Credit** **Grades 10, 11, 12** **20 Weeks**

This course explores the exciting and dynamic process of creating multiples of images through printmaking media such as woodcut, etching, spray paint stencil art, and monotype. Students will use the etching press and hand printing methods to transform photographs or drawings into colorful prints that explore pop culture, graffiti art, portraits, abstraction and more. This course is for students who enjoy step by step processes and working with their hands.

#### **This course includes:**

- Creating artwork inspired by artists such as Andy Warhol, Banksy, and Shepard Fairey
- Making editions of color and black and white prints on paper and fabric or clothing
- Matting and displaying artwork
- Exploring the origins and traditions of printmaking throughout the world

### **Media Communications 1** **1 Credit** **Grades 9, 10, 11, 12** **40 Weeks**

Are you interested in Sports, Entertainment and/or News Broadcasting? In this introductory class, students will have a chance to learn a real world skill for a growing career field in a project based learning environment on both sides of the camera. Once students learn all aspects of what it takes to conceive, create, produce, and stream broadcasted events, from the technical side to the talent side, students will then choose tech, talent, or both to focus on and start to produce NSJHS/CNS Morning

Shows. Students will also create/produce a collection of small special interest videos throughout the year that may be incorporated into the show or that will be a part of another series.

#### **Students will:**

- Learn to work as a team to create and produce the NSJHS/CNS Morning Show as well as other "op ed" personal/special interest video projects.
- Begin to lead production teams and will in further classes produce entire shows.
- Learn both on-air and off-air aspects of production, however students will not be required to be on camera on the Morning Show.
- Acquire skills in problem solving, decision making, creative thinking and leadership
- Have the opportunity to create their own sideshow altogether to be played either on the Morning Show or online.

Upon completion of this course, students will have the opportunity to take Media Communication 2.

### **Media Communications 2** **1 Credit** **Grades 10, 11, 12** **40 Weeks**

#### **Prerequisite: Media Communication 1**

Continue to sharpen your on-air and/or off-air skills as you help create, produce and broadcast the CNS Morning Show. In this project based learning class, you will specialize in one or several areas of the production process. You will also begin to lead small groups and, eventually, an entire set crew. Like in Media Communication 1, you will create and produce special interest videos which will be featured on the CNS Morning Show.

#### **Students will:**

- Learn to work as a team to create and produce the CNS Morning Show as well as other "op ed" personal/special interest video projects
- Begin to lead production teams and will begin to produce an entire show
- Learn about on-air and off-air aspects of production. Students will still NOT be required to be on camera on the Morning Show
- Sharpen skills in problem solving, decision making, creative thinking and leadership.
- Have the opportunity to create their own sideshow altogether to be played either on the Morning Show or elsewhere online.

Upon completion of this course, students will have the opportunity to take Media Communication 3.

**Medial Communications 3****Grades 11 and 12****1 Credit****40 Weeks****Prerequisite: Media Communication 1 and 2**

Continue to sharpen your on-air and/or off-air skills as you create, produce and broadcast the CNS Morning Show. In this project-based learning class, you will specialize in one or several areas of production process. You will also lead groups and an entire set crew. Like in Media Communications 1 and 2, you will create and produce special interest videos which will be featured on the CNS Morning Show.

**Students will:**

- Create and produce the CNS Morning Show as well as other “op-ed” personal/special interest video projects
- Lead production teams and produce entire shows
- Sharpen skills in problem solving, decision making, creative thinking and leadership
- Continue to make content for their own side show to be played either on the Morning Show, YouTube, or elsewhere online.

## **BUSINESS**

- **Business courses are designed to meet the needs of both college-bound students and those seeking entry-level employment.**

### **COMPLETE COURSE OFFERINGS and CREDITS**

<b>NSJH</b>				<b>C-NS</b>			
Digital Communication I*	½	Personal Law	½			Video Game Design and Promotion	½
Career & Financial Management	½	Civil and Criminal Law	½	Financial Analysis	½	MS Word 1 & Google Docs	½
Introduction to Marketing**	½	Entrepreneurship	1	OCC Financial Accounting	1	MS Word 2 & Google Docs	½
MS Word 1 & Google Docs	½	SUPA Entrepreneurship	1	Leadership	1	Money and Banking	1
Digital Communication II**	½	Career & Financial Management	½	SUPA Sport Management	1	SUPA Money and Banking	1
		CEIP	½	Wall Street	½	Intro to Business	1
*Only offered at NSJHS – Grade 8 **Only offered at NSJHS – Grade 9				Sports and Entertainment Mkt	1	Sports Media	1
				Social Media	½	Criminal Justice	½

- **Students may earn a CTE (Career and Technical Education) Endorsement on their diploma in one of the areas listed below. Five (5) credits are needed including the core requirements. Students can select from the entire business course offerings to fulfill the credit requirements. In addition, students must pass a core exam showing proficiencies in selected areas.**

### **COURSE/CORE REQUIREMENTS FOR CTE ENDORSEMENT** (5 Business Credits Total)

<b>MARKETING</b>	<b>FINANCE</b>
Career & Financial Management (CFM) (1/2)	Career & Financial Management (CFM) (1/2)
<b>AND</b>	<b>AND</b>
Introduction to Marketing (1/2)	Introduction to Marketing (1/2)
<b>OR</b>	
Introduction to Business (1) *	Introduction to Business (1)*
Entrepreneurship (1)	OCC Financial Accounting (1)*
<b>OR</b>	
SUPA Entrepreneurship (1) **	Wall Street (1/2)
Sports and Entertainment Mkt. (1)	Financial Analysis (1/2)
3 Core Credits Plus 2 Additional Credits	3 Core Credits Plus 2 Additional Credits

\* Three (3) SUNY/OCC credits available upon completion of course(s).

\*\*Three (3) SUPA Credits

**Digital Communications I****½ Credit****Grade 8 Only****40 Weeks****Meets Once Every Four Days**

Digital Communications - the electronic exchange of information. Working, living and learning in the 21<sup>st</sup> Century will require an expanded skill set-

**Students will:**

- Prepare for a continuous e-learning and re-skilling process.
- Discover the framework for 21<sup>st</sup> century skills in a creative and innovative environment.
- Be introduced to any new district software platforms while combining them with various digital tools.
- Advance both MAC and PC computer skills.
- Learn how to work more productively in their classes.
- Develop skills to effectively communicate personally and professionally in the digital world.
- Learn the capabilities and operation of high-tech hardware, software, as well as web resources to develop proficiency using a variety of computer input and output technologies.

**Digital Communications II****½ Credit****Grade 9****20 Weeks**

Computers and business – the two constants in today's work environment. This half-year course is designed to enhance and develop your business communication and presentation skills. Upon completion of course, students will have developed proficiency in both computer software and communication skills. This class will allow students to enter the job market with a competitive edge.

**Students will:**

- Develop and enhance business communication and technology skills to prepare for a successful transition into college and the workplace.
- Locate, organize, understand, evaluate and analyze information using PC software, MAC software and online resources.
- Create projects/presentations using Prezi, iMovie, Pages, Glogster
- Understand the role of social bookmarking sites and social learning networks.
- Generate QR Codes and develop an understanding of a QR code reader and how they are used in business.

**Introduction to Marketing****½ Credit****Grade 9****20 Weeks**

This course describes the role of workers and consumers in our economic society; basic concepts of human relations and decision-making are covered. Learned concepts and skills have direct application to the business workplace. Topics include the free enterprise system, economic principles, human relationships, values/ethics,

problem solving, dealing with conflict and an introduction to business/marketing occupations.

**Students will:**

- Learn business and marketing themes throughout the course.
- Develop a general business vocabulary.
- Identify core concepts of marketing strategies based on product, price, place and promotion objectives.
- Demonstrate business problem-solving skills.

**Career and Financial Management (CFM) ½ Credit****Grades 8, 9, 10, 11, 12****20 Weeks**

Career & Financial Management is for those students interested in knowing more about career exploration and the financial responsibilities that come with it. This course provides students with invaluable employability skills and knowledge of the workplace. No matter what one's career plans are, this course offers the skills and knowledge necessary to develop them to their fullest potential. **Career and Financial Management (CFM) is a one-half unit Career and Technical Education (CTE) course required for students in all New York State Approved CTE Programs. It is also commonly included in locally developed CTE sequences. CFM can be taught as a stand-alone course or integrated within an approved CTE program.**

**Students will:**

- Explore individual personal skills needed for employment.
- Learn what it takes to be an effective employee.
- Learn the skills employers are looking for (from book 10 Things Employers Want You to Learn in College).
- Match career exploration with personal skills and qualities.
- Create a resume and cover letter.
- Fill out job applications.
- Participate in interviews.
- Learn time management skills.
- Explore major laws and regulations related to employment.
- Do personal budgeting.
- Explore checking and savings accounts.
- Learn how to use credit wisely.

**Career Exploration Internship Program (CEIP)****½ Credit****Grades 11, 12****20 Weeks**

***CEIP applications are available from your Counselor, Business teacher, or in the Career Center.***

Are you looking for an opportunity to take a closer look at a career choice? Unsure of your career path? CEIP will assist you in developing the knowledge and skills needed to help you make an informed career decision.

**Students will:**



- Complete a CEIP application and interview with the CEIP Coordinator for admission to the program **(required\*)**
- Complete a skills based resume, cover letter and reference list, and practice job interviewing techniques.
- Investigate a career of interest through research and completion of a 10-week internship at a worksite for required total of 54 hours.
- Prepare and deliver a final presentation of the knowledge and skills learned at the work site
- Create a portfolio on the internship experience
- **Apply for internship during spring prior to internship year.**

**Entrepreneurship** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

Learn how to identify unique business opportunities and create and build new business. You will explore the creative and innovative practices of successful entrepreneurs. The Syracuse small business community is an integral part of this course. You will analyze a variety of business models and apply the strategies and processes learned to start a business of their own.

**Students will:**

- Learn how to recognize business opportunities
- Explore and analyze successful business models
- Identify steps in the entrepreneurial process in relation to successful businesses, both locally and globally
- Learn about successful entrepreneurs and their businesses through field trips, guest lectures, articles, case studies, and videos
- Identify methods of raising capital and financing a business
- Learn about building a new venture team
- Prepare pro forma financial statements
- Explore marketing strategies essential to company growth
- Apply the entrepreneurial process by writing a business plan and starting your own business.

**Introduction To Business (BUS 101)** **1 Credits**  
**Grades 11, 12** **40 Weeks**

This is an introductory course designed to give the student an overview of the impact of business on society. The course is intended to aid the student in obtaining a clear understanding of the way in which contemporary business functions through the interrelationships of marketing, management and finance.

**Students who successfully complete this course may earn three SUNY college credit hours at Onondaga Community College.**

**Leadership** **1 Credit**  
**Grades 11, 12** **40 Weeks**

Do you want to enroll in a course that makes a difference at CNS and develops skills that will be needed after graduation? This course will have an impact on your life well beyond your days at CNS.

**Students will:**

- Learn how to effectively lead any type of group in and out of high school.
- Develop skills such as time management, communication, community building, and crisis management.
- Run the “STAR” Leadership Program by organizing the afterschool seminars held for the entire school.

**SUPA Entrepreneurship\*\*** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Syracuse University Project Advance (SUPA)\***

This is a Syracuse University Project Advance course that earns 3 credit hours. Students who enroll in the course **are required to register for college credit and must pay current rate of tuition\***. This course will provide you with an understanding of entrepreneurship and the vital role it plays in a global economy.

**Students will:**

- Assess, explore and critique entrepreneurship.
- Focus new venture creation
- Learn to recognize viable business opportunities.
- Create an innovative business model.
- Learn about successful entrepreneurs and innovative business models through field trips, school/business partnerships, videos, interviews, articles and case studies.
- Analyze how a variety of successful business owners navigated the entrepreneurial process and learn to apply these strategies to create a business.

**\*\*Must register for SU Credit and pay current rate of tuition (\$345/course).**

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of students in the class must be registered for credit which needs to be done within the first two weeks of class in September.**

**Personal Law** **½ Credit**  
**Civil and Criminal Law** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Are you interested in the laws that protect you as a consumer and a citizen? Are you inquisitive about the criminal justice system in the United States? These two half-year courses will allow you to discover how the legal system operates and affects you as a citizen.

### **Personal Law (Fall)**

- Credit and Bankruptcy
- Origins of Law
- Contract Law
- Fraud
- Employment Law

### **Civil and Criminal Law (Spring)**

- Criminal Law
- Civil Law
- Ethics
- Court System

### **Criminal Justice ½ Credit Grades 11, 12 20 Weeks**

**Prerequisite – Successful completion of Business Law A (Personal Law) and B (Civil and Criminal Law)**

Are you looking to pursue a career in the Criminal Justice field? This growing field includes an introduction to our system of government that upholds our legal system. This ½ year course will introduce students to law enforcement, the court systems, and the corrections system within our country. Students interested in exploring this field will be prepared for the transition to post-secondary studies.

#### **Course Objectives:**

- The development and current operation of the criminal justice field
- Discussion of future trends
- Contemporary issues in law and law enforcement
- Sentencing guidelines
- Judicial systems and various other forms of justice
- Emphasis will be placed upon career exploration within this wide open field

### **OCC Financial Accounting (BUS 105) 1 Credit Grades 11, 12 40 Weeks**

**Prerequisite: Must pass MAT 087 (i.e.: College Level Math Placement Exam or Algebra 2)**

This is the first accounting course required of all college business/accounting majors. This class will also give you the skills to maintain financial records for your own business. You will learn how to analyze and record business transactions and complete the accounting cycle for a corporation. You will also learn how to prepare and read financial statements and use Excel and QuickBooks accounting software programs.

**If you successfully complete this course, you may earn three SUNY College credit hours at Onondaga Community College.**

### **Financial Analysis ½ Credit Grades 10, 11, 12 20 Weeks**

This advanced class picks up where Wall Street leaves off – but anyone can take – there is no prerequisite. It delves into more complex financial securities and reinforces Wall Street concepts. It also provides a deeper career exploration piece.

#### **Students will:**

- Explore the future and option market
- Explore a career in finance
- Study and take practice financial exams. Series 6, 7 and 63
- Learn what it takes to become a CFP
- Create portfolios using advance strategies and securities

### **Money and Banking (Your money, your future) 1 Credit Grades 10, 11, 12 40 Weeks**

**Prerequisite: Successful completion of one prior business class with a final average of at least an 85%.**

Money: how you manage, invest, keep and grow it. Students will learn how financial institutions operate, bank services offered, investment strategies and the credit system.

You will apply the concepts learned while operating the **Northstar Branch of the CORE Federal Credit Union.**

This course provides a unique experience to learn from the inside how financial institutions function while building your resume. You will apply financial literacy concepts to minimize the cost of financing, obtain credit, manage debt and create budgets, while making investment decisions to create and sustain your desired lifestyle. You will also learn how to market and promote your product.

#### **In addition, students will:**

- Select a career and a company in a select city in which to live and work.
- Calculate gross pay and net pay.
- Develop a working budget.
- Learn banking procedures and options.
- Learn the process of selecting an apartment and purchasing furnishings.
- Finance a car and learn the necessary steps for operating a vehicle in New York State.
- Explore the life stages such as marriage and children (if preferred).
- Understand the process of purchasing a house and the necessary upkeep.
- Learn the process of purchasing insurance policies that are necessary to protect your family and assets.
- Explore scenarios of changing careers and the effects of it on finances.
- Learn various methods of investing.

- Plan for retirement.
- Learn how to make decisions to maintain your chosen lifestyle and stay financially fit.

**SUPA Money and Banking\*\*** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Syracuse University Project Advance (SUPA)**

This is a Syracuse University Project Advance Course that earns 3 credit hours. Students who enroll in the course **are required to register for college credit and must pay the current rate of tuition\***. This course will provide you with an understanding of the economics of personal finance and the vital role it plays in your future. The world of personal finance can be overwhelming – from financial institutions, credit cards, mortgages and more. This course is here to explain the essential information you need to know to make financially smart decisions for the rest of your life. This course focuses on the foundations of financial planning. Students will learn how financial institutions operate, bank services offered, investment strategies and the credit system. You will apply the concepts learned while operating the **Northstar Branch of the CORE Federal Credit Union**. This course provides a unique experience to learn from the inside how financial institutions function.

**Students will:**

- Set short-term and long-term financial goals
- Learn how to set and work within a budget
- Calculate gross and net pay
- Learn banking procedures and options
- Explore the insurance industry (health, car, life, etc.)
- Understand the process of applying for a mortgage
- File tax forms and know who has to file taxes and why
- Learn various methods of investing
- Learn how to develop a plan for retirement
- Learn how to make informed financial choices with regard to your professional and personal life
- And more

**\*\*Must register for SU Credit and pay current rate of tuition (\$345/course).**

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of students in the class must be registered for credit which needs to be done within the first two weeks of class in September.**

**Wall Street** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Wall Street is an investment class where students explore securities and the concept of investment returns and personal financial strength.

**Students will:**

- Explore career choices and budgeting.

- Define and prioritize Risk Capital.
- Investigate stocks, mutual funds and other securities.
- Review financial statements.
- Use chart strategies to identify financial health.
- Create portfolios using the chart strategies.

**Sports and Entertainment Marketing** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

Sports Marketing is one of the fastest growing fields in business. Come and join us as we further explore this industry in this project based course.

**Students will gain knowledge in:**

- Basic principles of marketing.
- Applying principles to the sports and entertainment world.
- Buying and selling.
- Managing, advertising and promoting products.
- Utilize your capacity for imagination and creativity to gain a competitive advantage in this field that is on the rise.

**Sports Media** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite – Successful completion of Sports and Entertainment Marketing**

Are you interested in a career in sports, as an announcer, blogger, broadcaster, or reporter? Then this course is for you. This course is designed for students who are interested in continuing to investigate further career opportunities within the sports media industry, including online sites, newspapers, radio, TV, and social media. There may be opportunity for students to work with the CNS Athletic Department.

**Students will learn:**

- Role of sports media industries
- Impact on sports organizations
- Professional ethics in the sports and media industries
- Theories of sport communication and leadership
- Development of personal branding campaigns
- Social responsibility in the sports media workplace

**SUPA Sport Management** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite – Successful completion of Sports and Entertainment Marketing**

Are you looking to work in the sports industry? If so, then this is the course for you! This college-level course is designed for the student who intends to work in the sport industry at the management level.

**Students will:**

- Identify and describe the unique characteristics and dimensions of sports
- Examine some of the major problems/issues facing sport managers.
- Develop a knowledge and understanding of what is involved in the management of sports.
- To apply the foundation and principles of sport management to various aspects of the sport industry.
- Understand the social and ethical responsibilities involved in managing sport organizations and events.
- Identify career opportunities in the sports industry and how to prepare for them.

**\*Must register for SU Credit and pay current rate of tuition (\$345/course).**

### **Video Game Design and Promotion ½ Credit Grades 10, 11, 12 20 Weeks**

Interested in exploring a career path as a video game programmer, animator or video game designer in one of the fastest growing industries in the world?

#### **Students will:**

- Use the innovative 3-D programming software called ALICE.
- Create and populate virtual worlds with objects and characters.
- Use animation to create movies, commercials, and simple games. Learn about various careers in the video game industry.

### **Microsoft Word 1 & Google Docs ½ Credit Grades 9, 10, 11, 12 20 Weeks**

Keyboarding applications are a must have in this fast-paced digital world that we live in. In this course, learn the basics of using both Microsoft Office Suite & Google Drive, while improving your keyboarding and word processing skills. This course will also introduce the student to the basics of Google Drive striving for a paperless environment. Google Apps are fast becoming the world's most popular online tools. This course allows for an opportunity to learn some valuable new skills in one of these applications-Google Docs. This hands-on class will give you a technology background to better prepare you for college, a job or even challenges that you may face in a virtual classroom.

#### **Students will:**

- Learn to key and format documents such as letters, resumes, memos, data tables, bulleted and numbered lists, and reports.
- Learn how to activate a Google account and set up for instant access to your documents.
- Learn how to use Google Docs to improve productivity

- Be able to edit a document that someone else has produced in real time
- Be able to share a document in order to collaborate on a task
- Learn to upload and use the documents they already created in Microsoft Office into a Google format
- Understand how to send and retrieve documents online
- Learn to master both Microsoft Words & Google Doc's easy, powerful document-editing and formatting tools
- Learn to collect and share documents securely online with fellow classmates and teachers
- Learn how to access Google Docs from a computer or mobile device
- Use communication skills and learn how they are incorporated in the 21<sup>st</sup> century.
- Increase keyboarding speed and accuracy by taking online timed writing assessments.

### **Microsoft Word 2 & Google Docs ½ Credit Grades 10, 11, 12 20 Weeks**

#### **Prerequisite: Microsoft Word 1 & Google Docs**

For students with keyboarding and word processing skills, this course provides the opportunity to learn and communicate using the Microsoft Office Suite, Google Drive and other relevant applications. It offers an overview of the role of technology in society and provides an introduction to digital and information technologies, concepts and terminologies.

#### **Students will:**

- Use web applications such as Google Docs, Sheets, Slides and Microsoft Word, Excel, Access, PowerPoint and other software, as applicable to learn, search and organize research, and present findings.
- Discuss the community, legal and ethical issues related to digital devices and the internet.
- Will have opportunities to develop research and critical thinking skills.
- Be introduced to continuously evolving and emerging digital technologies and their effects on society.
- Demonstrate the skills needed to be an informed digital citizen, achieve academic and workplace success and participate in an increasingly globalized environment.



## **Social Media**

**Grades 10, 11, 12**

**½ Credit**

**20 Weeks**

Do you use Instagram? Twitter? How often? In what capacity? Social media has given individuals a voice to connect and engage with others. In business and industry, this platform gives consumers considerable power over marketers and brands. If you want to learn more about how to use social media effectively, this course can help.

### **Students will:**

- Explore the history of social media
- Develop effective social media
- Understand the fundamentals of social media marketing
- Build, measure, and track effective social media marketing
- Explore the impact of digital footprints

## **Work Experience Cooperative Marketing ½ - 1Credit Grades 10, 11, 12**

**20-40 Weeks**

Students enrolled in any business course are eligible to participate in earning work experience cooperative credit towards graduation.

- planned and coordinated with a classroom program of related instruction and matched with the student's paid, part time employment
- enrolled in a ½ year course are expected to complete 150 hours of employment
- students enrolled in a full year course are expected to complete between 150-300 hours
- successful completion of coursework, fulfillment of required work hours and recommendations from employer and instructor are required of each student employee

**150 hours = ½ credit**

**300 hours = 1 credit**

## **Work Experience Cooperative Office ½ - 1 Credit Grades 10, 11, 12**

**20-40 Weeks**

Cooperative office work experience involves utilizing your study hall/free time to gain real-world work experience within the school community. This is a great opportunity to:

- Gain additional work-related experience
- Improve skills
- Earn future professional recommendations.

Students will be matched with school employees in need of a variety of tasks. Successful completion includes achieving the required time and successful evaluation by staff member.

**67 class periods = 1/2 credit,**

**125 class periods = 1 credit**

## **ENGLISH**

### **Minimum Graduation Requirements:**

**Students must earn four credits of English and pass the English Comprehensive Regents Exam.**

#### **English 9 Grade 9** **1 Credit 40 Weeks**

This course is designed to focus on writing skills, reading skills, listening/speaking, vocabulary building and spelling. Emphasis will be placed on the skills that should be developed in high school to prepare the student to take the Regents in English/Language Arts and to also prepare the student for beyond high school. Readings will include both classic and modern works at a variety of levels.

**This course is NCAA approved.**

#### **English 9 Honors Grade 9** **1 Credit 40 Weeks**

##### **Prerequisite: Teacher recommendation**

This course has as its core a greater depth of study than that which may be pursued in English 9 Regents. Work will require synthesis, analysis and application as well as higher level/critical thinking skills. Emphasis will be placed on reading and writing skills as well as literary analysis of modern and classical literature. Students must have a 90% overall average in eighth grade English and must pass the final exam with a minimum score of 90%. The Reading Inventory (R.I) score must be 1261 or higher.

**This course is NCAA approved.**

#### **English 10 Grade 10** **1 Credit 40 Weeks**

Literature is the emphasis of this course with these objectives:

##### **Students will:**

- Learn to read for insight and idea as well as for information.
- Develop writing ability in expressing individual reactions to class discussions and assigned readings.
- Increase vocabulary through a study of works encountered in assigned readings.
- Learn to express opinions, especially toward literature, by use of specific references from the readings.
- Learn grammar and usage necessary to write and converse.
- Learn basic literary terms and figures of speech through the reading of drama, short stories, poetry, non-fiction and novels.

- Learn research techniques and the correct forms of bibliography and in-text citations necessary to write a research paper.

**This course is NCAA approved.**

#### **English 10 Workshop Grade 10** **1 Credit 40 Weeks**

English Workshop is designed to foster independent reading skills as well as improve writing skills. Workshop will include Read 180, independent novels and mentor texts. Independent reading time may take several forms throughout the year, including literature circles, small group instruction, and individual instruction including reading/writing conferences. By the end of the year, students should be more confident, skillful readers and writers.

#### **English 10 Honors Grade 10** **1 Credit 40 Weeks**

##### **Prerequisite: English 9H and/or teacher recommendation**

This course is for the self-motivated and determined student. Discussion and class activities move beyond surface level understanding. It is a survey course designed to promote critical analysis and knowledge of literary theory. Through the study of multiple genres, students will be expected to perform at the advanced level. This fast paced and rigorous environment prepares students for success at the AP level and beyond. Class requirements will include, but are not limited to, independent research, higher-level thinking and advanced skill in writing.

**This course is NCAA approved.**

#### **English 11 Grade 11** **1 Credit 40 Weeks**

The curriculum involves a study of American literature, as well as significant selections from British literature. Short stories, poetry, drama, and novels are studied. Vocabulary is developed through a contextual approach and/or through use of vocabulary books. Composition is a major part of this curriculum, with emphasis on expository and literary essay types. The course encompasses intensive concentration on skills required to pass the Comprehensive English/ Language Arts Regents Examination.

**This course is NCAA approved.**

**English 11 Honors** **1 Credit**  
**Grade 11** **40 Weeks**  
**Prerequisite: English 10 or 10H and teacher recommendation**

The full-length play and the novel are the genres stressed. Students will engage in the writings of weighty authors such as Melville, Hawthorne, Dickinson, Thoreau, Emerson, Whitman, and others. In addition, students are expected to independently research extra materials and read “outside” critical analyses on the writers and works used. Because this course is intended for the highly motivated student, extensive personal involvement via discussions and class presentations is expected, as is a healthy appreciation for challenging literature.

**This course is NCAA approved.**

**AP Language and Composition\*** **1 Credit**  
**Grades 11, 12** **40 Weeks**  
**Prerequisite: English 10/11 or 10H/11H, with at least an 85 average and teacher recommendation**

This elective is for any junior or senior who truly appreciates the power of words and the art of language as it appears in our daily lives and in the writings of those who have been published in years past. While promoting writing in many contexts for a variety of purposes, the 11<sup>th</sup> grade AP English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience and argument. We read and write from a different perspective and talk about familiar techniques of diction, syntax, imagery and tone. We learn how persuasive writers combine these devices to the service of argument. This is a fantastic course for students who want a challenging environment in which to grow.

**Students will:**

- Read, discuss and discover the art within non-fiction, fiction and various mixed media
- Become skilled consumers of information
- Develop credible, ethical, interesting arguments that draw from current events, pop culture, history, their own lives and relevant literature
- Prepare for college level thinking and writing.

\*There is a course fee for the required AP exam in May

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**AP Literature\*** **1 Credit**  
**Grades 11, 12** **40 Weeks**  
**Prerequisite: English 10/11 or 10H/11H, with at least an 85 average and teacher recommendation**

In this literature and composition course, students are engaged in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer’s craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as a shared experience. Students will take an AP exam in May. A fee is required for the AP examination.

**Students will:**

- Read complex and sophisticated works of fiction, poetry and drama
- Write analyses of literature, using a variety of critical perspectives
- Discuss literature with their classmates and teacher

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**Humanities 12** **1 Credit**  
**Grade 12** **40 Weeks**

The Humanities 12 curriculum is designed to prepare students to be college and career ready. This course is not only designed to make students better readers, writers, speakers and thinkers, but also to make students better educated about themselves as they embark on the real world.

**Students will:**

- Compose argumentative essays
- Master the research process
- Read, analyze, and respond to novels, short stories, non-fiction, and drama

**This course is NCAA approved.**

**English 12** **1 Credit**  
**Grade 12** **40 Weeks**

The English 12 curriculum is designed for students who plan on pursuing their academic education beyond high school at a two or four year college or university. The academic demands are rigorous and mimic that of a college freshman style course. The course also helps students complete the college exploration and application process, including, but not limited to, the common application essay.

**Students will:**

- Compose argumentative essays
- Master the research process
- Read, analyze, and respond to novels, short stories, non-fiction, and drama

**This course is NCAA approved.**

## **ENGLISH ELECTIVES**

### **SUPA Writing Grade 12**

**1 Credit  
40 Weeks**

Do you feel ready for the writing colleges will require? Here's your chance to take a Syracuse University course right here at CNS. This course will be conducted as a writing workshop, which views writing as a creative, visible, and ongoing process. Understand multiple genre and several different writing situations.

#### **Our Community will:**

- Develop a greater understanding of how one's writing can have an effect on oneself and one's environment
- Read a variety of informal and formal pieces
- Think and write analytically
- Create evidence based arguments

Everyone in this community will function as active teachers, learners, and writers. Accordingly, you will be asked to write, edit, and rethink your own work, to critique the papers of your peers, to engage in research, and to write critical responses to a variety of assigned texts. The goal of these activities is to help you acquire confidence in your own ability to read and write with precision and sophistication. The three units in this course consist of writing and thinking analytically, developing a research-based argumentative essay, and in culminating a reflective portfolio.

**Students who successfully complete this course have the option of earning three credit hours through Syracuse University Project Advance (SUPA) Program. All students must register for SU Credit and pay current rate of tuition (\$345/course).**

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of students in the class must be registered for credit which needs to be done within the first two weeks of class in September.**

**This course is NCAA approved.**

### **ENL Language Arts**

**Grades 9, 10, 11, 12**

**40 Weeks**

This course is a full year English class for ENL students. The class is open to English Language Learners in grades 9-12 based on performance on the NYSESLAT exam and on teacher recommendation. Curriculum is based on the New York State Learning Standards for ELA and on the Common Core Standards. Materials and methodologies are responsive to the lower English Language level of the learners, and instruction is differentiated to accommodate a range of developmental language levels. Students engage in listening, speaking, reading, and writing activities centered around literature, academic topics, grammatical structures, and intercultural awareness.

### **Team Building and Emotional Intelligence ½ Credit Grade 10, 11, 12 20 Weeks**

Emotional Intelligence was designed to give students in grades 10-12 an opportunity to learn and apply people skills that will not only help them navigate high school, but their professional and personal lives in the world after high school as well. Students will become better connected both to their own aspirations, as well as to each other as they participate in the class. Typical days consist of team building challenges, creative thinking activities and hands-on tasks centered around Daniel Goldman's concept of Emotional Intelligences.

#### **Students will:**

- Analyze and appropriately manage social situations, both in their personal and professional lives
- Organize their ideas and present them in a group setting (both large and small)
- Understand and apply the eight basic concepts of Daniel Goldman's Emotional Intelligences
- Think flexibly and problem solve in unique, creative ways
- Connect with classmates and build positive, health relationships

### **Children's Literature Grades 11, 12**

**½ Credit  
20 Weeks**

This course is designed to make students aware of the benefits and pleasures inherent in exposing children to good literature from a very early age. The types of literature appropriate to various age levels, are examined, discussed, critiqued and even created. This class is predominately hands on, project based learning and is geared to those who enjoy reading, writing and creating original pieces. Each student is responsible for approximately four-five creative, literature based projects throughout the semester.

#### **Students will:**

- Complete semester reading project
- Complete a research component
- Create original book(s)
- Actively participate in a Cicero Elementary Partnership

### **Cinema Grades 11, 12**

**½ Credit  
20 Weeks**

Cinema studies film theory, film terminology and film genres. The course focuses on the basic elements that will help students become better film viewers and, potentially, better filmmakers. Some of the film titles we will study include: *Batman Begins*; *Monsters, Inc*; *The Godfather*,



*127 Hours; Hugo; Edward Scissorhands; Cool Hand Luke* and a host of other titles.

**Students will:**

- Discuss film using cinematic terminology
- Evaluate films critically
- Investigate the importance of editing
- Recognize the role of cinematography
- Write reviews and critiques
- Create storyboards
- Produce a flip book

**Creative Writing  
Grades 11, 12**

**½ Credit  
20 Weeks**

This course offers students a learning community where they will investigate and develop their own unique voice and style of writing. Many genres of writing will be studied allowing students to be self-directed learners as they discover genres they prefer. While this course is writing intensive, the writing workshop environment allows students to collaborate with one another and grow as writers.

**Students will:**

- Experiment with genres including: memoirs, poetry, digital storytelling, short stories, plays, journals and many others
- Participate in a writer's workshop where they critique work
- Have the opportunity to publish pieces
- Create a diverse portfolio

**This course is NCAA approved.**

**Journalism  
Grades 11, 12**

**½ Credit  
20 Weeks**

This course is designed for the journalists of the 21<sup>st</sup> century. Students taking this course should possess curiosity and responsibility. Students learn techniques of reportage, from researching, to writing and editing. The emphasis is on writing for publication while fostering the habit of reading for information and enjoyment.

**Students will:**

- Write a variety of styles for publication, including editorials, features, news, sports, and entertainment.
- Research and discuss controversial/current topics important to society and generate informed responses.
- Develop and enhance effective communication skills.

**This course is NCAA approved.**

**Speech  
Grades 11, 12**

**½ Credit  
20 Weeks**

The fear of speaking ranks up there with the fear of heights and death for ALL people young and old. In this

class, the teacher provides the experiences and the framework but the students drive this course-nearly all class time is devoted to student presentations ranging from informative speeches to persuasive and speaking exercises like picking subjects out of a hat and thinking on your feet. So, if you want to improve your communication skills, this is the environment for you. One of the bonuses to this class is the diverse bunch of students who take the course, giving you the rare opportunity in our big school to meet new people. The skills you learn here, you will take with you for the rest of your life. Sign up!

**Students will:**

- Learn ways to overcome fears of public speaking
- Experience a variety of speaking types
- Become confident in speaking both formally and informally

**This course is NCAA approved.**

**SUPA Presentations \*  
Grade-12**

**½ Credit  
20 Weeks**

Nearly all secondary schools require a public speaking course and we offer Syracuse University's Presentational Speaking course right here at CNS for any interested senior. The credits transfer to all colleges and universities and the communication skills stay with you for life. In this class, we explore multiple modes of presentation styles in order to deliver a message. Students are exposed to various organizational techniques and are given the opportunity to use their own interests and personalities to develop their speeches. Each student becomes a voice for awareness and change.

**Students will:**

- Follow the SU syllabus and experience the rigor of college level work
- Overcome anxieties associated with public speaking
- Develop confidence
- Learn the value of constructive feedback both as a speaker and as a listener

Note: Anyone can take this course. There is NOT a pre-requisite

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of the students in the class must be registered for credit which needs to be done within the first two weeks of the course in February.**

Students who successfully complete this course have the option of earning three credit hours through Syracuse University Project Advance (SUPA) Program. All students must register for SU Credit and pay current rate of tuition (\$345/course).

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of students in the class must be registered for**

**credit which needs to be done within the first two weeks of class in September.**

**This course is NCAA approved.**

**Theatre**  
**Grades 11, 12**

**½ Credit**  
**20 Weeks**

This performance-oriented course will introduce students to the many facets of theatre: theatre history, pantomime, improvisation, acting techniques, stagecraft, scriptwriting and playwriting with a focus on monologues, one-act plays and full length plays. This course will also study drama from a wide range of writers, time periods and perspectives, and will focus on improving reading, writing, communication and performance skills. After studying the various aspects of theatre, students will then be provided with ample opportunities to practice the craft firsthand.

**Students will:**

- Read and perform plays from major periods in theatre history

- Create original scripts for performance
- Engage in classroom performances from a variety of genres
- Complete a research based project and performance
- Memorize and deliver dramatic works
- Fully develop scenes and characters
- Analyze the qualities of effective performances and audiences
- Work collaboratively on projects and performances





## **New York State Career and Technical Education (CTE)**

Graduate Endorsement at  
Cicero North Syracuse High School  
*Family and Consumer Sciences*

### **CTE Resources & Contact Information**

- CTE Exam Information & Study Guides -  
Code to access: **dfsndm6**

### **What is CTE Endorsement?**

If the student completes the approved program, earns the CTE endorsement for the approved program and meets the requirements of passing the Regents Exams, he or she will receive Regents Diploma with a **CTE Endorsement**. The State indicates that students who participate in approved programs out-perform the general student population in terms of passing the New York Regents exams and graduating from High School.

### **Today's CTE provides students with:**

- Academic subject matter taught with relevance to the real world.
- Employability skills, from job-related skills to workplace ethics.
- Career Pathways that link secondary and postsecondary education.
- More information available: [www.acteonline.org](http://www.acteonline.org)

### **How can CNS Family & Consumer Sciences help you?**

- Help you complete a CTE Endorsement
- Prepare you for the Provision Exam
- Obtain College Course Credit
- Gain work based learning experience
- Develop employability and college readiness skills

## **FACS-CTE Program Requirements**

- 3 ½ credits complete in required course work
- 3 credits must be from a FACS CTE Strand
- ½ credit required: Careers for Financial Management
- Complete 1 Work Based Learning Experience
- Complete Portfolio/Projects
- Complete Lab Requirements
- Complete Practicum for course work
- College Credit (optional)
- Pass Provision Exam

### **Credit Bearing Work Based Experiences**

At least one of the following work-based opportunities must be completed in your 3 ½ unit requirements for endorsement

*Offered through the Business Department:*

- Career Exploration Internship Program (CEIP):  
½ credit
- Cooperative Work Based Experience (CO-OP):  
½ or 1 credit

*Offered through the Family & Consumer Sciences Department:*

- Preschool Education Experience: 1 credit
- School Age Education Experience: 1 credit
- Big Brother Big Sister Program: no credit

*Offered through the Career Center:*

- Job Shadow (one day): no credit

### **College Credit Options**

- **Clothing Production 110:** 1 CNS Credit  
3 Cazenovia College Credits: \$250 fee
- **Foundations for College:** ½ CNS Credit: no fee  
3 Cayuga Community College Credits

**Career and Technical Education (CTE) Endorsement for Family & Consumer Sciences:**  
**All Aspects of the Industry Requirements: 3 ½ Credits**

<b>ALL CTE FACS endorsements must complete Career and Financial Management: Business Department: ½ credit</b> <b>ALL CTE FACS endorsements must complete a “Work Based Experience”</b>		
<b>Family &amp; Consumer Sciences (FACS)</b> <b>And Course Offerings</b>	<b>Food and Nutrition</b> <i>3 credits to complete strand</i> <i>½ credit of Career &amp; Financial Management</i>	<b>Human Development</b> <i>3 credits to complete strand</i> <i>½ credit of Career &amp; Financial Management</i>
<b>North Syracuse Junior High</b>	<ul style="list-style-type: none"> <li>• <b>Food &amp; Nutrition for Life:</b> ½ credit</li> <li>• <b>Culture &amp; Foods:</b> ½ credit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Life Span Studies:</b> ½ credit</li> </ul>
<b>Cicero North Syracuse High School</b>	<ul style="list-style-type: none"> <li>• <b>Nutrition Core:</b> ½ credit</li> <li>• <b>Food Prep:</b> ½ credit</li> <li>• <b>Food for Health &amp; Wellness:</b> ½ credit</li> <li>• <b>Food Science:</b> ½ credit</li> <li>• <b>Science of Baking:</b> ½ credit</li> <li>• <b>Hospitality &amp; Pastry Arts:</b> ½ credit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Infant Development:</b> ½ credit</li> <li>• <b>Preschool Development:</b> ½ credit</li> <li>• <b>School Age Development:</b> ½ credit</li> <li>• <b>Adolescent Development:</b> ½ credit</li> <li>• <b>Adult Development:</b> ½ credit</li> <li>• <b>Preschool Education Experience:</b> 1 credit</li> <li>• <b>School Age Education Experience:</b> 1 credit</li> <li>• <b>Careers for Health &amp; Human Services:</b> ½ credit</li> </ul>

**Career and Technical Education (CTE) Endorsement for Family & Consumer Sciences:**  
**All Aspects of the Industry Requirements: 3 ½ Credits**

<b>ALL CTE FACS endorsements must complete Career and Financial Management: Business Department: ½ credit</b> <b>ALL CTE FACS endorsements must complete a “Work Based Experience”</b>		
<b>Family &amp; Consumer Sciences (FACS)</b> <b>And Course Offerings</b>	<b>Textile/ Design</b> <i>3 credits to complete strand</i> <i>½ credit of Career &amp; Financial Management</i>	<b>Career Readiness</b> <i>3 credits to complete strand</i> <i>½ credit of Career &amp; Financial Management</i>
<b>North Syracuse Junior High</b>	<ul style="list-style-type: none"> <li>• <b>Fashion in our Lives:</b> ½ credit</li> <li>• <b>Housing &amp; Interior Design:</b> ½ credit</li> </ul>	
<b>Cicero North Syracuse High School</b>	<ul style="list-style-type: none"> <li>• <b>Interior Design Studio:</b> ½ credit</li> <li>• <b>Housing Decor Environment:</b> ½ credit</li> <li>• <b>Clothing Production 110:</b> 1 credit</li> <li>• <b>Fashion Design &amp; Merchandising:</b> ½ credit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independent Living:</b> ½ credit</li> <li>• <b>Career for Health &amp; Human Services:</b> ½ credit</li> <li>• <b>Foundations for College:</b> ½ credit</li> <li>• <b>Preschool Education Experience:</b> 1 credit</li> <li>• <b>School Age Education Experience:</b> 1 credit</li> </ul>

## **I. CLOTHING AND HOUSING**

### **Fashion in Our Lives (Clothing and Textile Core)**

**½ Credit**

#### **Grade 9**

**20 Weeks**

If you are creative, fashion conscious, and enjoy constructing items by hand and machine, this is the course for you. Explore your own personal clothing style as you select and **construct** a garment and several accessories. Discover how the past influences the present trends in fashion.

#### **Students will:**

- Collaborate with others to study contemporary designers.
- Investigate the cultural, social, and economic influences on clothing uses and styles.
- Develop basic knowledge of sewing terminology, equipment, and basic clothing construction skills.
- Demonstrate the ability to read and follow directions while constructing four to five sewing projects.

**No prior sewing experience required.**

**Completion of this course satisfies ½ credit needed of the art/music requirements.**

### **Housing and Interior Design Grade 9**

**½ Credit**

**20 Weeks**

Explore some of the dimensions of architecture and interior decorating in this introductory course. If you are a person who enjoys working with colors, rearranging furniture and choosing accessories for your own space, this is the course for you.

#### **Students will:**

- Develop knowledge of housing styles, roof designs, and window styles and treatments.
- Identify and create room color schemes.
- Design floor plans for individual living spaces.
- Create four to five accessory items for use in a home environment.
- Demonstrate skills learned by designing and furnishing a teen's bedroom.

**No prior sewing experience required.**

**Completion of this course satisfies ½ credit needed of the art/music requirements.**

### **Clothing Production 110 Grades 10, 11, 12**

**1 Credit**

**40 Weeks**

This course is for the students to build on the basic clothing construction learned in Middle School or the Junior High clothing and textile units. In the class, you will learn about more advance clothing construction techniques. You will then be able to relate these construction techniques to apparel design. This will provide you with experience in repairing and alter

clothing for yourself or a client. **This course also offers the opportunity to receive 3 Credits through Cazenovia College.**

#### **Students will:**

- View patterns, fabric, construction techniques and equipment.
- Practice and develop construction skills and techniques.
- Create upcycled textile products.
- Develop textile construction skills various fabrics.
- Investigate textile crafts.
- Identify classic style
- Demonstrate basic skills of pattern selection, alteration and layout
- Construct garments with woven & knit stretch fabrics
- Use construction skills and techniques to produce six clothing items
- Participate in the Cazenovia Fashion Show
- Explore the career opportunities related to clothing construction
- Develop an electronic portfolio

**No prior sewing experience required.**

### **Fashion Design and Merchandising Grades 10, 11, 12**

**1/2 Credit**

**20 Weeks**

From artistic to scientific, from highly creative to technical, from sales to manufacturing, the field of fashion is diverse. The Fashion Design & Merchandising program introduces high school students to key career areas in fashion design and merchandising.

#### **Students will:**

- Explore the Fundamentals of Fashion
- Discover the Science of Fashion
- Create Fashion Design and Illustration
- Learn about the Fashion Marketing and Merchandising
- Design their own Apparel Construction Line
- Explore Global Perspective of Fashion
- Explore Careers in Textiles, Fashion, and Apparel
- Develop an Electronic Portfolio

Student's successful completion of this course may earn them 3 college credits from Cazenovia College.

**No prior sewing experience required.**

### **Interior Design Studio Grades 10, 11, 12**

**½ Credit**

**20 Weeks**

Welcome to Residential Interior Design! This course will explore the spatial concerns of interior design such as space planning, lighting, materials, color theory, and furnishings. Each student will design a proposed residential space with a given set of technical and

conceptual concerns. Students will create a set of presentation boards depicting drawings, floor plans, elevations, materials, and furniture. Interior rooms will be designed: Bedroom, living room, kitchen and other. Creativity and the need to articulate design ideas will be explored.

**Students will:**

- Investigate interior design styles & theory.
- Explore and work with elements & principals of design.
- Design home interiors, room by room (bedroom, bath, kitchen, living room, etc.).
- Create floor plans, wall elevations and color plans.
- Projects may include making home accessories (soap, candles, coasters, pillows, fleece blankets, microwave heat bags, wooden signs, etc.).
- Explore Interior Design Computer based drawing.
- Portfolio development.

**No prior experience required.**

**Housing Decor Environment**

**½ credit**

**Grade 10, 11, 12**

**20 weeks**

**Goal:** is to expand the student's experiences in housing and design through detailed exploration of the home furnishing industry.

*Are you ready to be a part of the exciting new development occurring in Interior-Decorating and Design Career Field? This Housing Decor course will introduce decorating considerations for any future home owner as well as provide skills needed to become a home decorator. Hands on Projects are 75% of this course.*

**Course Description:** Housing and Interior Environment provides students with the opportunity to study the elements required to create an attractive and functional living space. This course introduces students to the wide variety of careers in the field of housing and interiors through hands-on activities. Technology and actual sample materials are used to develop projects related to architecture and interior design. Creativity and application of the elements and principles of design are emphasized.

***The 7 Modules that will be Included in the course:***

- **Explore and work with Elements of Design**
- **Explore how to work with wood & textiles in the home.**
- **Projects using wood will be explored (upcycle piece of furniture)**
- **Projects using textiles will be explored (pillows, linens, home decor. etc.)**
- **Learn about upholstery & create window treatments**
- **Investigate Interior Design Styles & Theory**
- **Create an Electronic Portfolio**

## **II. FOOD AND NUTRITION**

**Food and Nutrition for Life**

**½ Credit**

**Grade 9**

**20 Weeks**

This course provides students with basic food preparation skills and nutrition awareness. Explore culinary techniques and styles while preparing a variety of foods and meals. Investigate career opportunities in the food service industry.

**Students will:**

- Investigate the nutrients and how choice in diet can affect healthy living.
- Collaborate with peers to design, prepare and serve several food products and meals.
- Develop skills in basic food preparation techniques.
- Demonstrate proper table setting, types of meal service and table manners.
- Explore the fundamentals of general baking, pastry construction, bread making and

**Culture and Foods**

**½ Credit**

**Grade 9**

**20 Weeks**

This course offers you the opportunity to experience preparing and tasting foods from other cultures. Enjoy delicious celebration of ethnic backgrounds in the exciting course.

**Students will:**

- Investigate the historical, geographical, and cultural influences on foods from several countries.
- Prepare and **taste** foods from a variety of places around the world.
- Discover how other cultures have influenced regional foods found in America.
- Create several projects related to the cultures of the countries studied.



**Food for Health and Wellness**

**½ Credit**

**Grades 10, 11, 12**

**20 Weeks**

Students interested in feeling good and looking great for a lifetime, will find this course interesting. The content of this course will examine the role of nutrients in the body, wellness, diet related conditions, special diets, diet analysis, nutrition for athletes, exercise, the effect of food preparation techniques on diet, and careers in the field of nutrition.

**Students will:**

- Assess personal fitness and eating habits

- Explain the risks associated with special diets
- Explain the effect of gender on physical performance
- Design a personal plan for lifetime fitness
- Explore safe nutritional practices related to sports
- Explain the importance of complex carbohydrates
- Explore healthy/unhealthy facts in your daily diet
- Explain the importance of proteins & vitamins
- Prepare meals geared towards healthier choices
- Explore career opportunities related to wellness

**No previous experience required.**

### **Nutrition Core Grades 10, 11, 12**

**1/2 Credit  
20 Weeks**

The class covers chunks of Nutrition as well as food related diseases, food choices, food marketing, meat alternatives and all types of food alternatives for different diet restrictions. This class is based on lectures followed up with culinary labs to explore food and food groups that will be discussed. The class will cover the “6” basic nutrients.

#### **Students will:**

- Explore the influences on food choices
- Apply nutrition principles to food labs
- Practice Serve Safe food safety and sanitation
- Learn about the foundations of food production
- Prepare fruits and fruit products in labs
- Prepare vegetables and vegetable products labs
- Prepare milk and milk products labs
- Prepare meat and meat alternatives labs
- Explore meal management and preparation
- Explore food product marketing
- Learn food services and proper etiquette
- Explore career pathways in food and nutrition

### **Food Preparation Grades 10, 11, 12**

**1/2 Credit  
20 Weeks**

This class is a culinary class. We explore all aspects of food preparation starting with the history of food preparation, food techniques and skills, menu preparation for nutritional needs exploring vegetarian options, incorporating foods into a menu for people with food allergies and other dietary concerns. We also do facility design and management through a food truck lesson that covers several business and career aspects of the food truck industry like food costing, marketing and advertising and menu design. The class also covers current food issues like food waste and the production of food; understanding where our food supply comes from.

#### **Students will:**

- Explore the history of food preparation
- Learn food preparation for nutritional needs

- Explain current food issues
- Learn about the facility design & management
- Use skills and techniques of food preparation
- Practice Serve Safe food safety and sanitation procedures required in food service industry
- Prepare various menu & meal style food labs
- Explore careers in food preparation and nutrition

### **Food Science**

**1/2 Credit**

**Grades 10, 11, 12 (1/2 Science Credit)**

**20 Weeks**

Science of Food is designed to reinforce and enhance the student’s knowledge of scientific principles and processes through the study of foods and nutrition. This class encourages students to use their knowledge of foods, science and creativity to develop food experiments to discover how science effects the foods we eat. An in-depth understanding of science as it applies to foods will assist students with interest in career and technical education, to understand the food industry as well as food preparation in their daily lives. Whenever possible, students should be involved in hands-on laboratory activities which verify the scientific concepts presented.

#### **Students will:**

- Learn Food Science and its relevance to global society
- Research practices in food science
- Explore concepts of physical sciences relevant to food science
- Explore the food biochemistry of water, carbohydrates, lipids, proteins, vitamins and minerals
- Learn about food preservation & food safety
- Learn about the future of our food through technology & science
- Prepare food science labs
- Practice Serve Safe food safety and sanitation procedures required in food service industry
- Explore food industry careers

### **Science of Baking**

**1/2 Credit**

**Grades 10, 11, 12 (1/2 Science Credit)**

**20 weeks**

\*Any students who have already taken Food Science will not be able to sign up for this course.

This course is for students with an interest in enriching their math and science skills, while learning the science of baking. Students will learn how the molecular structure of ingredients affects the resulting product. Along with the fundamentals of the science behind baking including, dough, quick breads, pies, cakes, cookies, tarts and basic items made in a bakery. Topics include baking technology; tool and science based measuring equipment, formula conversions, functions of ingredients, and the use of proper flours. Students will also use percentages,

fractions, ratios and the metric system to create and bake recipes.

Students upon passing this course will receive a ½ credit of Science.

**Students will:**

- Learn Food Science and its Relevance to Baking
- Learn the fundamental skills necessary to become a successful baker
- Learn by baking is a science
- Explore concepts of physical sciences relevant to science of baking
- Explore the food biochemistry of flour, sugar, eggs and leavening agents
- Learn how ingredients interact with each other
- Learn about food preservation & food safety
- Learn about the future of our food through technology & science
- Prepare science of baking labs
- Practice Serve Safe food safety and sanitation procedures required in food science industry
- Explore food industry baking careers

**Hospitality & Pastry Arts**

**Grades 10, 11, 12**

**½ Credit**

**20 Weeks**

This course is designed to introduce students to the various aspects of the hospitality industry including restaurants, travel, and leisure and lodging industries. Students will gain experience in planning and hosting an event, preparing food, customer service, menu development, serving food, front and back of the house, food safety and sanitation, purchasing, food presentation, as well as explore careers in the fastest growing food industry.

**Students will gain skills in the following areas:**

- Learn about Quantity food production
- Exploring the Pastry Arts area of Hospitality
- Learn about Inventory, cost controls, and product pricing
- Operating and working in a variety of types of food service organizations and institutions
- Explore Food production systems
- Operate a curriculum-based food service business
- Plan and prepare themed event
- Practice Servesafe food safety and sanitation procedures required in food service industry.

**III. HUMAN SERVICE AND FAMILY STUDIES**

**Lifespan Studies**

**Grade 9**

**½ Credit**

**20 Weeks**

Lifespan Studies is a class designed to help students understand the dynamics of relationships in the home, school, community and workplace. In this course the

student will develop a skill set which will allow them to create positive relationships in these areas. A positive relationship with others plays a major role in an individual's happiness throughout life. By exploring the physical, social, emotional and intellectual development that occurs over a lifespan, you will have a better understanding of how to relate to people of any age.

**Students will:**

- Study the human life span from birth through old age.
- Explore the effects of heredity, environment and personal behavior on various stages of development.
- Examine the diverse forms of the family unit and its functions.
- Experience parenting an infant using a baby simulator.
- Research current adolescent issues.

**Careers in Health and Human Services**

**Grades 10, 11, 12**

**½ Credit**

**20 Weeks**

This course introduces students to careers in the helping professions. If you like working with and helping people, and get along well with others, then this course can introduce you to the variety of careers available in the medical and human service fields.

**Students will:**

- Prepare a resume and cover letter.
- Practice interviewing techniques.
- Participate in collaborative activities to industrialized health and human service agencies in the community.
- Become aware of a variety of Health and Human Service professions through guest speaker presentations and research.
- Develop communication, listening and self-assessment skills through activities.
- Explore Health and Human Service Career paths.
- Understand the concept of empathy as it relates to future career and community needs.

**Adolescent Development**

**Grades 10, 11, 12**

**½ Credit**

**20 Weeks**

What makes a teen tick? What makes you, you? What is adolescence? Take this course to discover the answers to these and other questions teens often have.

**Students will:**

- Study the physical, social, emotional and intellectual development of the adolescent
- Improve communication skills by participating in "Discussion Days" and focus on issues important to teens.
- Complete a "Teens Through the Decades" project.
- Investigate their own personality and characteristics.
- Explore psychological theories related to adolescence.





### **Adult Development Grades 10, 11, 12**

**½ Credit  
20 Weeks**

Why are more people living to be 100 years old? Do you know anyone 90 years of age? What will your life be like 10 years from now? Who is the “X generation”?

Take this course to understand your parents and grandparents or explore careers related to working with the elderly.

#### **Students will:**

- Participate in panel discussion with adults from each age group.
- Examine the developmental changes that occur as we all age.
- Create products that meet the needs of adults throughout the life span.
- Develop cognitive, social and communication skills in “game day” activities.
- Investigate careers and health issues of adults.

### **Infant Development Grades 10, 11, 12**

**½ Credit  
20 Weeks**

This course explores the many factors related to the health and welfare of children from conception to one year. Recommended for males and females who are interested in a career in the fields of psychology, social work, health care, medicine, education, childcare or wish to develop parenting skills for the future.

#### **Students will:**

- Learn how infants grow and develop physically, socially, emotionally and intellectually.
- Discuss issues in parenting, teen pregnancy, preventing birth defects, prenatal care, newborn care, infant development, etc.
- Prepare a parenting project that may include a baby simulator.
- Participate in classroom observations of infants.
- Research and present information on a birth defect.

### **Preschool Development Grades 10, 11, 12**

**½ Credit  
20 Weeks**

Study the child from 1 to 5 years of age. Skills in working with preschoolers are developed through discussions, films and experiences with children in the classroom. Recommended for males and females interested in a career in the fields of psychology, social work, health

care, medicine, education, childcare or wish to develop parenting skills for the future.

#### **Students will:**

- Learn how preschoolers grow and develop physically, socially, emotionally and intellectually.
- Write and illustrate a children’s book.
- Design and plan preschool environment.
- Prepare and present healthy snacks for preschoolers.
- Participate in the planning and presenting a “play day” for toddlers and/or a “story day” for preschool age children.
- Complete several projects related to the development of preschoolers

**This class is prerequisite to Preschool Education Experience.**

### **Preschool Education Experience Grades 11, 12**

**1 Credit  
20 Weeks**

***Required Prerequisite:*** *Preschool Psychology with a passing grade. Students may also be required to have a TB test which is required by law for all childcare workers.*

Do you like working with children ages 3-5 years? Are you considering a career in childcare or early childhood education? Find out if you have the personality and energy level needed to supervise and teach young children through hands-on experience as you work under the direction of a classroom teacher.

#### **Students will:**

- Practice observation skills by observing preschool age children.
- Identify qualities and skills needed by early childhood professionals.
- Review growth and development of children ages 3-5.
- Intern as a “student assistant” in a child care center, nursery school, or Pre-K classroom.
- Plan, prepare and present a variety of developmentally appropriate activities under the direction of a classroom teacher.
- Prepare personal portfolio for future employment or college.

### **School-Age Development Grades 10, 11, 12**

**½ Credit  
20 Weeks**

Explore the many factors related to the health, welfare, and development of children from ages 6-12. Recommended for males and females who are interested in a career in the fields of psychology, social work, health care, medicine, counseling, education, childcare or wish to develop parenting skills for the future.

#### **Students will:**

- Learn how school age children grow and develop physically, socially, emotionally and intellectually.
- Discuss psychological theories and current issues as they apply to the school-age child.
- Participate in a “Writing Partners” project with an elementary classroom.
- Create age appropriate activities and games for children.

**This class is prerequisite to School-Age Education Experience.**

**School Age Education Experience** **1 Credit**  
**Grades 11, 12** **20 Weeks**

**Required Prerequisite: School-Age Psychology, with a passing grade.**

Interested in children ages 6 through 12? Is your career goal to become an elementary teacher or work in a human service career with children? Take this course to learn if you have the qualities necessary to work with children of school age.

**Students will:**

- Practice observation skills by observing children in an elementary classroom.
- Identify qualities and skills needed by teachers and other human service workers and compare to their own.
- Review growth and development of children ages 6-12.
- Intern as a “*student assistant*” in an elementary or middle school classroom.
- Plan, prepare and present a variety of activities and lessons that meet the NYS Learning Standards under the direction of a classroom teacher.
- Prepare personal portfolio for future employment or college.

**Independent Living** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Independent Living is a course designed to prepare students for the day-to-day challenges of adult living. Regardless of what lifestyle students choose, whether they go to college or start a career right away.

**This course will help students:**

- Make the transition from living with their family to living on their own.
- Make career choices
- Finding an apartment
- Reading and signing a lease
- How to select a roommate
- Payroll deductions
- Handling personal finances
- Meal planning and meal budgeting

- Apartment decorating

**Foundations for College and Career Success ½ Credit**  
**Grades 11, 12** **20 Weeks**

This course will introduce students to methods of career planning and strategies for college/career success. Students are required to investigate an advanced level of understanding and practice used in their personal field of interest. At the center of this course, students will prepare for Next Generation Skills (21<sup>st</sup> Century), as well as College and Career Readiness. ***OCC or CCC Credit will be available (TBD).***

**Students will:**

- Become more effective and efficient learners through practice of higher level thinking skills.
- Develop and practice skills for individual learning strategies, e.g. test taking, and note taking.
- Learn about college expectations, using many proven strategies for creating academic, professional and personal success.
- Achieve success in college and in life by following the eight principles: personal responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence and belief in self.
- Explore college and workplace expectations, using many proven strategies for creating academic, professional and personal success.
- Prepare a vision statement for your individual project exploration.
- Establish a community connection to a professional advisor/mentor.
- Prepare a set of self-directed goals and steps to follow towards a culminating learning activity.
- Development a portfolio and culminating presentation to an authentic audience.

## HEALTH



### **Health** **½ Credit** **Grades 10, 11, 12** **20 Weeks**

**This course is required for graduation.** It is based on the dimensions of wellness, which include the components of social, intellectual, physical, spiritual (connectedness) emotional and occupational health.

The importance of a positive self-concept, confidence in one's own judgment regarding risk-taking behaviors and responsibility for the consequences concerning choices are also stressed in this course.

**This skills based curriculum will focus on the following content areas:**

- Goal setting
- Communication
- Decision making
- Sexual health (abstinence, contraceptives, pregnancy)
- HIV/STI prevention
- Drug prevention
- Nutrition
- Positive relationships
- Positive coping strategies to deal with everyday life

### **Tools for Change** **½ Credit** **Grades 10, 11, 12** **20 Weeks**

The focus of this course is to create a greater awareness and understanding of self and others, as well as enhancing the art of decision-making and problem solving. The course is based upon the ideas and concepts presented in the book *7 Habits of Highly Effective Teens*, by Sean Covey.

**Students will:**

- Develop a sense of community and leadership through discussions and sharing food and hot chocolate
- Explore how traditional rituals impact sense of self (such as: carving pumpkins, coloring eggs, flying a kite, blowing bubbles)
- Learn ways to value and celebrate differences by sharing secret pal gifts, donating to charity and sharing personal struggles of life
- Demonstrate skills (habits) that positively impact your future

- Collaborate with classmates to complete various group work activities
- Compare the characters from a movie to the Habits of Highly Effective Teens
- Analyze how their decisions now shape their future

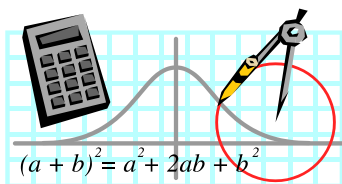
### **First Aid – Responding to Emergencies** **½ Credit** **Grades 10, 11, 12** **20 Weeks**

The purpose of the American Red Cross First Aid-Responding to Emergencies course is to provide the citizen (lay) responder with the knowledge and skills necessary in an emergency to help sustain life and minimize pain and the consequences of injury or sudden illness until medical help arrives.

**Students will:**

- Explore the role a lay responder plays in a medical emergency
- Learn on a manikin how to give CPR to an infant, child and adult
- Learn and perform on a manikin how to administer the first aid technique for choking
- Learn and practice first aid skills such as:
  1. Controlling bleeding
  2. Caring for burns
  3. Immobilize musculoskeletal injuries
  4. Caring for sudden illness: fainting, diabetes, seizures, poisons, etc.
  5. Caring for heat and cold emergencies

The American Red Cross requires a \$24.00 fee for certification in CPR, AED and First Aid. To take this course at one of the local American Red Cross chapters a participant would have to pay \$150 dollars. Please note there is no fee if a student is only interested in receiving school credit for this course.



## **MATHEMATICS**

The New York State Education Department graduation requirement for mathematics is such that all students complete a minimum of three mathematics credits and pass one of the Mathematics New York State Exams. The mathematics requirement for an advanced diploma is such that all students pass three Mathematics New York State Exams. The Mathematics Regents Exams are given in Algebra, Geometry and Algebra 2.

The goal of our course offerings is to ensure that all students meet or exceed the New York State requirements in Mathematics. In order to meet that goal, all students are expected to have a graphing calculator for home use. The Texas Instrument TI 84 or TI-Nspire is the recommended calculator for all classes.

### **Algebra 1H**

**Grade 8**

**1 Credit**

**40 Weeks**

**Prerequisite:** Designed for students who have successfully completed Math 7X (Honors) in 7<sup>th</sup> grade.

This course is based on the NYS Core Curriculum for Algebra I. This course focuses on primarily on Algebra concepts and will also include critical knowledge in geometry, measurement, statistics, and probability. Students in Grade 8 will be expected to take the NYS Common Core Algebra Regents in June. Students recommended for this course must have taken Math 7X (Honors) in 7<sup>th</sup> grade. Students should have a 90% overall average in 7<sup>th</sup> grade math and must pass the final exam with a minimum grade of 90%. Students should also be recommended for ELA 8H.

**This course is NCAA approved.**

### **Informal Algebra**

**Grade 9**

**1 Credit**

**40 Weeks**

**Prerequisite:** Designed for students who previously have been in prioritized curriculum math and/or have not been successful for two or more years of mathematics between grades five and eight. Approval for class by Administration only.

This course is based on the essential elements of the New York State Core Curriculum for Algebra 1. This course

focuses primarily on algebra concepts and will also include critical knowledge in geometry, measurement, statistics and probability. While some of the curriculum will be mastered, much of the curriculum will be at the exposure level and will be taught more in depth during the tenth grade algebra year. Students in Informal Algebra will take a school final and will be recommended into Algebra for the tenth grade. Students will be taking the New York State mathematics assessment beginning in January of tenth grade.

### **Algebra**

**Grades 9, 10**

**1 Credit**

**40 Weeks**

**Prerequisite for Grade 10:** Designed for students who have not successfully earned a mathematics credit in algebra and have scored less than a 55 on the NYS Mathematics Regents Exam in Algebra. This course is based on the NYS Core Curriculum for Algebra I. This course focuses primarily on Algebra concepts and will also include critical knowledge in geometry, measurement, statistics, and probability. Students in Grade 9 will be expected to take the NYS Common Core Algebra Regents in June. Students in Grade 10 will be expected to take the NYS Common Core Algebra Regents in January as well as in June if they have not met the NY state passing requirement.

**This course is NCAA approved.**

### **Geometry**

**Grades 10, 11**

**1 Credit**

**40 Weeks**

**Prerequisite:** Designed for students who successfully completed Algebra or are dual enrolled in APEX.

This course is based on the NYS Core Curriculum for Geometry. This course is meant to employ an integrated approach to the study of geometric relationships. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Students will be expected to take the NYS Common Core Regents in Geometry in June.

**This course is NCAA approved.**

### **Regents Geometry Accelerated Honors**

**Grade 9**

**1 Credit**

**40 Weeks**

**Prerequisite:** Designed for students who successfully completed Regents Algebra Accelerated.

This course is based on the NYS Core Curriculum for Geometry. This course is meant to employ an integrated approach to the study of geometric relationships. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including

rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Students will be expected to take the NYS Mathematics Regents Exam in Geometry in June. Upon successful completion of this course, students are expected to enroll in Trigonometry or Trigonometry Honors.

**This course is NCAA approved.**

**Intermediate Algebra** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite:** Placement in this course will be by completion of Algebra 1 & teacher recommendation.

This course is designed for students who are planning to attend college and pursue a two or four-year degree in a non-STEM major, enter the workforce, and attend trade school or a military branch. This course is designed to strengthen basic algebraic skills and expand upon the concepts learned in Algebra 1 to promote a deeper understanding of more complex algebraic topics. Students in this course apply and adapt a variety of strategies and algorithms to solve problems.

**Algebra 2** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

**Prerequisite:** Designed for students who successfully completed Algebra or are dual enrolled in APEX.

This course is based on the Common Core curriculum for Algebra II. The content of this course includes, but is not restricted to, exponential and logarithmic functions, geometric and algebraic transformations of functions, trigonometry, probability and statistics, and their applications. Students will be expected to take the NYS Common Core Algebra 2 Exam in June. Upon successful completion of this course, students are expected to enroll in Pre-Calculus with Trig.

**This course is NCAA approved.**

**Algebra 2A** **1 Credit**  
**Grades 10, 11** **40 Weeks**

**Prerequisite:** Designed for students who struggled in Algebra and teacher recommendation.

This is the first year of a two-year program based on the Common Core Curriculum for Algebra 2. The content of this course will include the study of functions including linear, quadratic, polynomial and exponential. Additional topics may include arithmetic and geometric sequences.

**This course is NCAA approved.**

**Algebra 2B** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite:** Designed for students who have successfully completed Algebra 2A.

This is the second year of a two-year program based on the Common Core Curriculum for Algebra 2. Students will sit for the NYS Algebra 2 Regents exam in June. The content of this course will include the study of functions including rational, radical, logarithmic and trigonometric. Additional topics may include applications of exponential and logarithmic functions, probability and statistics.

**This course is NCAA approved.**

**Algebra 2 Honors** **1 Credit**  
**Grades 10, 11** **40 Weeks**

**Prerequisite:** Designed for students who successfully completed Algebra & Geometry with a minimum average of 85.

This course will cover the NYS Algebra 2 Common Core curriculum with increased emphasis on investigation and problem solving. Advanced algebra concepts will be explored in depth and the course will include critical thinking skills and a major emphasis will be placed on conjecture and hypothesis testing. Students will develop a strong understanding of Trigonometry and its applications in real life settings.

Upon successful completion of this course, students are expected to enroll in Pre-Calculus with Trig Honors in preparation for Advanced Placement classes.

**This course is NCAA approved.**

**College Algebra** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite:** Successfully earned two math credits.

This course is designed to provide the necessary foundation for introductory college mathematics. An emphasis will be based on enhancing algebraic skills, graphing techniques, statistical reasoning, complex numbers, quadratic, polynomial and exponential functions, as well as systematic approaches to problem solving.

**This course is NCAA approved.**

**Pre-Calculus with Trig\* (MAT-143)** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite:** Designed for students who have successfully completed Algebra 2 and have passed the Algebra 2 Regents or OCC placement test.

This course is designed to provide the necessary foundation for a standard calculus course.

Topics include absolute value, quadratic inequalities, exponential and logarithmic functions, trigonometric

functions and their inverses, trigonometric identities and equations, and binomial theorem.

**Students will:**

- Use cooperative learning to gain understanding
- Explore topics using real world applications
- Complete hands-on activities to enhance their learning

**This course is NCAA approved.**

**Pre-Calculus with Trig Honors\* (MAT-143) 1 Credit  
Grades 11, 12 40 Weeks**

**Prerequisite:** Designed for students who successfully completed Common Core Algebra, Geometry & Algebra 2 Honors with at least an 85 average in all three and have passed all three Regents exams.

This course serves as preparation for AP Calculus AB. It is a rigorous pre-calculus course. Topics include, but are not limited to, absolute value, quadratic inequalities, exponential and logarithmic functions, trigonometric functions and their inverses, trigonometric identities and equations and binomial theorem.

**Students will:**

- Use various forms of technology to complete activities
- Learn collaboratively with other students to gain understanding
- Learn a variety of ways to solve equations and word problems using both prior knowledge and new methods that apply to calculus.

Upon successful completion of this course, students are expected to enroll in AP Calculus AB.

**This course is NCAA approved.**

**AP Calculus AB\* 1 Credit  
Grade 12 40 Weeks**

**Prerequisite:** Designed for students who have successfully met the requirements for an advanced diploma and have completed Pre-Calculus with Trig Honors with an 85 or Pre-Calculus with Trig with an 85 and a teacher recommendation.

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus AB will focus on students' understanding of calculus concepts and provide experience with methods and applications. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. Students will regularly use technology to reinforce relationships among functions, to confirm

written work, to implement experimentation, and to assist in interpreting results.

Students are expected to take the Advanced Placement Examination upon completion of this course. College credit may be available if the exam score meets college requirements.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**AP Statistics\* 1 Credit  
Grades 11, 12 40 Weeks**

**Prerequisite:** Designed for students who successfully completed both Algebra 2 and Geometry with an average of at least (72 or 75).

Have you ever wondered how 9 out of 10 dentists can recommend a specific toothpaste when there are so many out there? AP Statistics deals with *why* you have the answer, not just how to get it. Statistics is the most widely applicable branch of mathematics used by more people than any other kind of math. You'll never wonder when you'll ever use this stuff because there will be daily applications to fields such as science, medicine, anthropology, business law and government. This is a college course, so you will be involved on a daily basis in calculations, reading, writing, analyzing and thinking.

**Students will:**

- Design experiments to draw conclusions
- Collect and examine data and display patterns from real world data sets
- Anticipate patterns and produce models for prediction
- Investigate research questions, design a study and interpret the results

Students are expected to take the Advanced Placement Examination upon completion of this course. College credit may be available if exam score meets college requirements.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**Financial Algebra 1 Credit  
Grades 11, 12 40 weeks**

**Placement of 11<sup>th</sup> graders in this course will be by teacher recommendation with Administration/ Department Chair approval only.**

This course is designed to provide students with the knowledge and tools to become financially responsible citizens. This course encourages students to be actively involved in applying mathematical ideas to their everyday lives. Students will study various financial topics

including banking services, consumer credit, automobile ownership, employment basics, income taxes, independent living, and preparing a budget. Students will regularly use technology including spreadsheets and online calculators to learn budgeting skills and to assist with financial decision making.

**This course is NCAA approved.**

**Technology Applications in Math** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**  
**Designed to introduce students to computer programming.**

It is an elective that covers a variety of topics – it's like a techy buffet. Units may include Android app development, Scratch, cryptography, Excel, graphics, music and formal programming with the Python language. Students will develop problem solving strategies to create fun and innovative projects. This is an elective course that counts as a math credit.

**Students will:**

- Learn what a computer program looks like
- Create games and animations with Scratch
- Create digital artwork with Processing
- Create mobile apps with App Inventor

**Math Topics – A** **½ Credit**  
**Grades 12** **20 Weeks**  
**Prerequisite –Two credits of Math and successful completion of a Math Regents exam. Placement in this course will be by teacher recommendation with Administration/Math Department Chair approval.**

This course will extend and apply the mathematical topics learned in earlier courses to practical, “real-life” applications. Students will collaborate and communicate mathematically in a supportive learning environment where they feel accepted and free to take risks.

**Students will study:**

- Problem solving techniques
- Mathematics used in different careers

**Math Topics – B** **½ Credit**  
**Grades 12** **20 Weeks**  
**Prerequisite – Two credits of Math and successful completion of a Math Regents exam. Placement in this course will be by teacher recommendation with Administration/Math Department Chair approval.**

This course will extend and apply the mathematical topics learned in earlier courses to practical, “real-life” applications. Students will collaborate and communicate mathematically in a supportive learning environment where they feel accepted and free to take risks.

**Students will study:**

- Financial literacy as it relates to future goals
- Types of personal income/budgeting
- Consumer purchasing and protection

**AP Computer Science A\* (2021-2022)** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

**Prerequisite:** Designed for students who have successfully completed Algebra and Geometry.

AP Computer Science covers the basics of computer programming at a college level of understanding. It uses the Java language to explore the main concepts. Topics covered include variables, logic and modeling real world objects with computer code. Students should be comfortable with mathematical thinking – computer programs rely on math. The class will prepare students for programming courses in college.

**Students will:**

- Learn what a computer program looks like
- Create computer programs to solve problems
- Work on computer based projects and labs during class
- Apply their programming knowledge in fun ways (independent projects)

Students are expected to take the Advanced Placement Examination upon completion of the course. College credit may be available if exam score meets college requirements.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**Visual Basic and Object Oriented Design** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

**Prerequisite:** Designed for students who have successfully completed Algebra and passed the Common Core Algebra Exam.

Visual Basic is a course built for students that have an interest in the operations of objects on a computer. It is really a beginners course for people who will eventually become computer analysts/computer programmers/web designers/video game designers/ or many other related careers. The majority of the work is done in class as it is a lab based course. The labs are given in such a manner as to slowly develop the basics of writing code. Eventually they will code objects to appear/disappear; to change colors; to give answers to questions; to perform economic tasks; to move/change direction; and do many more tasks. Many of the labs are centered on the production of games which use the coding principles.

**Students will:**

- Learn how to write code



- Learn using real life scenarios that occur in everyday usage of technology
- Acquire necessary skills to go on to higher level Computer Science classes at the high school/college level

Upon successfully completion of this course, students are expected to enroll in AP Computer Science or SUPA Computer Engineering.

**AP Computer Science Principles (2020-2021) 1 Credit  
Grades 10, 11, 12 40 Weeks**

**Prerequisite: Designed for students who have successfully completed Algebra.**

AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. Students should be comfortable with mathematical thinking and problem solving.

**Students will:**

- Develop computational thinking skills
- Analyze, visualize and make predictions about data
- Develop computational artifacts based on their interests and write about their work
- Learn how technology impacts their world both locally and globally

Students are expected to complete a student-directed independent project and take the Advanced Placement Examination upon completion of the course. College credit may be available if exam score meets college requirements.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**



## MUSIC



**Graduation requirements for all students include 1 credit in Music or Art.**

### **Chorus** **1 Credit** **Grade 9** **40 Weeks**

This is a choral group for mixed voices (soprano, alto, tenor and bass) which emphasize performance of works from the pop and classical repertoire. Related co-curricular activities include a Select Ensemble. Attendance at all concerts is mandatory.

### **Music in Our Lives** **1 Credit** **Grade 9** **40 Weeks**

Music in Our Lives will provide practical knowledge in four main functions of music. The student should be able to listen intelligently to music in a variety of musical idioms, perform at a recreational level on a “social” accompaniment instruments, compose music in some medium, and be proficient in using basic musical “tools.” Students will work as a class, in small groups, and independently. This course will satisfy the New York State credit for art and/or music.

### **Concert Chorus** **1 Credit** **Grades 10, 11, 12** **40 Weeks**

Concert Chorus is open to ALL high school students who are interested in singing. Students will study and perform music in a variety of styles and languages. In addition to music study, students will develop lifelong skills applicable to any profession: responsibility, teamwork, professionalism, time and stress management, self-motivation and leadership, to name a few.

#### **Students will:**

- Attend weekly in school voice lessons – (lessons rotate throughout the school day)
- Develop and refine proper vocal technique
- Learn how music reflects cultural and historical experiences
- Prepare vocal solo literature for evaluation and performance
- Perform evening public concerts

**No prior music experience is required**

**All curricular music performing ensembles share a uniform dress code.**

### **Honors Chorus** **1 Credit** **Grades 11, 12** **40 Weeks**

**Prerequisite – Successful completion of audition, written test, and teacher recommendation.**

The Honors Chorus option is designed for highly motivated student musicians who strive to achieve at the highest levels of music performance. In addition to all the requirements of “Advanced Chorus”

#### **Students will:**

- Participate in co-curricular vocal music activities
- Audition for honors ensembles
- Assume leadership roles within the larger ensemble
- Perform individual solos

**All curricular music performing ensembles share a uniform dress code.**

### **Advanced Chorus** **1 Credit** **Grades 11, 12** **40 Weeks**

This select group challenges the experienced and motivated singer to perform advanced choral literature in an environment that encourages student leadership and creativity. This course will prepare young musicians to become lifelong independent music learners and participants.

#### **Students will:**

- Attend weekly in school voice lessons – (lessons rotate throughout the school day)
- Continue to develop and refine proper vocal technique
- Learn to evaluate and improve performance by:
  - Leading class rehearsals
  - Creating lesson plans
  - Selecting musical literature
- Prepare vocal solo literature for evaluation and performance.

**Membership is by teacher recommendation and audition. Properly balanced voicing and individual performance abilities will determine Advanced Chorus enrollment.**

**All curricular music performing ensembles share a uniform dress code.**

### **Concert Band** **1 Credit** **Grades 9, 10, 11, 12** **40 Weeks**

Concert Band is open to students who play traditional wind band instruments: flute, double reeds, clarinets, saxophones, French horn, trumpet, trombone, euphonium, tuba and percussion (snare drum, timpani and mallets). Students will study and perform music in a variety of styles. In addition to music study, students will develop lifelong skills applicable to any profession: responsibility, teamwork, professionalism, time and stress management, self-motivation and leadership, to name a few.

**Students will:**

- Attend weekly in-school band lessons (lessons rotate throughout the school day)
- Develop and refine proper playing techniques
- Learn how music reflects cultural and historical experiences
- Prepare solo literature for evaluation and performance
- Perform evening public concerts

**All curricular music performing ensembles share a uniform dress code.**

**Honors Symphonic Band****Grades 11, 12****1 Credit****40 Weeks**

**Prerequisite – Successfully completion of audition, written test and teacher recommendation.**

The Honors Symphonic Band option is designed for highly motivated Junior and Senior student musicians who strive to achieve at the highest levels of music performance. This option will prepare young musicians to become lifelong independent music learners and participants. Students selecting this option are enrolled in the regular Concert Band class. In addition to all the requirements of “Concert Band”

**Students will:**

- Participate in co-curricular music ensembles
- Audition for honors ensembles (All-County and All-State)
- Fully participate in the Concert Band and other ensembles available through school
- Demonstrate exemplary attitude and grades throughout the year

**All curricular music performing ensembles share a uniform dress code.**

**Orchestra****Grades 9, 10, 11, 12****1 Credit****40 Weeks**

Orchestra is open to students who play traditional string instruments: violin, viola, cello and string bass. Students will study and perform music in a variety of styles. In addition to music study, students will develop 21<sup>st</sup> Century skills, especially Critical Thinking, Creativity, Collaboration, Communication and Flexibility, along with other lifelong skills including responsibility, professionalism, time management, self-motivation and leadership.

**Students will:**

- Attend weekly in-school string lessons (lessons rotate throughout the school day)
- Develop and refine proper playing techniques
- Learn how music reflects cultural and historical experiences
- Prepare solo and orchestral literature for evaluation and performance
- Perform evening public concerts

**All curricular music performing ensembles share a uniform dress code.**

**Orchestra 2****Grades 10, 11, 12****1 Credit****40 Weeks**

Orchestra 2 is open to students who play traditional string instruments: violin, viola, cello and string bass. Students will study and perform music in a variety of styles. In addition to music study, students will develop 21<sup>st</sup> Century skills, especially Critical Thinking, Creativity, Collaboration, Communication and Flexibility, along with other lifelong skills including responsibility, professionalism, time management, self-motivation and leadership. This orchestra is open to students who perform at a NYSSMA Level 2-3. Students entering CNS in Grade 10 or who are transferring from another district are strongly advised to sign up for this orchestra unless they have successfully performed a Level 4 (or higher) solo at a NYSSMA or In-House Solo Festival in the previous spring.

**Students will:**

- Attend weekly in-school string lessons (lessons rotate throughout the school day)
- Develop and refine proper playing techniques
- Learn how music reflects cultural and historical experiences
- Prepare solo and orchestral literature for evaluation and performance
- Perform evening public concerts

**All curricular music performing ensembles share a uniform dress code.**

**Honors Orchestra****Grades 11, 12****1 Credit****40 Weeks**

**Prerequisite – Successful completion of audition, written test, and teacher recommendation.**

The Honors Orchestra option is designed for highly motivated student musicians who strive to achieve at the highest levels and encourages student leadership and creativity. This option will prepare young musicians to become lifelong independent music learners and participants. Students selecting this option are enrolled in the regular Orchestra class. In addition

**Students will:**

- Participate in co-curricular string music activities
- Learn to evaluate and improve performance by:
- Leading class rehearsals
- Creating lesson plans
- Selecting musical literature
- Audition for and participate in, honors ensembles
- Assume leadership roles within the larger ensemble perform individual solos

**All curricular music performing ensembles share a uniform dress code.**

**Basic Musicianship** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

This music course is open to all students interested in learning how to read and write music. Students will be introduced to elements of music notation, construction, terminology, and ear training. Successful completion of this course will advance the student to Music Theory 1.

**Students will:**

- Learn to read musical notation of rhythms and pitches
- Compose musical pieces to be performed in class
- Learn how to construct major and minor scales
- Learn basic chord progressions

**There are no prerequisites for this class**

**Students CANNOT enroll in both Basic Musicianship and Music Theory I simultaneously**

**Music Theory 1** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

**Prerequisite – Successful completion of Basic Musicianship or teacher recommendation.**

This course is designed to provide knowledge and experiences for students who are majoring in music or intend to pursue it as an avocation. It provides an understanding of the rules and principles of music

This course is highly recommended for all college-bound music students.

**Students will:**

- Analyze music aurally and visually
- Develop music composing and arranging skills
- Compose musical pieces to be performed in class
- Harmonize music
- Sing various melodies at sight

**Music Theory 2** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite-Successful completion of Music Theory 1**

A continuation of the Music Theory 1 course wherein an understanding of the rules and principles of music is pursued. The second year is devoted to increasing the skills associated with composition, arrangement, harmonization and sight singing.

**Students will:**

- Develop contemporary classical techniques of music composition
- Analyze music aurally and visually
- Compose musical pieces to be performed in class
- Harmonize music
- Sing various melodies at sight

The Physical Education program is a compilation of lifetime sport and movement activities designed to instill a belief in the value of physical activity in all of our students. Our intent is to expose students to a large variety of activities and have them develop basic knowledge and skills, thereby promoting participation in them during their lives after high school.

**Students will:**

- Understand what is necessary to maintain a physically active lifestyle.
- Participate in 8 activity units that focus on lifetime physical activities.
- Cooperate in class so all students learn and participate in a healthy and safe environment.
- Understand and be able to manage their personal and community resources.

## 40 Weeks

- Three credits of science.
- At least one course of life science
- At least one course is a physical science
- The third may be either life sciences, physical sciences, or approved electives.

- One NYS Science Regents exam must be taken and passed.

**Prerequisite – Students taking this course in Grade 10 should have a final course average of 75 in or better in Living Environment and a 75 or better on the respective Regents exam.**

The final exam for this course will be the New York State Regents Exam in Earth Science. In order to gain entrance into this exam, students must complete 1200 minutes of passing laboratory work.

## 40 Weeks

**Prerequisite –Students should have 90% or higher final average and on the final exam in Science 7 or Science 8. Students should be enrolled in ELA 8H or 9H, Algebra or Geometry and teacher recommendation required.**

## 40 Weeks

This course is designed for those 8<sup>th</sup> and 9<sup>th</sup> grade students who exhibit high achievement in science or are considering science as a major field of emphasis in their academic careers. Based on the NYS Earth Science Core Guide, it offers an option for a more enriched and challenging curricula. Through various assessments, honor students will be expected to demonstrate a deeper understanding of content and activities as compared to the Regent's Earth Science course. These will include advanced lab data analysis and content-based projects. The final examination for this course will be the NYS Regents in Earth Science Examination. Graphing calculators are not permitted for use on the Earth Science Regents examination.

**This course is NCAA approved.**

**Physics Honors** **1 Credit**  
**Grade 9** **40 Weeks**

**Prerequisite – Students should be enrolled in ELA 9H. Students should have 90% or higher on the Earth Science Regents and the final average.**

This is an academically oriented course designed specifically for those students participating in the Accelerated/Honors program of high school Regents science course sequencing. The student develops understandings of the basic unifying concepts of conservation in three core areas: energy, momentum and change. Four separate content areas (mechanics, waves, electricity and nuclear physics) provide the framework for laboratory activities and class discussions. The exam for this course will be the NYS Regents in Physics.

**This course is NCAA approved.**

**Essentials of Biology** **1 Credit**  
**Grade 9** **40 Weeks**

**Prerequisite – Designed for students who have received minimal science instruction or have had a challenging experience in science between grades 5-8. Approval for class by Administration only.**

This course will provide basic instruction in biology. Much of the curriculum will be at the exposure level and will be taught at the process and application level in Living Environment in tenth grade. Topics include ecology, genetics and the interdependence of living things. This course will not have a separate laboratory class. Students in Essentials of Biology will take a school final and will be recommended for Living Environment in tenth grade.

**Living Environment** **1 Credit**  
**Grades 9, 10** **40 Weeks**

**Prerequisite: Students selected for this course, in grade 9, should be recommended by their grade 8 science teacher or guidance counselor.**

The course will provide essential requirements to meet the New York State core syllabus in Living Environment. The Living Environment Regents examinations will be administered as the final assessment. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination. This course includes process and application skills to provide experiences in the field of biology. Topics include ecology, genetics, patterns of evaluation, continuity of life, and the interdependence of all living things.

**Students will:**

- Acquire a clear understanding of the key biological concepts and ideas as outlined in the New York State Regents Living Environment core curriculum
- Master important science process and safety skills through a minimum of 1200 minutes of hands-on laboratory investigations
- Develop post high school preparatory skills
- Develop a proficiency in critical thinking and problem solving as it relates to the living environment
- Use their knowledge of the living environment to become environmental stewards and participatory citizens

**This course is NCAA approved.**

**Living Environment Honors** **1 Credit**  
**Grade 10** **40 Weeks**

**Prerequisite – 85 or better in either H Earth Science or H Physics. 95 or better in Regents Earth Science. 85 or better on either the Earth Science or Physics Regents Exam and teacher recommendation.** The honors Living Environment course is academically oriented and rigorous in nature. It follows the same scheme as The Living Environment curriculum. It will, however, offer a more in-depth examination of the main themes as well as the most recent biological findings, which do not appear in current texts. The laboratory investigations are of a more complex nature than those used in The Living Environment program. The final exam will be the NYS Regents exam in Living Environment. A minimum of 1200 minutes of satisfactory laboratory reports is required for admittance to the examination.

**Students will:**

- Acquire an in-depth understanding and mastery of key biological concepts and ideas as outlined in the New York State Regents Living Environment core curriculum
- Master important science process and safety skills through a minimum of 1200 minutes of hands-on laboratory investigations
- Develop college preparatory skills

- Develop in-depth, critical and creative problem solving skills as it relates to the living environment
- Use their knowledge of the living environment to become environmental stewards and participatory citizens

**This course is NCAA approved.**

<b>Science of Matter</b> <i>Atomic Structure</i> <i>Nuclear Science</i> <i>Periodic Table</i> <i>Elements and Compounds</i>	<b>Science in Society</b> <i>Plastics and Polymers</i> <i>Brain Science</i> <i>Food Chemistry/Biochemistry</i> <i>Miscellaneous Topics</i>	<b>Applied Chemistry</b> <i>Atoms, Periodic Table, Gases, Matter and Energy, Nuclear, Stoichiometry Organic, Kinetics and Equilibrium, Bonding, Acids and Bases, Solutions, and Redox</i>
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**Science of Matter (Fall 2020)** **½ Credit**  
**Grades 10, 11**

**Prerequisite – This course is designed for those students entering tenth grade from the ninth grade Living Environment course who have not met the tenth grade Earth Science course requirements and for those students in tenth grade Living Environment not meeting the Regents Chemistry requirements.**

**Any students who have already completed a Chemistry course are NOT permitted to take this course.**

This course is recommended for students with a curiosity for learning and applying the science of matter to real world experiences. In this semester course, we explore the atom and its structure, the power of the nucleus, the significance of the periodic table, and how compounds and elements impact our lives.

**Students will:**

- Develop an understanding of the science of matter
- Cultivate problem-solving and critical-thinking skills related to matter
- Apply the knowledge of matter to decision making about scientific issues
- Recognize the importance of matter in daily life

**This course is NCAA approved.**

**Science in Society (Spring 2021)** **½ Credit**  
**Grades 10, 11**

**Prerequisite – This course is designed for those students entering tenth grade from the ninth grade Living Environment course who have not met the tenth grade Earth Science course requirements and for those students in tenth grade Living Environment not meeting the Regents Chemistry requirements.**

**Any students who have completed a Chemistry course are NOT permitted to take this course.**

This course is recommended for students with a curiosity for learning and applying science to real world experiences. Over the course of the semester, we explore how polymers and plastic influence our lives, the effects of chemicals in our brain as well as the science behind food and nutrition. As time permits, we will explore other relevant issues of science in today's society

**Students will:**

- Develop an understanding of science and its impact on ourselves and our society
- Cultivate problem-solving and critical-thinking skills related to science and our society
- Apply scientific knowledge to decision making about scientific issues. Recognize the importance of science in daily life

**Applied Chemistry** **1 Credit**  
**Grades 11, 12**

**Prerequisite- Successful completion (65 or higher on at least 3 regents Exams) Living Environment, Algebra 1, and one other science or math exam.**

**Any students who have completed a Chemistry course are NOT permitted to take this course.**

This course is designed for any students that are college bound, but are not entering the science field. Early in this course, the elements of scientific activity are displayed, including the role of uncertainty. The atomic theory, the nature of matter, and the mole concept are developed. Additional principles discussed in the program are energy, rate and equilibrium characteristics of chemical reactions, chemical periodicity and chemical bonding.

**Students will:**

- Develop “Higher Order Thinking” Skills as they solve multistep problems.
- Apply algebraic math skills to math based topics.
- Develop an understanding of the periodic table and identify trends.
- Develop an understanding of subatomic particles and atomic structure.
- Identify the differences between chemical and physical changes.
- Compare and contrast the relationships between matter and energy.

**This course is NCAA approved.**



## Chemistry Grade 11, 12

1 Credit  
40 Weeks

**Prerequisite – Successful completion (65 or higher on Regents Exams) of Earth Science, Living Environment, and two Math Regents Exams.**

Early in this course, the elements of scientific activity are displayed, including the role of uncertainty. The atomic theory, the nature of matter and the mole concept are developed. Additional principles discussed in the program are energy, rate and equilibrium characteristics of chemical reactions, chemical periodicity and chemical bonding.

This course differs from traditional chemistry in its reduced emphasis on descriptive chemistry, and a greater emphasis on the quantitative aspect of chemistry and in linking the laboratory to the classroom.

The final exam for Regents Chemistry will be the NYS Regents in Chemistry. Students will not be permitted to use a graphing calculator when taking this Regents Exam.

### Students will:

- Develop “Higher Order Thinking” skills as they solve multistep quantitative problems
- Apply algebraic math skills to math based topics
- Develop an understanding of the periodic table and identify trends
- Develop an understanding of subatomic particles and atomic structure
- Identify the differences between chemical and physical changes
- Compare and contrast the relationships between matter and energy
- Students must complete a minimum of 1200 laboratory minutes and laboratory reports to be eligible to take the Regents exam

**This course is NCAA approved.**

## Chemistry Honors Grades 11, 12

1 Credit  
40 Weeks

**Prerequisite – Successful completion (85 or higher on Regents Exams) in Earth Science, Living Environment, and two Math Regents exams.**

This course is designed for academically oriented students who have consistently exhibited high achievement in previous courses in their science sequence. Students are challenged to develop abstract mental models representing the unique but changing

structures of the various chemical systems involved in chemical reactions.

Some additional topics covered are energetic of reactions, the mole concept, reaction kinetics, chemical equilibrium and chemical periodicity. Several models of the atom are developed and each is evaluated according to its ability to explain what is and to predict what will be.

Successful participation in Regents Honors Chemistry will prepare students for the challenges of freshman college chemistry.

The final exam for this course will be the NYS Regents exam in Chemistry. Students will not be permitted to use a graphing calculator when taking this Regents Exam.

### Students will:

- Master “Higher Order Thinking” skills as they solve multistep quantitative problems
- Recognize the variables to develop the mathematical relationships to solve multilevel quantitative problems
- Develop an in depth cognitive understanding of the Periodic Table and identify the trends
- Develop an understanding of subatomic particles, atomic structure and the interactions of those particles
- Identify the differences between chemical and physical changes and the energy involved in those changes
- Compare and contrast and manipulate the relationships between matter and energy
- Students must complete a minimum of 1200 laboratory minutes and electronic submitted laboratory reports to be eligible to take the Regents Exam.

**This course is NCAA approved.**

<b>Science in Motion</b> <i>Measurements/Vectors</i> <i>Kinematics</i> <i>Forces/Newton’s</i> <i>Laws/Momentum</i>	<b>Science of Energy</b> <i>Work &amp; Energy Concepts</i> <i>Wave Energy Concepts</i> <i>Electrical Concepts</i>
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## Science in Motion (Fall) Grades 11, 12

½ Credit  
20 Weeks

**Prerequisite – Students must have earned at least 2 credits of science credit (1 in Life Science and 1 in the Physical Setting) and have passed 1 NYS Science Regents Exam. Any students who have already completed a Physics course are NOT permitted to take this course.**

An introductory course in science that focuses on the fundamental concepts of motion & forces. It is a very conceptual approach to these topics and how they relate to everyday life.

### Students will:

- Use scientific skills and strategies to investigate the course content
- Investigate the course concepts through hands on learning activities
- Apply acquired science principles to real life situations

**This course is NCAA approved.**

**Science of Energy (Spring)** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Students must have earned at least 2 credits of science credit (1 in Life Science and 1 in the Physical Setting) and have passed 1 NYS Science Regents Exam.**

**Any students who have already completed a Physics course are NOT permitted to take this course.**

An introductory course in science that focuses on the fundamental concepts of energy and waves. It is a very conceptual approach to these topics and how they relate to everyday life.

**Students will:**

- Use scientific skills and strategies to investigate the course content
- Investigate the course concepts through hands on learning activities
- Apply acquired science principles to real life situations

**This course is NCAA approved.**

**Physics** **1 Credit**  
**Grades 11, 12** **40 Weeks**  
**Prerequisite – Successful completion (65 or higher on Regents Exams and courses) of Earth Science, Living Environment, Algebra and Geometry.\***

Regents Physics is a mathematically-oriented course, which is integral to the understanding of the concepts. Various physical concepts are treated to be meaningful in everyday life situations with laboratory applications. The core areas of mechanics, waves, electricity and modern physics provide the framework for laboratory activities and class discussion.

The final exam will be the NYS Regents Physics exam.

**This course is NCAA approved.**

**Physics Honors** **1 Credit**  
**Grades 11, 12** **40 Weeks**  
**Prerequisite – Mastery level attainment (85 or higher on Regents Exams and courses) in Earth Science, Living Environment, Algebra and Geometry.\***

Honors Physics is a course for students who have demonstrated a high aptitude for and interest in science and math. The course is similar in content to Regents

Physics in the core areas, but treats each with extended coverage in greater depth and at a more rapid pace.

Laboratory investigations are an integral part of the course. The final exam will be the NYS Regents Physics exam.

**This course is NCAA approved.**

**Science Explorations** **1 Credit**  
**Grades 11, 12** **40 Weeks**  
**Prerequisite – Successful completion of 2 years of science courses, and a willingness to work independently and cooperatively with peers to solve real-world science problems.**

Science explorations is a project-based course where students are challenged to apply scientific knowledge to real-world scenarios to solve problems. Students will have the opportunity to work as individuals and in small groups. The instructor will assist students in goal-setting and the process model of project completion. Students will have the opportunity to demonstrate their knowledge at the end of the course.

**Course Objectives:**

- Students will conduct their own experiment including research, experimental design, data collection and analysis, and interpretation of data
- Students will have the chance to solve real-world problems
- Students may craft solutions to current problems in the local community or across the globe
- Students will present their findings

**This course is NCAA approved.**

## **Science Electives**

**Astronomy** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Successfully completed 2 Science credits (one of which must be Earth Science).**

This is a one semester, introductory course in astronomy. What makes a star shine? For how long will the sun keep shining? What are black holes and how can they form? From the phases of the moon to the explosions of supernovas, this class is a general introduction to the concepts of contemporary astronomy.

A survey of the basic topics in astronomy will be done in a seminar format. Topics may include: Astronomy through the ages, the Solar System, our Galaxy, with a laboratory portion covering the solar system, properties of stars, spectral classification, stellar evolution, and variable stars. Design and use of the portable planetarium may be included.

**Students will:**



- Understand the origin and history of the universe and the formation of the earth and the solar system.
- Students will compare the earth's properties with those of the other planets and explore how the heavens have influenced human thought and action.
- Deepen their understanding with a student chosen topic exploration

**This course is NCAA approved.**

**Meteorology** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Successfully completed 2 Science credits (one of which must be Earth Science).**

This is a one semester, introductory course in meteorology. This course will also provide the student with basic understanding of weather and climate and an understanding of basic weather forecasting.

This course is also designed to explain local weather phenomena. It will introduce students to important phenomena and physical processes that occur in earth's atmosphere, as well as to the basic concepts and tools that are used to study atmospheric problems with special emphasis on developing information technology skills.

This course includes atmospheric dynamics, wind systems, and severe storms. Other topics include climate, climate change, boundary layer meteorology, air pollution, forecasting and weather modification.

**Students will:**

- Develop an understanding of the structure and function of the atmosphere including the dynamics between its matter and energy and their effect on weather and climate
- Deepen their understanding with a student chosen topic exploration

**This course is NCAA approved.**

**Anatomy/Physiology** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Successful completion of Living Environment (grade of 80 or better) or current enrollment/successful completion of AP Biology.**

This semester length class is an introductory college level course that covers most of the human body systems. This course is ideal for students who wish to pursue one of the many careers in the medical field or as a supplemental course for students who are concurrently taking or planning on taking AP Biology.

**Students will:**

- Learn medical and anatomical terminology
- Memorize anatomical terms and medical conditions for unit quizzes
- Be able to identify various tissues, bones and muscles

- Learn about various body systems such as the nervous system, digestive system, endocrine system, cardiovascular system, respiratory and excretory systems
- Dissect chicken wings, sheep or cow eyes, brains and hearts
- Dissect a cat, examining its musculature and all internal organs.

**This course is NCAA approved.**

**Environmental Science (Global Issues and Sustainable Solutions)** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Students must have earned at least 2 credits of science credit and have passed 1 NYS Science Regents Exam.**

This course aims to educate students about local, national, and global environmental issues including climate change, human population growth, natural resources depletion, food and water scarcity, energy, pollution, poverty, conflict, governance and sustainability. In short, this course focuses on **Critical Thinking, Global Perspectives, Informed Actions, and Sustainable Solutions.**

**Students will:**

- Explore environmental issues from scientific, social, political and economic points of view
- Be engaged in thinking critically about real and sustainable solutions to environmental problems

**This course is NCAA approved.**

**Introduction to Forensics** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Completion of 2 Regents Credits in Science.**

Do you ever wonder what it takes to be a Forensic Scientist? To solve crimes like Stabler and Benson? What really goes on behind that yellow crime scene tape? If you like watching Dexter, Bones, Criminal Minds or CSI, this class is for you. Learn the science behind solving crimes in this exciting hands on, laboratory based elective.

**Students will:**

- Learn how to problem solve and think abstractly while improving their observational skills
- Learn how to work collaboratively with a team to solve crimes
- Learn the steps taken to process a crime scene
- Learn how to analyze fingerprints, create footprint casts, interpret blood spatter patterns, test for blood types and analyze hair and fibers found at a scene
- Learn how human remains are used to discover information about a person

- Develop an understanding of how the Criminal Justice field uses firearm analysis and document analysis when solving a crime
- Use skills obtained throughout the course to solve a murder mystery as part of the final assessment

**This course is NCAA approved.**

**Science in the Cinema** **½ Credit**  
**Grades 11, 12** **20 Weeks**  
**Prerequisite – Successful completion of 2 years of science (one living and one physical science preferred). A firm grasp of scientific conceptual understanding in multiple areas is needed to be able to evaluate and dissect films to separate fact from fiction.**

Delve into the mysteries of science as portrayed in popular Hollywood movies and learn to separate real science from science fiction. By providing the real science behind some of the ‘science’ concepts presented in movies, we will shift student roles from being passive viewers of movies to becoming active questioners of information and seekers of truth. Individual movies will be the anchors for units of study, and learning will include scientific research and publications, individual research using online resources, and group discussions and debates.

**Students will:**

- Gain a deeper understanding of scientific phenomena
- Examine the portrayal of scientific concepts in mainstream media
- Create contextual understanding of scientific phenomena
- Dissect popular movies to separate truth from fiction

**\*\* Films studied and resources used will vary, taking into account the results of a student interest survey administered in the beginning of the year, as well as the background knowledge of the instructor.**

**Science Lab Assistant** **½ Credit**  
**Prerequisite – Teacher selection and appointment only.**

This pass/fail course is for students interested in some aspect of the Science field. The student will work with a teacher and will:

- Work in and maintain the Science Lab Prep Room
- Set up labs to be used in Science class
- Take down labs after the completion of the lab
- Maintain lab equipment in the Science classroom
- Any other duties as directed

## **The Advanced Sciences**

Advanced Science courses are designed for high school juniors and seniors with an above average interest in science and an academic background in these sciences.

A distinguishing characteristic of the Advanced Science program is that the student accepts a significantly large measure of responsibility for the achievement of his or her own academic goals in these courses.

Students being placed in the Accelerated Science Program after grade 7 will be expected to take the following courses and examinations:

Grade 8: Honors Earth Science (Earth Science Regents)

Grade 9: Honors Physics (Physics Regents)

Grade 10: Honors Chemistry (Chemistry Regents)

Grade 11: Advance Placement Biology

(Living Environment Regents and AP Biology Exam)

Grade 12: SUPA Chemistry

(Syracuse University Curriculum/Exams) or Advanced Placement Physics (AP Exam)

Students who do not meet the prerequisite requirements from Honors Physics into Honors Chemistry will be placed into Honors Living Environment.

Prerequisites below:

Acc. ES (Gr. 8) – Acc. Physics (Gr. 9) – H Chemistry (Gr. 10) – AP Biology (Gr. 11) – SUPA Chemistry or AP Physics (Gr. 12)

Criteria to continue in above sequence from H Physics into H Chemistry:

- 90 or above in Earth Science and Physics Courses, **and**
- 85 or above on previous Regents Exams in both Earth Science and Physics

Students not meeting above criteria would follow course sequence below:

H Living Environment (10) – H Chemistry (11) –

AP Science Course (Bio or Physics) or SUPA Chemistry (Gr. 12)

**AP Biology\*** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite – 85 or better in Living Environment and Chemistry and 85 or better on the Regents Exams. Recommended for students to have taken or be taking Anatomy and Physiology.**

The AP Biology course is one which is designed to be the equivalent of a two semester college introductory biology course which is usually taken by biology majors during their first year of college. Students are exposed to higher level biological principles, concepts, and skills and are given the opportunity to apply their knowledge to real life applications. The concepts of the course are organized

around biological principles called big ideas that are studied throughout the entire course and focus on the following topics: evolution, biological systems using energy to maintain homeostasis for survival, passing heritable information to provide continuity of life, and the interaction of biological systems with biotic and abiotic factors. The course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology.

Students will take the Advanced Placement exam in May. College credit may be available if exam score meets college requirements. A fee is required for this examination.

**Students will:**

- Develop advanced inquiry and reasoning skills
- Design a plan for collecting data and analyzing it
- Apply mathematical routines to biological concepts
- Connect concepts in and across domains of the AP Biology course

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**AP Physics 1**

**1 Credit**

**Grade 12**

**40 Weeks**

**Prerequisite – Mastery level attainment (85 or higher on Regents Exam and course) in Algebra 2 and a teacher recommendation.\***

Students begin studying a topic by making observations and discovering patterns in natural phenomena. They will develop their conceptual understanding by designing experiments, interpreting graphs and data and solving multi-step problems. Topics studied will include kinematics, dynamics, rotational motion, electrostatics, circuits and mechanical waves. The culmination of the year will require the AP Exam.

**Students will:**

- Learn and practice an explicit problem solving strategy
- Use an inquiry based approach to laboratory investigations
- Use college level text and assessments
- Communicate and justify answers based on conceptual understanding and data

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**SUPA Chemistry\***

**1 Credit**

**Grade 12**

**40 Weeks**

**Syracuse University Project Advance (SUPA)**

**Prerequisite – Mastery level attainment (85 or higher on Regents Exams and courses) in Living Environment, Chemistry, Algebra 2 and Geometry.**

This is a Syracuse University Project Advance course that combines CHEM 106/107/116/117 and earns 8 credit hours of college chemistry. Students who enroll in the course are required to register for college credit and must pay current rate of tuition\*.

Because of its rigor, abstract nature and emphasis on the quantitative aspects of chemistry, it is recommended that students have a strong mathematical background. They **must** have successfully completed a high school Chemistry course. The following general chemical topics will be explored at the collegiate level: stoichiometry, redox, atomic theory and structure, bonding, states of matter, solutions, acids and bases, kinetics, equilibrium, thermodynamics, electro-chemistry and organic chemistry. Students will take 2 Final Exams, one Exam for the fall semester and one Exam for the spring semester. Students will receive 8 College Chemistry credits from Syracuse University for the successful completion of this course.

**Students will:**

- Solve multistep chemistry related mathematical problems
- Recall past knowledge from various aspects of the course and apply it to new and unique chemistry related topics
- Develop and write formalized lab write-ups
- Conceptualize, interpret and explain the properties and reactions observed in terms of the structure and properties of atoms and molecules, including concepts of atomic structure, periodicity and bonding
- Explain how the chemical and physical properties of materials can be explained by the structure and arrangement of atoms, ions and molecules and the forces between them
- Relate chemical reactions to molecular collisions, kinetics and equilibrium
- Understand the laws of thermodynamics and how the role of energy is related to the changes seen in matter

**\*Must register for SU Credit and pay current rate of tuition (\$920/course).**

**This course is NCAA approved.**

## **SOCIAL STUDIES**

### **Requirements for Graduation:**

A student must complete four (4) credits of social studies to successfully meet requirements for graduation for a local or Regents diploma. These four (4) credits include Global 9, Global 10, US History 11 (American History since 1865 and Government), Participation in Government (1/2 credit) and Economics (1/2 credit).

Students may substitute AP U.S. Government and Politics/Economics or AP Economics/U.S. Government and Politics for Participation in Government and Economics.

Students must also pass BOTH the 10<sup>th</sup> and 11<sup>th</sup> grade Social Studies Regents exams to fulfill state requirements for graduation.

Elective courses are offered for students who wish to take five (5) credits in social studies. Also, a student may wish to experience a course as a prelude to a particular college course or career.

### **9 Global History & Geography Grade 9** **1 Credit 40 Weeks**

Global History and Geography 9 is the first part of a two-year 9-10 course. Each student will be required to pass a New York State Regents Exam on 9-10 Social Studies at the end of the 10<sup>th</sup> grade. Through a study of geography, history, and political and economic systems, students will be taken chronologically across time from the period of Early Humans to the Age of Revolution. After a review unit, a school Final Exam in the format of a Regents Exam will be administered at the end of 9<sup>th</sup> grade.

Concepts related to geography, history, sociology, political science and economics will be taught through skill development focused on critical thinking; essay writing, using library resources, reading, map and chart interpretation, oral presentation and cooperative learning. Topics include Ancient and Classical Civilizations, Beliefs Systems, the Middle Ages, the Renaissance, Exploration, Reformation, and Absolutism.

**This course is NCAA approved.**

### **9 Global History and Geography Honors Grade 9** **1 Credit 40 Weeks** **Prerequisite – 8<sup>th</sup> grade teacher recommendation and 90 or above average in Social Studies 8 required. Students must be enrolled in ELA 9H.**

The concepts of change, choice, citizenship, culture, diversity, human rights, interdependence, justice and scarcity are some of those which will be studied in depth to teach the areas of Ancient and Classical Civilizations, Beliefs Systems, the Middle Ages, the Renaissance,

Exploration, Reformation, and Absolutism. To take this course the student must be reading **above** grade level, writing good essays, and have exceptional social studies skills, such as library research, critical thinking, map, chart and graph interpretation, and independent learning. Each student will have to pass the Global Studies Regents on 9-10 grade content at the end of the 10<sup>th</sup> grade social studies. Since this includes writing essays, writing skills are critical and will be emphasized. Students should have a 90% overall average in eighth grade Social Studies and must pass the final exam with a minimum score of 90%.

**This course is NCAA approved.**

### **World History Grade 9** **1 Credit 40 Weeks** **Prerequisite – Social Studies 8H, maintaining 90 average with recommendation, English 8H. Students must be enrolled in ELA 9H.**

This class is a college/high school co-credit course for the serious academic student. 9<sup>th</sup> grade AP is the first of a two year World History course that will cover Beginnings of Man to c.1450 CE. An AP Exam will occur at the end of 10<sup>th</sup> grade, which can earn college credit.

**Students will:**

- Analyze primary and secondary source documents and formulate point of view and purpose references.
- Learn to critically analyze information through nine historical thinking skills and apply that information in multiple formats: Document Based Questions (DBQ's), Long Essay Questions (LEQ's), Short Answer Questions and Multiple Choice
- Be expected to keep up with a rigorous schedule of reading and assignments
- Take the AP Exam and Global History Regents Exam at the end of 10<sup>th</sup> grade.

**This course is NCAA approved.**

### **10 Global History & Geography Grade 10** **1 Credit 40 Weeks**

Using political, social, economic, and geographic concepts, students will study history from the period of the Age of Revolutions (1750s) to present day. Students will study the areas of Europe, the Middle East, and the Third World.

Students should be reading on grade level or above. Students are expected to apply a conceptual approach to factual material and further develop skills such as evaluating primary sources, writing DBQ and thematic essays, and interpreting maps, graphs, and charts.

**This course is NCAA approved.**

**10 Global History & Geography Honors      1 Credit  
Grade 10      40 Weeks**

**Prerequisite – Global History 9RH and/or teacher recommendation. Students enrolling in this course are expected to be highly motivated. This is an intensive academic course that entails extensive reading, writing, and discussion. This course will be used to identify candidates for 11<sup>th</sup> and 12<sup>th</sup> grade AP courses and prepare them for college level expectations.**

Among the major concepts followed through the year in the study of world history from the Age of Revolutions through Today are: choice, scarcity, citizenship, human rights, interdependence, culture, and technology. The Regents Honor student should demonstrate exceptional social studies skills and interests and be reading above grade level. Skills such as reading comprehension, developing a hypothesis from evidence, critical thinking, interpreting primary sources, historiography, essay writing (of multiple essays per quarter), note taking and **term paper organization** and research, and oral presentation skills will be stressed. Students will be subjected to rigorous reading and writing assignments that require them to analyze and synthesize complex material. Students take a Regents exam in June which tests 9<sup>th</sup> and 10<sup>th</sup> grade Social Studies skills, information, and concepts.

**This course is NCAA approved.**

**AP World History \*      1 Credit  
Grade 10      40 Weeks**

**Prerequisite –World Grade 9 with at least an 85 average and teacher recommendation.**

This is a college/high school co-credit course for the serious academic student. This course is a continuation of Pre-AP World Grade 9 and will continue to introduce students to college level material in World History that covers the time period from the 17<sup>th</sup> century through the present.

**Students will:**

- Highlight the nature of changes in the world history and their causes and consequences, as well as comparison among major societies.
- Learn to critically analyze information through AP History disciplinary practices and reasoning skills and apply that information in multiple formats: Document Based Questions (DBQs), Long Essay Questions (LEQs), Short Answer Questions (SAQs) and multiple choice.
- Students will explore several time periods and discuss change and continuity throughout the course.
- Students will develop skills necessary to arrive at conclusions based on informed judgement and to effectively communicate their findings through writing.

- Students must be strong readers, and capable of working independently; the demands on the students are equivalent to those made by college courses.
- Students are mandated to take the AP World History Exam in May that has a cost of \$98.
- Students are also required to take the NYS Regents Exam in Global History and Geography in June as the final exam for the course.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**11 US History and Government      1 Credit  
Grade 11      40 Weeks**

In government this academic course emphasizes the Constitution and the three branches of American government. This history component focuses on United States History since 1865. Historic, economic, political, social and cultural aspects of this period to the present will be examined. This course will build upon previously learned skills such as reading comprehension, writing, and geography. Some independent study will also be expected and essay writing will be a major focus. The final exam is the 11<sup>th</sup> grade US History and Government Regents exam that is required for graduation.

**\*THIS COURSE WILL NOT TAKE THE PLACE OF PARTICIPATION IN GOVERNMENT AND ECONOMICS**

**This course is NCAA approved.**

**AP US History\*      1 Credit  
Grades 11, 12      40 Weeks**

**Teacher recommendation and minimum 85% on the Global Regents.**

The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

**Students will:**

- Learn to assess historical materials and their relevance
- Interpret problems and to weigh historical evidence
- Present reasons and evidence clearly and persuasively in written and oral format
- Study political institutions, public policy, social change, cultural and intellectual developments, diplomacy and international relations and economic developments

- Utilize and develop historical thinking skills (chronological reasoning, comparison and contextualization, historical interpretation and synthesis and crafting historical arguments)

Students will take the Advance Placement exam in May for college credit. The amount of credit will be determined by the scores on this exam. Juniors will also take the Social Studies 11 Regents exam, which is required for graduation. A fee is required for the AP exam. **Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**AP US Government and Politics\* 1 Credit  
Grade 12 40 Weeks**

**Prerequisite – Successfully passes U.S. History Regents and course with an 85 average or an 80 average for AP and honors classes.**

The focus of this course is on the institutions of government, political behavior and politics. Topics addressed include: Congress, Presidency, Courts, Political Parties, Interest Groups, Civil Rights, Civil Liberties, US Constitution, Federalism, Bureaucracy, Elections, Presidential Nomination Process, Voting Behavior, Political Participation, the Media and an in depth analysis of Conservatism and Liberalism. Studying current events enriches instruction and student understanding of the curriculum. AP United States Government and Politics is an alternative to the half year Participation in Government (PIG) and Economics courses. This college level class will prepare students studying Political Science, fulfilling a college distribution requirement in the social sciences, or preparing themselves for knowledgeably participating in our political system.

**Students will:**

- Understand the Constitutional basis of our government
- Achieve a high level of understanding of how the US political system operates, including its strengths and shortcomings.
- Further develop college-level reading, writing and analytical skills.
- Successfully complete the AP Exam in May as another means to earn college credit.

**Students may concurrently take this course for OCC credit. Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**AP Economics\***

**Grades 12**

**1 Credit**

**40 Weeks**

**Prerequisite – Successfully passes US History Regents and course with an 85 average or an 80 average for AP.**

From the College Board:

“The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

**Students will:**

- Learn to “think like an economist” when analyzing and solving everyday problems.
- Learn to use data, formulas and graphs to explain economic successes and shortcomings.
- Be able to recommend policies to solve problems like unemployment, inflation and recession.
- Understand and evaluate the role of government in modern economies.

This course fulfills the local and state requirements for credit in Economics and Participation in Government. Students will take an AP exam. A fee is required to take the AP exam in May.

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**Participation in Government**

**Grade 12**

**½ Credit**

**20 Weeks**

This exciting course will broaden students’ understanding of local, county, state and national governments as well as the issues confronting them as new voters. This will prepare them to be informed, involved, and responsible citizens. Students are required to actively participate in a minimum of five Academic Advisement events and one half-day event.

**This course is NCAA approved.**

**Economics** **½ Credit**  
**Grade 12** **20 Weeks**

This required course of study is patterned after the new state mandate for 12<sup>th</sup> grade social studies. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. Units covered in this subject area will include economics and economic systems, marketplace economics, components of economic systems, international trade, the stock market and the major variations of world trade. Academic “macro” economics is the primary curriculum core for this subject.

**This course is NCAA approved.**

## **SOCIAL STUDIES ELECTIVES**

**Current Events** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

In this course we will be looking at a variety of current issues. Having students become informed citizens in our global society is the main goal of this course. The current events of the time will determine the main focus of this class. Specific reoccurring issues, such as, crime, discrimination, globalization, and problems of mass society will be studied as the framework of this class. This course will give students the opportunity to analyze the forces that are affecting our lives now and in the future.

**Students will:**

- Cover a wide range of subjects and connect to all areas of the curriculum.
- Build language, vocabulary, reading comprehension, critical thinking, problem solving, oral expression, and listening skills.
- Develop informed citizens and lifelong newsreaders. Studying current events helps students understand the importance of people, events, and issues in the news; it stimulates students to explore and learn more about the news, and to pay attention to the news they see and hear outside of school.
- Help teachers teach media literacy skills, as important today as any of the three R’s.
- Offer ideal opportunities for cooperative-group instruction, classroom discussions and debates, purposeful follow-up writing, and much more.

**This course is NCAA approved.**

**Geography** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

The main focus of this half-year course will be the five themes of Geography: location, place, human environmental interaction, regions and movement. As members of the Global Community in the 21<sup>st</sup> century, a better understanding and appreciation of other cultures will be a vital asset.

**Students will:**

- Explore the earth, its natural phenomena and its weather patterns, by doing Web based projects
- Analyze the culture in which they live and compare this to other cultures around the world
- Have guest speakers from other cultures
- Examine different facets of world culture by use of National Geographic materials
- Gain significant understanding of the global community of which they are a part of
- Develop a greater appreciation for the world they live in

**This course is NCAA approved.**

**Multiculturalism and Diversity** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

The primary focus of this course is to learn how people are affected by the perceptions of others. What difference does it make to be seen as “different” by society at large? Current events and historical examples are examined. In this respect, issues related to race, ethnicity, gender and gender identity, ability, sexual preference, age, income and religion are studies. Fundamentally, as students learn more about life in the United States, they learn more about themselves and the society they live in. It is always the instructor’s hope that student enrollment in this course represents all the diversity that CNS has to offer.

**Students will:**

- Understand the significance of racism, sexism, homophobia, ageism, ableism and classism
- Improve observation skills to identify the five faces of oppression: exploitation, marginalization, powerlessness, cultural imperialism and violence
- Recognize the difference between prejudice and discrimination
- Enhance their multicultural understanding of American History
- Prepare themselves for life in a rich and diverse world

**This course is NCAA approved.**

**American History Through Film** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

This course will provide students with an opportunity to explore important topics in American history through the lens of film and television by viewing and analyzing

historically accurate and critically acclaimed films about and from American history. In some instances grossly inaccurate films or excerpts might be used to demonstrate the often misleading portrayal of people, groups and events in American history.

**Students will:**

- Increase their content knowledge
- Better understand the “inter-thematic” relationship between patterns and trends in American history
- Understand the causes and effects of bias and perspective in popular media representations of historical content
- Evaluate the accuracy of various depictions of historical events
- Analyze the relationship between historiographic changes and popular media of various individuals and groups
- Evaluate whether changing television content is a result of or the cause of changing societal attitudes

**This course is NCAA approved.**

**AP European History\* 1 Credit  
Grade 12 40 Weeks**

This is a college/high school co-credit course for the serious academic student.

This course will introduce them to college level material in European History that covers the time period from the 14<sup>th</sup> century through the present.

**Students will:**

- Complete a summer assignment that will be due the first day of school
- Analyze primary and secondary source documents and formulate point of view references
- Learn how to formulate historical argumentative essays with a good structured thesis statement and specific supportive evidence
- Develop note taking skills through college style lectures
- Be expected to read each chapter at a pace of one chapter every two weeks. Students must keep up with these readings and assignments in a timely fashion to be successful in the course and on the AP Exam
- Take the AP Exam that is scheduled in early May and the Global History Regents Exam

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE. THIS COURSE DOES NOT TAKE THE PLACE OF ECONOMICS OR PARTICIPATION IN GOVERNMENT.**

**This course is NCAA approved.**

**Modern European History (1900-present) ½ Credit  
Grades 11, 12 20 Weeks**

Modern European History is designed to show the history of Europe over the past 100 years through the use of key historical writing and foreign film. Students will also gain more insight into lesser studied but significant European events such as the Conflict in Northern Ireland and the Bosnian genocide.

**Students will:**

- Learn about Europe’s recent history from the European perspective
- Gain insight into European culture
- Take a unique look at familiar topics by studying them from a different point of view, i.e. WWII through the eyes of a German submarine crew or the Cold War from England’s perspective
- Develop critical thinking skills
- Expand their analytical and writing skills

**This course is NCAA approved.**

**Psychology ½ Credit  
Grade 10, 11, 12 20 Weeks**

Travel into the human mind! Gain a greater understanding of human thought, emotion and behavior. Classes will select the areas they want to study: the brain, personality, conditioning, motivation, emotion, states of consciousness and psychological disorders.

**Students will:**

- View and analyze films
- Participate in discussion and debates
- Execute real life applications and projects
- Challenge their perspectives on psychological disorders and other aspects of human behavior

**This course is NCAA approved.**

**AP Psychology\* 1 Credit  
Grades 11, 12 40 Weeks**

**The prerequisite for this course is an 80% or higher on either the Global History or US History and the Living Environment Regents exam. Need teacher recommendation.**

AP Psychology is a challenging, but rewarding course, which is the equivalent of college psychology 101. The course follows the curriculum laid out by the College Board, covering psychological perspectives, research methods, biological bases of behavior, sensation and perception, states of consciousness, thought, learning and memory, human development and personality, psychological and intelligence testing, motivation and emotion, social psychology, stress, as well as psychological disorders and treatment.

**Students will:**

- Participate in class discussions and debates



- Design and conduct their own psychological experiment
- Analyze films
- Participate in class demonstrations of key concepts
- Read and analyze original research studies
- Participate in group and individual activities

This is a college freshman level course. Students will work at an advanced AP Level and will take an Advanced Placement exam in May. College credit may be available if exam score meets college requirements. A fee is required for the AP examination. **Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP CLASSES THE FIRST FIVE WEEKS OF THE COURSE.**

**This course is NCAA approved.**

**Sociology** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Sociology is the study of human social behavior. This course is an opportunity to explore the causes and consequences of human behavior. Sociology will help you see the world around you from a completely new perspective and prepare you for life after CNS.

**Students will study:**

- Culture, social norms and socialization
- Gender roles and sexism
- Deviance
- Inequalities of race and ethnicity
- Institutions and media literacy
- Conformity and authority
- Important social issues and current events

**This course is NCAA approved.**

**SUPA Sociology** **½ Credit**  
**Grade 12** **20 Weeks**

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. This course will investigate the structure of groups, organizations, and societies, and how people interact within these situations.

**Students who successfully complete this course have the option of earning three or four credit hours through Syracuse University Project Advance (SUPA) Program.**

**Students will:**

- Participate in class discussions and debates
- Design and conduct their own sociology experiment
- Analyze films
- Participate in class demonstrations of key concepts
- Read and analyze articles and write article summaries
- Participate in group and individual activities

**\*Must register for SU credit and pay current rate of tuition (\$345/\$460/course).**

**\*\*In order for any students to receive Syracuse University Project Advance Credit (SUPA), more than 50% of the students in the class must be registered for credit which needs to be done within the first two weeks of class in September.**

**This course is NCAA approved.**

**Modern Civics** **1 Credit**  
**Grades, 10, 11, 12** **40 Weeks**

This course will introduce and challenge students to the benefits of being a proactive citizen through the use of 3D printing technology. The objective of the course is to provide assistance to children who are missing fingers or hands due to war, disease, or birth defects by printing 3D prosthetic hands from crowd-sourced designs. During their time in the course students will make contact with potential recipients, communicate with volunteers around the world to share and use design files/ideas, scale and then fit 3D prosthetics, to fit specific individual needs of recipients, assemble and test hands, ship the completed hand to the recipient, and then follow up with potential modifications.

**Students will:**

- Provide an opportunity for a global community of like-minded students who will collaborate with each other and share e-NABLE inspired ideas, experiences, curriculum, and best practices through online discussions and an open-source file repository
- To motivate youth to become involved in the e3STEAM and e-NABLE communities, thus providing them with an inspirational 21<sup>st</sup> century model of the power of collaboration, creativity, critical thinking, service, and technology
- Empower young people to become agents of positive change in their own lives and in local and global communities by virtue of their involvement in the building and receiving 3D printed hands
- Assist informal and formal education organizations in the creation of 3D printed hands and devices and to get them to those who need them
- Continue our school's membership in the e-NABLE Community Chapter in order to allow families and potential recipients to find classrooms and students to help make their own 3D prosthetic device
- Build alliances with aid workers in war-torn regions, disaster zones, and impoverished communities where inexpensive and easily attainable prosthetics are needed

## STAGE PRODUCTION



### **Introduction to Technical Theatre** 1/2 Credit Grades 8, 9 20 Weeks

**Prerequisites:** Students who have either a love of acting or would like to be on a stage or tech crew. This course is designed to work alongside the course **Scenic Design and Show Control**. Courses can be taken in any order.

**“We are live in 30 seconds people....ready on lights?”**  
**“Lights are good.” “Sound team?” “Monitors are ready.**  
*Front of House levels are set, Preshow music fading...GO.” “Video are you rolling?” “Roger that- we are live. Projecting pre-show credits...GO”* **Backstage:**  
**Are we ready?” “Places people! Yes - All cast is set and we are ready. “Ok, everybody - let’s do this!”**

It takes a village to make everything go right for live performances. Welcome to the village! After this course, you’ll have a solid appreciation for what each actor and crew member brings to the table. No matter your background, there is something here for you.

The class objectives are as follows:

- Whether you are usually on stage or behind it, this course will offer you a unique hands-on look at how each part of a live performance works
- Learn about set design and construction and begin designing your own ideas
- Incorporate the current JHS play (and other events) as our backdrop for learning. You will actually help shape the production!
- Build self-confidence in your acting and release your inner “techie”
- Holding class in the JHS auditorium offers students opportunities to perform on stage and design the technical aspects behind the performance
- Learn what gives you an edge in acting, designing and behind the scenes work
- Fun activities to learn/build: Organization, Communication, and Teamwork
- Learn how to use stage tools safely, how lights work and are used, an introduction to sound and video aspects for live productions
- Field trip to Syracuse Stage for a private backstage tour in November and optionally join us for a group viewing of their December show
- Learn how to maximize audience satisfaction, cast excellence and show results

### **Scenic Design and Show Control** 1/2 Credit Grades 8, 9 20 Weeks

**Prerequisites:** Students who have either a love of acting or would like to be on a stage or tech crew. This course is designed to work alongside the course **Introduction to Technical Theatre**. Courses can be taken in any order.

Whether you are on stage performing, or working behind the scenes on stage crew, lighting, sound or a video team, we all have one goal: to make an art form that expresses our passion and that can be appreciated by an audience.

Are you ready to peel back the amazing layers of a live performance? There are a lot of pieces to make a live event work. When all the pieces fit, remarkable things can be achieved.

The class objectives are as follows:

- All learning experiences will have real-life applications
- Learn about microphone placement, recording, videography, and lighting setup and design
- Incorporate the current spring events, such as the JHS Talent Show as our backdrop for learning. You will actually help shape the production!
- Practice improv acting and be part of the team that designs and creates Talent Show video skits; help us film, add sound, and then edit these for the production
- Holding class in the JHS auditorium offers students opportunities to perform on stage and design the technical aspects behind the performance
- Fun activities to learn/build: Purpose, Professionalism, Leadership
- Insider tips on stage presence, choreography, and untapping your stage potential
- Sit behind a real lighting console, sound board, and video mixer to get a true experience
- Take a field trip to The Landmark Theatre in February and optionally join us for a group viewing of a travelling Broadway show by Famous Artists in the spring
- Design and build actual sets, lighting and sound design, videography and editing
- Learn how to maximize audience satisfaction, cast excellence and show results

### **Fundamentals of Design for Theatre** 1 Credit Grades 10, 11, 12 40 Weeks

**Prerequisites:** Students interested in a career in acting, directing, technical theatre, and stage activities.

A good live performance seems effortless and natural, drawing you in to its setting and mood. This happens when everything goes right and every detail is in the proper place from the trained actors to the intricate set

design to the hard-working crew. Have you ever wondered how all the magic happens?

This course covers a brief history of theatre architecture and stage technology, the stage and its equipment, scenic design, an introduction to lighting and sound design, construction techniques, and costuming. Specific emphasis will be on the use of color and artistic choices to communicate effectively on stage. The class objectives are as follows:

- Familiarize oneself with the elements of design in theatre
- Create a new set design for a classic play with your own twist
- Incorporate the current CNS fall play and spring musical for analysis, design, and help us make the props and sets
- Develop your visual communication skills and personal artistic style
- Build self-confidence in your creative abilities and perceptions in both physical acting and the design process
- Understand the roles and responsibilities of Producers, Artistic Directors, The Design Team, Crew and the Stage Manager
- Explore and incorporate the fundamental elements of design, composition and color theory
- Be aware of the dynamics and practices of successful theatrical collaboration
- Field trip to Syracuse Stage for a private backstage tour in November and optionally join us for a group viewing of their December show.
- Experiment with sound and lighting design to communicate a message to the audience

#### **Sound Design (2022-2023):**

**Show Mixing and Recording**  
**Grades 10, 11, 12**

**½ Credit**  
**20 Weeks**

**Prerequisites:** Students who want to explore a career involving sound, including sound design and audio for films should sign up for the course.

For live performances: If you don't have good sound, you don't have a performance. Imagine going to a concert that featured eye-popping lighting effects, complex staging with moving truss, video screens bigger than CNS...but there was no sound. I think you'd want a refund. Bottom line: Sound is the foundation in which a show can build upon. A good sound designer knows the audience, the equipment, and understands the scope and vision of the performance.

In this class, students will learn the basics of sound design as they learn the ins and outs in this industry. It's not all fancy equipment that makes a great show. It's a plan made by a team of sound workers who can exquisitely control every aspect of what is heard.

In this course, students will:

- Mix live sound on professional theatrical equipment used around the world
- Have opportunities to run all the auditorium events for NSJHS and CNS and to land (paid/unpaid) work outside of school, with local sound companies and businesses
- Comprehend universal audio properties while realizing the artistic nature of design
- Learn how to run a professional soundcheck
- Setup and run large and small sound systems for real events in and outside of school
- Understand Sound Waves, Frequency Response, Microphones, Speakers, Dynamic Range
- Experiment with Gain Structure, Calibration and Mixing at Unity
- Understand Distortion, Impedance, Preamps, Amplifiers, Delay, Reverb and other Signal Processing for both analog and digital systems
- Practice proper cabling techniques, soldering and repair of various cables
- Understanding Signal Processors, Inputs and Outputs, Summation and Perception
- Learn computer software for networking and recording such as Studio One and Dante
- Edit audio products for NSJHS, CNS and the community
- Use state of the art sound systems, microphones, and line array systems
- Learn workplace safety in regards to decibel levels, proper cabling and load balance
- Design sound plots using Vectorworks, place microphones and speakers, mix and run real shows
- Tour SubCat Studios and meet local industry experts
- Build an impressive resume of work experiences for college

**An additional ½ credit can be awarded to students completing 150 hours of WBL**

#### **Lighting Design and Stage Lighting (2022-2023)**

**½ Credit**  
**Grades 10, 11, 12**  
**20 Weeks**

**Prerequisites:** Students who want to explore a career involving lighting, including performance lighting and film lighting should sign up for the course.

**Lights, Camera, Action!** There's a reason that lights are called first. Without professional lighting, plays would be in the dark, cameras won't work well, concerts would be boring and this course wouldn't exist.

In this class, students will learn the basics of lighting design as it relates to the stage and live performances. Lighting is more complex than you think. A good lighting designer uses all available tools to take the production to the next level.

In this course, students will:

- Create lighting designs on professional theatrical equipment used around the world
- Realize the artistic nature of design and implementation
- Appreciate the composition elements: Line, Scale, Movement, Light, Color, Texture
- Experiment with the principles of Composition: Harmony, Contrast, Variation, Emphasis and Gradation with both classic instruments and LED lighting
- Understand the language of color: Hue, Value, Chroma, Additive/Subtractive Mixing
- Work with the CNS Drama Club and JHS Drama Club to produce their shows
- Have opportunities to land (paid/unpaid) work outside of school, with local lighting companies
- Learn computer-aided drafting using industry software such as Vectorworks and CAD
- Learn how to light actors, the acting area and background using different angles and direction of light
- Use state of the art instruments such moving head lights and other automated LED lighting
- Learn workplace safety in regards to electricity, lasers, and other special effects
- Design light plots, hang lights, run wire for power and DMX, focus lights and run shows
- Take a tour of Syracuse Scenery and Stage Lighting (SSSL)
- Build an impressive resume of work experiences for college

**An additional ½ credit can be awarded to students completing 150 hours of WBL**

**Film and Screen Design** **1/2 Credit**  
**Grades 10, 11, 12** **20 Weeks**  
**Prerequisites: Enrolled in the 4D Productions program, or recommended by Video Production I staff or Intermediate Photography staff.**

Looking through the camera eye is quite different from our natural perspective. The complex world of video design, production, and editing is constantly changing. New challenges abound with changing technology, higher resolutions, larger files and sophisticated networking and storage.

In this course students will:

- Build upon a foundational knowledge of video equipment and media
- Focus on skit writing for comedic and dramatic purposes for our live events
- Work auditorium productions as videographers, technical directors, media loaders, color graders, and live mixers
- Learn about networking and storage solutions, including cloud-based services

- Create individualized projects such as stop-motion, short films, all supporting NSCSD
- Develop video packets for news broadcasts in school and professional media outlets
- Be involved with several large district projects, including all preshow content, opener videos, and special video projects
- Edit efficiently for a fast turnaround using Premiere Pro, Final Cut, After Effects, and Photoshop
- Develop your directing skills for your projects; “hire” the cast, call the shots
- Take a tour of Spectrum’s headquarters and News Channel 9
- Meet guest speakers from the local industry and Boston’s famous *WBGH* Television Station
- Film using both SLR high end cameras and 4K video cameras
- Get involved with the *Summer in the City* concerts each year
- Build an impressive resume of work experiences for college
- Have opportunities to land (paid/unpaid) freelance work with local businesses and production companies

**An additional ½ credit can be awarded to students completing 150 hours of WBL**

**Live Video Mixing and Projection** **1/2 Credit**  
**Grades 10, 11, 12** **20 Weeks**  
**Prerequisites: Accepted into the 4D Productions program, or recommended by Video Production I staff or Intermediate Photography staff.**

So you can shoot great pictures or videos. That’s a good start. Now, what can we do with that footage? Mixing a performance live means you need a completely new skill set. Editing is a big piece of the post-production formula. You’ll get a chance to work with live applications and also original media for large events and productions.

In this course students will:

- Work live productions as videographers, technical directors, media loaders, color graders, and live mixers
- Learn how to call cues live to a team of videographers
- Assist with advertising upcoming events for various school functions, clubs and staff members
- Build and maintain a live control room and editing suite in the CNS Auditorium
- Work with the athletic department to showcase the district’s athletic programs
- Be involved with several large district projects, including the CNS Graduation, the CNS Musical and several other large events
- Edit efficiently for a fast turnaround using Premiere Pro, Final Cut, After Effects, and Photoshop
- Tour the DeWitt Film Hub

- Film using both SLR high end cameras and 4K video cameras
  - Use state of the art technology and video systems that rivals most colleges
  - Work real community events such as *Syracuse's Jazz Fest* and the *NYS Fair*
  - Build an impressive resume of work experiences for college
  - Have opportunities to land (paid/unpaid) work with local businesses and production companies such as the *Greater Syracuse Soundstage Development Corp.*
- An additional ½ credit can be awarded to students completing 150 hours of WBL**

### **Advanced Stage and Screen Technology (2022-2023)**

**Grades 10, 11, 12** **1/2 Credit**  
**20 Weeks**

**Prerequisites: Enrolled in the 4D Productions program OR completion of the following 3 courses: Introduction to Technical Theatre, Scenic Design and Show Control, and Fundamentals of Design for Theatre.**

Students will explore the basics of live events that take place in our secondary school auditoriums, including our Talent Shows, Concerts and Drama offerings. Learning the fundamentals of communication, solid work ethic, and teamwork, students will attain relevant technological skills in staging, lighting, sound and video. Participants will thoroughly train on a specific crew's equipment, and successfully work several events during the year.

Students in this course will:

- Receive hands-on group foundational instruction for real-life applications
- Work on the preparation and design of real productions for large audiences in terms of sound, lighting, video and staging
- Be responsible for project-based learning and picking independent avenues of study
- Use state of the art equipment to run the CNS and NSJHS Auditorium, working positions you've mastered
- Work on short and long-term plans for the spaces, including new equipment proposals
- Need to think outside the box to solve complex problems
- Practice employability skills: commitment, independence, timely work, positive attitude
- Accomplish and train on the design steps of: Commitment, Analysis
- Visually present scenic design concepts after studying the production concept
- Experiment with color on stage and in post-production video applications
- Tour the *Redhouse at City Center* facilities in December

- Build an impressive resume of work experiences for college
  - Have opportunities to land (paid/unpaid) work with local businesses and production companies
- An additional ½ credit can be awarded to students completing 150 hours of WBL**

### **Technical Direction & Production (2022-2023)**

**Grades 10, 11, 12** **1/2 Credit**  
**20 Weeks**

**Prerequisites: Enrolled in the 4D Productions program OR completion of the following 3 courses: Introduction to Technical Theatre, Scenic Design and Show Control, and Fundamentals of Design for Theatre.**

Students will design and enhance the live events that take place in our secondary school auditoriums, including our Talent Shows, Concerts and Drama offerings. Learning the fundamentals of organization, purpose and professionalism, students will build upon relevant technological skills in staging, lighting, sound and video. Participants will thoroughly train on a specific crew's equipment, and successfully work several events during the year.

Students in this course will:

- Have hands-on instruction for authentic experiences in their field
- Work on making designs into a reality for large audiences to enjoy
- Take control of their learning and develop individualized projects for approval
- Use advanced production tools to realize the director's vision
- Run the CNS and JHS Auditorium, learning new skills to foster growth
- Work on short and long-term plans for the spaces, including implementing new technology
- Practice employability skills: adapting to change, taking constructive criticism, safety
- Work on the specific industry skills for possible employment in the field
- Use software such as Studio One, Premiere Pro, Photoshop and CAD
- Accomplish and train on the design steps of: Research, Incubation
- Tour the *LeMoyne College Visual and Performing Arts Center* in April
- Build an impressive resume of work experiences for college
- Have opportunities to land (paid/unpaid) work with local businesses and production companies

**An additional ½ credit can be awarded to students completing 150 hours of WBL**

**Event Design and Production**                      **1/2 Credit**  
**Grades 10, 11, 12**                                      **20 Weeks**

**Prerequisites:** Enrolled in the 4D Productions program OR completion of the following 3 courses: **Introduction to Technical Theatre, Scenic Design and Show Control, and Fundamentals of Design for Theatre.**

Students will explore the mastery of live events that take place in our secondary school auditoriums, including our Talent Shows, Concerts and Drama offerings. Using their knowledge of the crew procedures and relevant equipment, students will dive deep into how to incorporate the latest technological advances to improve all district events.

Students in this course will:

- Receive hands-on group instruction to directly connect present learning to future goals
- Work on the design concept and special effects of real productions for large audiences in terms of sound, lighting, video and staging
- Train on how to lead a crew and build community
- Gain confidence to take leadership roles such as a crew manager or assistant manager
- Learn how to work under stressful situations and quick timelines
- Practice being a professional 100% of the time
- Work on short and long-term plans for the spaces, including maintaining the facility
- Master software such as Studio One, Premiere Pro, Photoshop, and CAD
- Accomplish and train on the design steps of: Selection, Implementation
- Work with Two and Three-Dimensional scenery and props
- Work to become master editors of audio and film and photography projects
- Use state of the art equipment to improve all functions in the space
- Learn how to evaluate oneself and others on your crew
- Practice employability skills: Responsibility, Trust, Punctuality
- Tour the *Redhouse at City Center* facilities in December
- Build an impressive resume of work experiences for college
- Have opportunities to land (paid/unpaid) work with local businesses and production companies

**An additional ½ credit can be awarded to students completing 150 hours of WBL**

**Theatre Arts and Facility Management**                      **1/2 Credit**  
**Grades 10, 11, 12**                                      **20 Weeks**

**Prerequisites:** Enrolled in the 4D Productions program OR completion of the following 3 courses: **Introduction to Technical Theatre, Scenic Design and Show Control, and Fundamentals of Design for Theatre.**

Students will ensure the mastery of live events that take place in our middle and secondary school auditoriums, including our Talent Shows, Concerts and Drama offerings. Having mastered the equipment and design functions, students will become the production managers to fully run these events.

Students in this course will:

- Have tailored lessons to directly connect learning to specific career pathways
- Develop the budgeting, management, and personnel of actual large productions
- Be an innovative leader, director, or production manager
- Build budget proposals, manage finances, run marketing campaigns
- Explore new avenues of revenue, book new talent at our venues
- Work on short and long-term plans for the spaces, including upgrading the facility
- Draw accurate renderings of spaces and shows, stage, light and sound plots
- Accomplish and train on the design steps of: Evaluation, Increasing Productivity
- Practice productive employee recognition and proper training guidelines
- Organize, plan for, and hold crew/production meetings
- Assist RRMS or GRMS with building their programs, organizing and mentoring their crews, and volunteering for their productions
- Teach all the employability skills to others and demonstrate mastery
- Understand the psychology of management, hierarchy and the pitfalls of power
- Tour the St. Joseph's Lakeview Amphitheatre/Exposition Center in May
- Build an impressive resume of work experiences for college
- Have opportunities to land (paid/unpaid) work with local businesses and production companies

**An additional ½ credit can be awarded to students completing 150 hours of WBL**

## **Work Experience for Live Event Productions**

**½ - 1 Credit**

**Grades 10, 11, 12**

**20-40 Weeks**

Students (age 16 and older) enrolled in any WBL Stage Production course are eligible to participate in earning work experience credit through the General Education Work Experience Program (GEWEP). This program gives students opportunities to apply academic and technical skills learned in the classroom to actual workplace experiences beyond the walls of CNS.

Students who demonstrate mastery of skill in staging, sound, lighting or video are considered eligible for this program which includes:

- Planned and coordinated Stage Production WBL related instruction
- Paid and unpaid school-supervised work experience
- Supported by at least one period of related classroom instruction, such as the numerous Stage Production WBL courses
- Successful completion of related coursework, fulfillment of required work hours and recommendations from employer and instructor are required of each student employee
- Student provided transportation required to potential job sites / events

**(150 hours = ½ credit, 300 hours = 1 credit)**

**Max WBL credits for students: 2**

## TECHNOLOGY



Technology requires basic skills such as problem solving, face-to-face communication, public relations, teamwork, listening to others, creative thinking, self-esteem, goal setting, motivation, negotiation, leadership, and computer literacy.

These courses provide a window for students to view how technology is developed, used and monitored; how it meets needs and wants; and how it originates from knowledge. Technology attempts to bring together the workplace and the academic world. Students are given the opportunity to discover and experiment with their abilities. Most importantly, Technology Education attempts to provide students with a realistic self-appraisal of their goals and aspirations. Our goal is to help students learn how to learn. Students who do not choose to major in technology are still encouraged to select individual courses.

### TECHNOLOGY COURSE OFFERINGS

#### Transportation

Transportation (cars, boats & planes)	½ Year
Aviation and Aerospace	½ Year
Consumer Auto (car maintenance & repair)	½ Year

#### Metal Working

Build-it with Metals (basic metalworking)	½ Year
Welding	½ Year

#### Wood Working

Build-it with Wood (basic woodworking)	1 Year
Advanced Woodworking	½ Year
Residential Technology (house construction & repair)	½ Year
Production Systems	½ Year

#### Computer Technology

Communication Systems	½ Year
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#### Drafting

Architectural Drawing (pencil drafting)	½ Year
CADD 3Dimensional (solid modeling)	½ Year
CADD 2Dimensional (computer drafting)	½ Year

#### Electronics/Electricity

Electricity	½ Year
Digital Electronics	1 Year
<b>College Credit – 3 Hrs. /Third year of HS Math Credit</b>	

### PROJECT LEAD THE WAY COURSES PRE-ENGINEERING

Digital Electronics	1 Year
<b>College Credit – 3 Hrs. / HS Math Credit</b>	
Principles of Engineering	1 Year
<b>Science/Math Credit      College Credit – 3 Hrs</b>	
Computer Integrated Manufacturing	1 Year
<b>College Credit – 3 Hrs.</b>	
Engineering Design and Development	1 Year
Civil Engineering & Architecture	1 Year
<b>College Credit – 3 Hrs.</b>	
Design and Drawing for Production B	1 Year
<b>College Credit – 3 Hrs.</b>	

#### **Communication Systems**

½ Credit

#### **Grade 9**

**20 Weeks**

Students will be introduced to visual, audio, and multi-media communications technology. In visual, students build their own cameras, use a darkroom, experience portrait and commercial photography, work with digital cameras and image scanners. In audio, students will create their own “sound mixes” for cassette and CD recordings. Students will use video cameras to create multi-media productions. Computer use will be a vital part of the course.

#### **Students will:**

- Use digital photography and software (Photoshop).
- Produce digital, audio and video recordings
- Programs used: Photoshop, Adobe Premiere, iMovie and Movie Maker.





**Design and Drawing for Production A** **1 Credit**  
**Grade 9** **40 Weeks**

Students will develop freehand sketching and technical drafting techniques to analyze and describe constructible objects and shapes. This course fulfills Art requirement.

**Students will:**

- Learn the principals of architectural drawing.
- Utilize the basics of mechanical drawing
- Create computer drawing using AutoCad.

## **TECHNOLOGY ELECTIVES**

**Production Systems** **½ Credit**  
**Grade 9** **20 Weeks**

This class is divided into two major units. The first unit deals with residential (home) construction. Students will explore the many stages and aspects of building a residential structure in sequential order. The second unit is devoted to a simulated manufacturing or production system. Students will select and design a product that they wish to mass-produce.

**Students will:**

- Explore many trades involved with residential construction.
- Residential fields will include: foundations, framing, roofing, plumbing, electrical work and HVAC.
- Use problem solving skills to create a mass produced product.

**Transportation Systems** **½ Credit**  
**Grade 9** **20 Weeks**

This course explores the basic systems of marine, land and aerospace transportation technology and related careers. Activities have included: rocket design and construction, maintenance and repair of small engines and other yard equipment, racing of a magnetically levitated vehicle and other projects related to the transportation industry.

**Students will:**

- Learn the principals and theories of flight through model construction.
- Explore the operations of an internal combustion engine.
- Design and create magnetic levitation vehicles
- Design and create marine modes of transportation.

**Architectural Drawing** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Architectural Drawing is an introductory course in residential architectural drafting and design using traditional drafting tools. Students will draw on drawing tables to complete the task of home design.

**Students will:**

- Demonstrate how to use basic drafting tools.
- Design and draw a home of your dreams.
- Learn how to plot land and design your property landscaping.
- Leave with a portfolio of drawings.

**Build-it with Metals** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Build-it with Metals is a project oriented course offered to students who are interested in the metalworking and or mechanical technology fields, such as machinist, industrial fabricator, and metal worker. Students planning to attend college for engineering or engineering technology will also benefit from the hands-on-experience.

**Students will:**

- Learn how to work with sheet metal, band iron, steel and aluminum to complete several metal projects.
- Make several projects including: tool tote, candle holder and own personal projects.
- Learn how to braze weld, MIG weld, spot weld.
- Incorporate design elements into their projects.

**Build-it with Wood** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

This is a wood working course where through a series of hands on projects students will learn how to use a variety of tools and machines. At the end of the course, students will come up with their own project that they want to build.

**Students will:**

- Build various wood projects. Some of the projects students can choose from include a chess board, tool box, camping stool, wooden games, canoe paddle, wooden bowl and wooden pens to name a few.
- Learn how to use a pocket hole jig to build furniture like cabinets, table and chairs.
- Learn how to use and maintain wood working machines and tools including the table saw, band saw, lathe, scroll saw, belt sander, planer and jointer.
- Learn how to draw isometric and orthographic drawings.
- Learn how to build a project by looking at a set of technical drawing.



**Advanced Woodworking** **½ Credit**  
**20 Weeks**  
**Grade 11, 12**

**Pre-requisite: Build-it with Wood**

**Note: There may be a fee associated with materials specific to individuals' project choices.**

This course will build on the skills learned in the Build-It with Wood course. The course will emphasize individualized projects using the lathe, cabinetry and furniture making techniques, and learning about how to estimate jobs and learn what is involved in running a personal woodworking business.

**Students will:**

- Make a project on the lathe (Examples: Baseball bat, Bowl or a Pen)
- Use advanced skills to build furniture/cabinetry projects
- Use a CNC Router to make an inlay on a project

**Residential Technology** **½ Credit**  
**20 Weeks**  
**Grades 10, 11, 12**

This is a hands on course that students learn how to do basic home repairs. Students will learn how to install and repair home plumbing, electrical, sheet rock, framing, baseboard and crown molding.

**Students will:**

- Learn how to frame a house using 2x4's.
- Using torches, you will learn how to solder copper pipes.
- Learn how to wire outlet, switches and lights.
- Learn how to hang and mud sheet rock.
- Learn how to repair holes in sheet rock.
- Build a scale model of a shed.
- Cut molding for various applications.

**Computer Aided Design and Drawing 2D** **½ Credit**  
**20 Weeks**  
**Grades 10, 11, 12**

Computer Aided Design and Drawing 2D is 2 dimensional drawing using the computer as the tool for communicating ideas and designs, utilizing state of the art computer software (AutoCAD 2016). Whether you are thinking of Architecture or the Engineering fields, 2D CAD experience will be incredibly valuable and could also be used to gain a job from the experience gained in the class.

**Students will:**

- Learn the basics of CAD 2D software.
- Learn to read drawings and blueprints.
- Gain job ready skills in technical drawing and detailing.

**Computer Aided Design and Drawing 3D** **½ Credit**  
**20 Weeks**  
**Grades 10, 11, 12**

Computer Aided Design and Drawing 3D is an introductory course in using solid modeling software. Inventor and Revit Architectural are two of the premier 3D modeling software used by engineers, designers and architects. Students interested in engineering, architecture or drawing and design will find this course valuable and useful in their pursuits.

**Students will:**

- Learn Inventor 3D Modeling and Revit Architectural software.
- Design items for manufacturing.
- Design a dream bedroom
- 3D print a custom designed project.

**Students enrolled in the Project Lead The Way curriculum must have taken Design & Drawing for Production and Technology in grade 9. This course will give the basic skills needed for Project Lead the Way Courses.**



**Consumer Auto** **½ Credit**  
**20 Weeks**  
**Grades 10, 11, 12**

Do you like working on cars? Do you like working with your hands? This is a basic course that every young student, male or female, should take if they ever plan on driving. This course will provide you with a thorough understanding of the design, construction, and operation of automotive systems.

**Students will:**

- Learn how to do oil changes, brake maintenance, tire rotations and engine diagnostics.
- Develop and enhance tool identification specific to the automobile
- Develop skills in the electrical and suspension system.
- Demonstrate how to disassemble a "whole engine".

- Learn different alternate fuels and how cars run on bio-diesel, hydrogen, hybrid and straight vegetable oil.

**Electricity** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

This is a very hands on course learning the basics of electricity and how electricity work. Students will build circuits on circuit boards learning about LED's, resistor and capacitors, all electrical components which make up a credit.

**Students will:**

- Learn how to build an alarm with basic electrical components.
- Create a car that travels across a magnetic electric track.
- Build a boat with a circuit to travel across the school pond.
- Design, construct and race a vehicle that you build from wood implementing circuits to create movement.

**Transportation B** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

This is a very hands on course that explores all facets of transportation; Land, Air, Sea and Space with many projects.

This course will explore math, science and technology all implemented through projects.

**Students will:**

- Understand the physics of space by making "rockets" through design and launching.
- Create projects on boat building and sailing.
- Develop and build cars that crash on a track understanding "crumple zone"
- Identify fuel value through the creating of a "water bottle rocket"
- Learn how to use flight simulator on the computer to understand the basic principle of flight.

**Aviation and Aerospace** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

**Note: There is a fee associated with the exam**

This course will introduce students to basic aircraft and unmanned aerial systems, structures and their major components, principals or flight, and the fundamental physical laws affecting flight. This course will introduce the main systems found on larger and smaller airplanes and unmanned aerial systems. Successful completion of this course will prepare students to take the FAA Part One 107 exam to receive their commercial drone license.

**Students will:**

- Learn the principles of flight through hands on airplane construction and testing (build airplanes and fly them)
- Conduct experiments to understand the forces of aerodynamic flight (put airfoils and airplanes in a wind tunnel and measure the forces of lift and drag)
- Prepare for the FAA Part One 107 exam to become a licensed drone pilot
- Build and fly small drones for competition
- Understand basic flight planning within the FAA regulations
- Understand weather that allow unmanned aviation systems to fly
- Know the career pathways available to Remotely Piloted Aircraft Systems (RPAS) Technology

**Welding Technology** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

Students are introduced to the basic welding processes including gas, arc and MIG welding. They begin by learning the safety and setup procedures connected with welding. They develop their ability with each type of welding, as well as the various positions that welders work in. Other machines and tools that welders commonly use will also be demonstrated.

**Students will:**

- Be able to read a drawing
- Measure accurately
- Learn basic welding skills and terminology
- Prepare them for additional technology courses like "Build-it with Metals".
- BOCES
- Entry level welding job
- Technical schools

**Automation and Robotics** **½ Credit**  
**Grades 10, 11, 12** **20 Weeks**

This is a beginning course in robotics. We will be utilizing various Robot platforms and software. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of robots. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, decision-making, timing sequences, and propulsion systems. Student designed robots will be programmed to compete in various obstacle courses and competitions seen in local and state robotics competitions.

**Students will:**

- Work hand-on in teams to design, build, program and document their progress.
- Learn basic robot programming language and software.
- Design and build robots to perform basic tasks.
- Work in groups to solve problems using robots.
- Compete with classmates on robotic solutions.

## **Project Lead the Way (PLTW) Electives**

### **Pre-Engineering**

#### **Design and Drawing for Production B Grade 9**

**1 Credit  
40 Weeks**

**Prerequisite:** Students should have an 80 or better in Honors Algebra or an 85 or better grade 8 Math.

This course meets the requirements for 1 credit of Art for all students and can be used in either a 5 unit Art or Technology sequences.

Students will develop engineering problem solving skills. The main purpose of this course is to experience through theory and hands-on activities what engineering is all about and to answer the question, “Is a career in engineering for me?”

**Students will:**

- Utilize the basics of mechanical drawing and 3D sketching
- Use Auto Desk Inventor to design and create 3D drawings
- Use 3D printing technology to prototype student drawings
- Fulfills Art requirement and can earn college credit

**RIT College credit is available for this course.**

#### **Computer Integrated Manufacturing Grades 10, 11, 12**

**1 Credit  
40 Weeks**

**Concurrent enrollment in Geometry**

CIM is a course that applies principles of rapid prototyping, robotics, automation and the high tech world of manufacturing. This course builds upon the computer solid modeling skills and the engineering design process developed in Introduction to Engineering Design.

**Students will:**

- Use computer controlled rapid prototyping machine
- Operate a CNC milling machine
- Construct models of their three-dimensional designs
- Learn the fundamentals of robotics and how this equipment is used in an automated manufacturing environment.

- Evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototype.
- Design and print a 3D model.

**RIT College credit is available for this course.**

#### **Civil Engineering and Architecture Grades 10, 11, 12**

**1 Credit  
40 Weeks**

**PLTW Course – College Credit (R.I.T.)**

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Half the course will focus on Civil Engineering and the other half will focus on Architectural Engineering.

**Students will:**

- Design and test 3D models using the latest architectural software.
- Solve real world problems through hands-on projects and activities.
- Plan and develop a commercial property.
- Test soil for its compositional make-up.
- Use surveyors equipment
- Design your future home in 3D Architectural software.

**RIT College credit is available for this course.**

#### **Digital Electronics Grades 10, 11, 12**

**1 Credit  
40 Weeks**

This is a Project Lead the Way course that students can receive college credit from RIT and use the course as a high school math credit. In this course, students complete a series of labs learning how to build circuits on both the simulation software and then wiring them on a bread board. Students will get both the theory and hands on experience in this course learning about logic gates, latches, flip flops, digital counters and state machine circuits.

**Students will:**

- Design and build circuits using the software program “multicim”.
- Wiring circuits on bread boards using various IC chips and components then testing them.
- Learn how to trouble shoot circuits and fix them.
- Learn how different electronic components work.
- Learn how to count and convert numbers to different number systems including binary, octal and hexadecimal.
- Use a multi meter to measure voltage, current and resistance.

**Engineering Design and Development**                      **1 Credit**  
**Grade, 12**    **40 Weeks**

**Prerequisite:** Design and Drawing for Production and Technology B, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing

In this course, students will work in teams of two to four to first identify a problem and then design and construct the solution to that problem, applying the principles developed in the four preceding courses. The problem may be selected from a database of engineering problems, or be a recognized national challenge or be an original engineering problem identified by the team and approved by the teacher. The problems will involve a wide-range of engineering applications. Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel

**Students will:**

- Work on a team of 2 or 3
- Research real world problems
- Design and solve a problem of their choosing using 3D modeling software.
- 3D print a possible solution to their problem.
- Construct an actual working model of their solution
- Develop skills they will be using in college
- Independent self-directed work environment.

**Principles of Engineering**                                      **1 Credit**  
**Grades 11, 12**    **40 Weeks**

This is a Project Lead the Way course that students can receive college credit from RIT and use the course as a high school math or science credit. It is a general engineering course that covers a wide range of engineering fields including civil, mechanical and electrical to name a few. Students will do a wide range of hands on activities while learning about various engineering fields.

**Students will:**

- Design and build bridges.
- Design and build catapults
- Learn basic computer programming
- Designing, programming and building a machine that can automatically separate different colored marbles using the computer and Fischer Tech.
- Research possible colleges that you can attend for a degree in engineering.

## WORLD LANGUAGES



### Graduation Requirements:

Students graduating in 2021 must earn one high school credit for a Regents Diploma.

**Regents Diploma Requirements:** One high school credit is earned by passing the Checkpoint A Exam at the end of eighth grade. If a student does not take the Checkpoint A Exam, he/she must pass one year of a high school World Language in order to meet minimum graduation requirements.

**Regents Diploma with Advanced Designation Requirements:** Candidates must successfully complete a sequence of 3 units of credit AND pass a Checkpoint B Exam in a World Language, which is given at the end of Level 3 of each language.

### Seal of Biliteracy

Students enrolled in Spanish and French 5 have the opportunity to earn the Seal of Biliteracy, provided certain criteria have been met during their junior year concerning their performance in English and their chosen World Language. The Seal of Biliteracy is a formal recognition of a student's high level of proficiency in reading, writing, listening and speaking (in English and in an additional World Language). This distinction on your high school transcript and diploma specifically:

- Shows your commitment to World Languages and cultural awareness
- Provides universities with a method to recognize and give you credit for attainment of high level skills in multiple language
- Demonstrates to colleges and future employers that you are proficient in English and an additional World Language
- Prepares you with 21<sup>st</sup> Century skills that will set you apart in the labor market and the global society

- Recognizes the value of language diversity and honors the multiple cultures, heritages and languages in our communities

### **Level 1B, Grade 8 (French and Spanish)**

**1 Credit  
40 Weeks**

#### **Prerequisite – Level 1A**

In this course of study, students will continue to develop the basic communication skills of listening, speaking, reading and writing in French or Spanish. Students learn to say and write more about themselves, their family and their friends. Skills that students will continue to develop include:

- Listening to information and announcements
- Speaking informally with peers and adults
- Reading information on forms, signs, labels, programs, timetables, maps and menus
- Writing informal notes for communications in everyday life situations.

As per district policy, students must pass the course and the Final Exam in order to receive one unit of credit. Students are required by the State of New York to earn 1 credit in a second language to graduate.

**This course is NCAA approved.**

### **Level 2, Grade 9 (French and Spanish)**

**1 Credit  
40 Weeks**

#### **Prerequisite –Level 1**

In this course, students continue to develop the basic communication skills of listening, speaking, and writing in French and Spanish. Topics that students discussed in Level 1B are expanded upon. At the end of this course a local exam is administered to all students.

**Note: In grades 10, 11, 12, only Spanish I and Spanish II is offered. There is no French I or II at CNS High School.**

**This course is NCAA approved.**

### **Cultural Spanish Grades 9, 10, 11, 12**

**1 Credit  
40 Weeks**

Students will begin to develop the basic communication skills of listening, speaking, reading and writing in Spanish. Emphasis will be placed on the vocabulary and culture of the Spanish-speaking world. This course meets the minimum graduation requirement in World Languages.

### **Spanish 1 Grades 9, 10**

**1 Credit  
40 Weeks**

In this course, students will begin to develop the basic communication skills of listening, speaking, reading and

writing in Spanish. This is the first course in a three year sequence, ending with the NSCSD Comprehensive Exam at the end of Spanish 3.

**This course is NCAA approved.**

**Spanish 2** **1 Credit**  
**Grades 10, 11** **40 Weeks**

**Prerequisite – Spanish 1**

In this course, students continue to develop the basic communication skills of listening, speaking, reading and writing in Spanish. Topics that students discussed in Level 1B are expanded upon. At the end of this course a local exam is administered to all students.

**This course is NCAA approved.**

**Spanish 3** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

**Prerequisite – Spanish 2**

In this course, students improve their listening, speaking, reading and writing proficiencies in Spanish. They learn to discuss the topics covered in Level 2 in more depth. The situations in which you will learn to function include listening to short presentations given in person, on radio or on television, speaking in group conversations and discussions with peers and adults, and reading and reacting to short stories from various texts.

**STUDENTS IN SPANISH WILL TAKE THE NSCSD COMPREHENSIVE EXAM IN JUNE.**

**This course is NCAA approved.**

**Spanish 3 Honors** **1 Credit**  
**Grade 10** **40 weeks**

**Prerequisite – Spanish 2 Final Average of at least a 94 and/or teacher recommendation.**

In the first semester of this course, there will be a substantial enrichment of the Level 3 Regents curriculum with review for the NSCSD Comprehensive Exam. Students who are highly motivated will have the opportunity to practice listening, speaking, reading and writing skills in greater depth. In the second semester, they will be exposed to more challenging grammatical structures as well as some Hispanic literature in preparation for the AP Exam, which is taken in May of their 12<sup>th</sup> grade year. The expectation will be that Spanish will be the language spoken in class throughout the second semester to help with proficiency and mastery.

**STUDENTS WILL TAKE THE NSCSD COMPREHENSIVE EXAM IN JUNE.**

**This course is NCAA approved.**

**Spanish 4** **1 Credit**  
**Grades 11, 12** **40 Weeks**

**Prerequisite – Spanish 3 or teacher recommendation**

In this course, students will refine their listening, speaking, reading and writing proficiencies as well as expand their cultural awareness in the French or Spanish languages.

**Students will:**

- Be eligible to earn up to 6 college credits from SUNY Oswego and/or Adelphi University
- Explore various countries through food, geography and the arts
- Listen to current international podcasts and music
- Watch international movies with reflective discussion
- Experience cultural differences through YouTube and other media
- Make informal oral presentations
- Read an abridged version of a classic literary piece for cultural appreciation
- Compose short samples of expository or creative writing

**Eligible for college credit, see page 77.**

**This course is NCAA approved.**

**Spanish 4 Honors** **1 Credit**  
**Grade 11** **40 Weeks**

**Prerequisite – Successful completion of Spanish 3H and/or teacher recommendation.**

In this course, students will develop more sophisticated communication skills in all four areas – listening, speaking, reading and writing – with the emphasis on the ability to interact orally and in writing. The authentic reading selections are emphasized at this level. Students communicate using more complex language structures and express abstract ideas with reasonable fluency.

**Students will:**

- Be eligible to earn up to 6 college credits from SUNY Oswego and/or Adelphi University
- Explore various countries through food, geography and the arts
- Listen to current international podcasts and music
- Watch international movies with reflective discussion
- Experience cultural differences through You Tube and other media
- Make informal oral presentations
- Read an abridged version of a classic literary piece for cultural appreciation
- Compose short interpersonal writings
- Practice simulated conversations
- Describe, summarize and discuss selected upper level themes and topics

**Eligible for college credit, see page 77.**

**This course is NCAA approved.**

**Spanish 5** **1 Credit**  
**Grade 12** **40 Weeks**

**Prerequisite – Spanish 4 or teacher recommendation**

This course is an extension of Level 4 wherein students will continue to refine their listening, speaking, reading and writing proficiencies as well as expand their cultural awareness in the French or Spanish languages.

**Students will:**

- Be eligible to earn up to 6 college credits from SUNY Oswego and/or Adelphi University
- Participate in hands-on activities in food, crafts and other artistic expressions based on different time periods and cultures
- Read and enjoy activities revolving around genres that exist in all cultures (i.e. Fables, proverbs) and create originals
- Learn how to use resources available online and in print for linguistic and grammatical accuracy
- Gain a competitive edge with exposure to art, music, cinema and literature over other language students one will meet in the coming years

**Eligible for college credit, see page 77.**

**This course is NCAA approved.**

**French 3** **1 Credit**  
**Grades 10, 11, 12** **40 Weeks**

**Prerequisite – French 2**

In this course, students improve their listening, speaking, reading and writing proficiencies in French. They learn to discuss topics covered in Level 2 in more depth, in addition to new units, cultural aspects, and grammatical concepts. Practice will consist of listening to and giving short presentations, speaking in groups, discussing various topics with peers and adults, reading and reacting to short stories from various texts, and creating various assignments and projects to display their knowledge and proficiency.

**STUDENTS WILL TAKE THE NSCSD COMPREHENSIVE EXAMINATION IN JUNE.**

**This course is NCAA approved.**

**French 3 Honors** **1 Credit**  
**Grades, 10** **40 Weeks**

**Prerequisite – French 2 Final Average of at least 94 and/or teacher recommendation.**

In this course, there will be substantial enrichment of the Level 3 Regents curriculum. Highly motivated students will have the opportunity to display listening, speaking, reading and writing skills in greater depth and a variety of settings. Students will be challenged with more difficult grammatical structures and nuances of the language, in addition to a more intense study of French and Francophone cultures.

**STUDENTS WILL TAKE THE NSCSD COMPREHENSIVE EXAMINATION IN JUNE.**

**This course is NCAA approved.**

**French 4** **1 Credit**  
**Grade 11, 12** **40 Weeks**

**Prerequisite – French 3, French 3H or teacher recommendation.**

In this course, students will refine their listening, speaking, reading and writing proficiencies in the French language.

**Students will:**

- Be eligible to earn up to 6 college credits from SUNY Oswego and/or Adelphi University
  - Explore various francophone countries through geography, history and the arts
  - Watch international movies with reflective discussion and critical thinking essays
  - Make informal oral presentations
  - Compose short samples of expository or creative writing
  - Use interpersonal, interpretive and presentational modes of communication
  - Make cultural connections using authentic resources
- Eligible for college credit, see page 77.**

**French 5** **1 Credit**  
**Grade 12** **40 Weeks**

**Prerequisite – French 4 or teacher recommendation**

This course is an extension of Level 4 wherein students will continue to refine their listening, speaking, reading and writing proficiencies as well as expand their cultural awareness in the French language.

**Students will:**

- Be eligible to earn up to 6 college credits from SUNY Oswego and/or Adelphi University
- Participate in hands-on activities in various artistic expressions based on different time periods and francophone cultures
- Play an active role in various activities revolving around genres that exist in all cultures as well as to create originals
- Gain a competitive edge with exposure to art, music, cinema and literature
- Use interpersonal, interpretive and presentational modes of communication
- Make cultural connections using authentic resources
- Be eligible to earn the Seal of Biliteracy

**Eligible for college credit, see page 77.**



**AP Spanish  
Grade 12\***

**1 Credit  
40 Weeks**

**Prerequisite - Spanish 4H or teacher  
recommendation**

The purpose of this course is to prepare students to take the Advanced Placement Language exam given in May, for which placement and/or credit may be awarded at the college level if a qualifying score is obtained. Students study the use of language for active communication. Specifically, they understand the spoken target language in both formal and conversational situations. They express ideas accurately and resourcefully both orally and in writing, with reasonable fluency, and they develop a vocabulary sufficiently ample for reading newspaper and magazine articles, contemporary literature and other nontechnical writings. They receive extensive training in the organization and writing of compositions, review syntax and study selected works by contemporary authors. All students are required to take the Advanced Placement Spanish Language and Culture Exam.

**Students will:**

- Be eligible to earn up to 6 college credits from SUNY Oswego and/or Adelphi University
- Have debates
- Speak in the target language in small group settings
- Work in groups for a play-doh communication activity
- Practice simulated conversations
- Compare/Contrast our culture with Hispanic cultures
- Make informal oral presentations
- Demonstrate the 5 C's: Communication, Cultures, Connections, Comparisons and Communities
- Compose short interpersonal writings
- Produce persuasive essays
- Self-edit written work
- Watch a cultural movie
- Examine, compare and reflect on products, practices and perspectives of the target culture
- Participation a 24 hour challenge prior to the AP Exam
- Describe, summarize and discuss selected upper level themes and topics
- Become familiar and use the 6 course themes given by the AP College Board (global challenges, science & technology, contemporary life, personal and public identities, families and communities and beauty & aesthetics)

**Exam Fee \$98.00**

**\*STUDENTS ARE REQUIRED TO STAY IN AP  
CLASSES THE FIRST FIVE WEEKS OF THE  
COURSE.**

**STUDENTS IN FRENCH AND SPANISH AT  
LEVELS 4, 5 AND AP HAVE TWO AVAILABLE  
COLLEGE CREDIT OPTIONS IN ORDER TO  
ACHIEVE 3-9 COLLEGE CREDITS. THESE  
INCLUDE ADELPHI AND/OR SUNY OSWEGO.**

**See page 77 for more information.  
This course is NCAA approved.**

**Learning World Cultures Through Film      ½ Credit  
11, 12 Grades      20 Weeks**

**Prerequisite–Spanish/French 3 or teacher  
recommendation**

In this course, students will further their global perspectives by viewing and discussing cultural films with English subtitles. They will then engage in English discussions (or French or Spanish, as appropriate) regarding significant themes and topics in both formal and conversational situations. They will learn to express ideas accurately and resourcefully both orally and in writing. All students will receive extensive training in the organization and writing of compositions, development of communication skills during discussions, and a thorough understanding of the selected films significant to other world cultures.

**Students will:**

- Watch cultural movies
- Speak in small group settings
- Compare/contrast our culture with other world cultures
- Make informal oral presentations
- Demonstrate the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities
- Compose short interpersonal writings
- Produce persuasive essays
- Self-edit written work
- Describe, summarize and discuss selected upper level themes and topics

## **OCM BOCES PROGRAMS**

### **NEW VISION**

#### **New Vision Grade 12**

**5 Credits\*  
40 Weeks**

The New Vision program was devised for seniors in good academic standing who have an interest in a particular vocational area. Transportation will be provided if enrollment is sufficient. Students spend the majority of their school day in one of the following situations:

**\* New Vision Courses can fulfill 3 career studies credits as well as 1 English 12 credit, ½ credit in Participation in Government, and ½ credit in Economics.**

#### **Criminal Justice Program – Mulroy Civic Center**

New Vision Criminal Justice is a one-year program offered to high school seniors. Located at the Onondaga County Sheriff's Department, students study the components of law enforcement, the judiciary and correction systems, causes and prevention of crime and current topics of interest including community relations, gun control, drug enforcement, cybercrime and capital punishment. Class visitations by community and career professionals will occur in addition to internship and job shadowing opportunities. Community service projects and real-world exposure to the criminal justice system is an integral component of this career building program. An annual Washington, D.C., trip includes visits to the Police Memorial, the Smithsonian Institute, Congress and Capitol Hill, and the Bureau of Engraving & Printing.

Eligibility requirements: Interested students must be in their senior year of high school, in good academic standing and on target with all graduation requirements. Eligible candidates should exhibit self-motivation, enthusiasm and maturity, and must be willing to work both independently and as a team member in diverse settings.

**Students eligible to earn 3 college credits at OCC in Introduction to Criminal Justice.**

#### **Medical Professions**

New Vision Medical Professions is a one-year program offered to highly motivated high school seniors. As a healthcare field immersion program, students will explore related career pathways as they participate in scheduled rotations at Syracuse area hospitals including the Syracuse VA Medical Center.

Students will experience the medical profession first-hand by working with physicians, nurses and other health professionals. Through a combination of research and hands-on projects, students will learn about medical ethics, patient rights, human anatomy and physiology,

governmental regulations, and health careers. Students will also earn CPR and First Aid certification and fulfill their English 12, Participation in Government, and Economics requirements toward graduation.

Eligibility requirements: Interested students must be in their senior year of high school, in good academic standing and on target with all graduation requirements. Eligible candidates should exhibit self-motivation, enthusiasm and maturity, and must be willing to work both independently and as a team member in diverse settings.

**Students eligible to earn 4 college credits at OCC in Anatomy and Physiology.**



#### **Engineering Program**

##### **Lockheed Martin**

The New Vision Engineering Professions is a one year program is designed for highly motivated high school seniors. As an engineering immersion program, students will explore numerous career pathways as they engage in real-world learning within an industry setting. Located at Lockheed Martin in Liverpool, students will study the fundamentals of engineering and extend their learning as they work side-by-side with engineers on contracted projects in aerospace, defense, security, and advanced technologies. Upon completion, students will possess a deep understanding of the engineering profession and the design process, and be able to apply engineering tools, technologies and techniques that are necessary to solve problems and demonstrate innovation.

**After completing the program they will become eligible to participate in the Clarkson and RIT Engineering “two plus two” program through Onondaga Community College.**

## **OCM BOCES**

Students considering specializing in Career and Technical Education during their junior and senior years of high school should carefully assess many factors:

- Do I have a strong desire to specialize in this occupational field?
- Do I have the prerequisite courses?
- Am I willing to leave my home school for a half-day and mix with students from many different schools?
- Am I mature enough to discipline myself in specialized shops, handling expensive equipment machinery?
- Am I ready to begin specializing now, or should I wait until after graduation from high school?
- Have I talked this through very thoroughly with my parents and school counselor?

As part of a BOCES Occupational Career and Technical Education Programs, students will be required to complete an occupationally related math or science course. **Students will receive one credit for this math or science course, in addition to the 3 credits for the BOCES Career and Technical Education course.**

**NOTE: Juniors attend 1<sup>st</sup> year classes in PM session; Seniors attend 2<sup>nd</sup> year class in AM session.**

### **Criteria to Enroll in BOCES:**

Participation in BOCES is evaluated on an individual student basis and in accordance with New York State and District graduation standards.

### **Automotive Collision Technology      3 Credits/ Year Grades 11, 12      Thompson Rd. Campus**

Automotive Collision Technology is a two-year program in which students learn the essential skills needed to begin a career in the auto body and collision industry. As specialists in the automotive industry, Automotive Collision Tech students gain real-world and hands-on experience working in an industry-standard collision lab setting. Students will learn the fundamentals of vehicle refinishing, metal work, unitized body and frame alignment, painting and finishing, welding, plastics repair, body repair/replacement, cost estimation and customer service skills.

Students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

### **Automotive Technology      3 Credits/ Year Grades 11, 12      Thompson Rd. Campus Or at Driver's Village (application required)**

Automotive Technology is a two-year program designed to provide students with basic mechanical knowledge and

skills. As an Automotive Service Excellence (ASE) program certified by the National Automotive Technicians Education Foundation (NATEF), students gain knowledge and skills through a combination of theoretical study and hands-on lab work, including the repair of customer vehicles in brake systems, engine performance diagnosis, suspension and steering, electronic control systems, and on-board computerized engine control systems diagnosis on automobiles and light trucks.

This program, which is state and nationally certified, is the first step in preparing an individual for a career in the technical repair field. Over the course of the program, students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing the industry-standard ASE NATEF technical assessment. Program has an embedded classroom at Driver's Village Used Car Warehouse in Cicero.

**Course can become credit bearing at SUNY Canton, Morrisville College, and Onondaga Community College.**

### **Heavy Equipment Repair & Diesel Technology Grades 11, 12      3 Credits/Year Tracey Road Equipment**

Located at Tracey Road Equipment in Syracuse, the two-year Heavy Equipment and Diesel Repair Technology program is designed to offer students essential skills in the operation and repair of heavy equipment and heavy-duty diesel trucks using the latest techniques. Students will gain daily practical experience working with a variety of engines and equipment that will prepare them for employment opportunities furthering their education at college and technical schools. Students may be eligible to earn industry certifications in safety training and equipment operation.

### **Computer Technology      3 Credits/Year Grades 11, 12      Thompson Rd Campus**

The Computer Technology program is designed to prepare students for the ever-changing world of computer and information technology. Through a combination of theory and hands-on lab work, this two-year, Cisco-certified program provides students with the essentials of computer repair and support in the first year, before transitioning to the fundamentals of networking in year two. As the first step in the computer technology career path, students are afforded the opportunity to earn the industry recognized Cisco Career Certification, which also serves as a gateway to the industry-recognized CCNA Certification. Moreover, the CompTIA A+ Certification is yet another key offering that helps fulfill a

comprehensive program for students who are preparing for entry level work or have post-secondary aspirations. Prior to completion, students are also provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma, which they can achieve by successfully passing the industry- standard technical assessments.

**Construction Technology** **3 Credits/Year**  
**Grades 11, 12** **Thompson Rd Campus**

The two-year Construction Technology program teaches students the essential skills needed to begin a career in the building and construction trades. Through the construction of a new house, students will gain real-world knowledge and hands-on experience in the fundamental components of carpentry, drywall, painting, framing, roofing, floor installation, door and window installation, blueprint reading, siding, electrical wiring, plumbing, proper tool use, and OSHA safety training. Students will develop and demonstrate integrated academics and employability skills through class activities, projects, live clinic, community service and professional development. Students are also provided with the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

**Cosmetology** **3 Credits/Year**  
**Grades 11, 12** **Thompson Rd Campus**

Cosmetology is a two-year program that instructs students in the theory and practical skills necessary to prepare them for a career in the cosmetology field and/or post-secondary education. Students are provided with hands-on training and experience to pursue employment opportunities in such roles as cosmetologists, nail technicians, estheticians, hair stylists, salon managers and small business owners.

As part of the required 1,000 hours of instruction over a two-year period, students are provided with clinical experiences in addition to the opportunity to apply for their New York State Cosmetology License and earn a Career and Technical Endorsement on their diploma by successfully passing a technical assessment.

**Culinary and Pastry Arts** **3 Credits**  
**Grades 11, 12** **Thompson Rd. Campus**

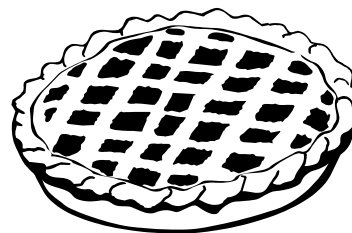
This is one of the finest food preparation courses offered to high school students in New York State. Students begin the course by learning the fundamentals of kitchen safety and sanitation. They develop skills in all aspects of food preparation since they are responsible for the successful operation of two restaurants on campus, **The Class Act** and

**The Electric Apple.** Every day they gain experience in preparing gourmet soups, sauces, salads, meat, poultry and seafood entrees, and desserts. The art of buffet preparation, garnishing and plate composition are important aspects of the program.

Culinary and Pastry Arts is a hands-on food preparation program that provides students with broad exposure to the science of cooking and the art of pastry design. Through an academic partnership with the National Restaurant Association, students will develop their culinary and pastry skills learning the ProStart curriculum in food production, dining etiquette, customer service, food safety and sanitation.

As part of the required 1,000 hours of instruction over a two-year period, students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing the industry-standard ProStart exams and NOCTI performance assessment.

This course prepares students for entry-level positions in the local job market as well as for many post-secondary situations. Several graduates have attended SUNY Cobleskill, Johnson & Wales University, Paul Smith's College and the Culinary Institute of America.



**Early Childhood Education** **3 Credits/Year**  
**Grades 11, 12** **Thompson Rd. Campus**

The Early Childhood Education program is offered to students who want to pursue a career working with young children. Students learn about the characteristics, needs and behaviors of three- and four- year olds and study best practices on how to guide and teach them in a nursery school setting. Each high school student in the program is provided the opportunity to participate in all phases of operating the preschool. Students are responsible for the planning, preparation and presentation of activities for young children functioning as student teachers under the supervision of a certified teacher. Students are provided with embedded internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

Graduates may find employment in day care centers, nursery schools and parks and recreation departments. Graduates continue their education in nursery and elementary education at 2 and 4-year colleges.

**Media Marketing Communications 3Credits/Year**  
**Grades 11, 12 (1 English credit 1<sup>st</sup> yr)**  
**WCNY Building (1Science credit 2<sup>nd</sup> yr)**

The two-year Media Marketing Communications program offers a rigorous high school and college level of study that pairs hands-on learning in a real-world business setting at WCNY, Central New York's public media organization. WCNY's Broadcast and Education Center serves as a 21st century classroom for the students under the instructional guidance of OCM BOCES, Onondaga Community College and WCNY professionals. In this course, students work on projects across TV, radio, social media, web and print platforms, learning firsthand the fundamentals of the world of broadcast media, marketing and communications. Another integral component of the program is the dual credit courses offered through Onondaga Community College, where students begin building their transcript by taking college credit courses on-site with college instructors. Students will also be eligible to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-based technical assessment.

**\*15-18 OCC credits are available that may transfer to other SUNY colleges.**

**Health Occupations Technology 3 Credits/Year**  
**Grades 11, 12 Thompson Rd. Campus**  
**Health Occupations Technology 3 Credits Per Year**  
**Grades 11, 12 Thompson Rd. Campus**

Health Occupations is a two-year program offering theory and practical experience for students interested in the medical and health care professions. Students are introduced to multiple facets of long-term care, basic nursing procedures, patient rights, ethical practices, medical terminology, and body systems. Students will have the opportunity to earn a NYS license as a Certified Nursing Assistant and CPR & First Aid certification. This training includes a minimum of 108 hours in a long-term care clinical setting. Students are provided with embedded internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

**\* Onondaga Community College credit is available or you may transfer credits to other SUNY colleges.**

**Laboratory Technology 3 Credits/Year**  
**Grades 11, 12 Thompson Rd. Campus**

The Laboratory Technician program is designed for students who enjoy practical hands on Science. In this program, you will learn how to collect data and help conduct research studies. Students will work on complex instrumentation and laboratory equipment conducting

experiments that may monitor product quality, test for immune response for patients, or solve a criminal case. Internships are part of the program and business partners are from a wide variety of local firms and hospitals.

**Physical Therapy 3 Credits/Year**  
**Grades 11, 12 (1 English credit 1<sup>st</sup> yr)**  
**(1 Science credit 2<sup>nd</sup> yr)**

Physical Therapy Professions is a two-year program designed for highly motivated students who are interested in gaining a post-secondary edge in pursuing a career in the rehabilitative field. Students will study the fundamentals of therapy, including the elements of movement, anatomy and physiology. As a post-secondary partner, Onondaga Community College provides onsite dual credit courses allowing students to begin building their college transcript. Another important component of the program is providing students with opportunities to shadow health-care professionals in the field. Students are also able to earn a Career and Technical Endorsement on their diploma by successfully passing an industry standard technical assessment.

In the Junior Year of the Program, students will earn 3 credits in English 103 and English 104. In the Senior Year of the Program, students will earn 3 credits in General Psychology (PSY 103) and 4 credits Anatomy and Physiology I (BIO 171).

**Welding 3 Credits**  
**Thompson Rd. Campus**

Skilled welding technicians have multiple employment options and are a vital link in the manufacturing, construction and facilities maintenance industry. As a two-year program, Welding Technology provides students the skills of arc welding, resistance welding, brazing and soldering, as well as cutting, heat-treating and metallurgy. Students gain knowledge of electrical systems, power sources and different welding technologies, welding systems, print interpretation and measurement, as well as the use and interpretation of visual symbols related to welding. This course will give the student knowledge and technical skills that will prepare them for positions as an entry-level welder or advanced placement in post-secondary education.

Work-based learning sites are developed in the second year to allow the opportunity to intern at many local businesses. Students are provided with internship experiences, the opportunity to earn industry-recognized AWS certifications and a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

## SUMMARY OF COLLEGE COURSE OFFERINGS

<b><u>ART</u></b>	<b><u>COLLEGE</u></b>	<b><u>COST 2021-2022</u></b>
AP Art & Design A & B		\$98 Test Fee
<b><u>BUSINESS</u></b>		
Introduction to Business	SUNY/O.C.C.	No fee required
OCC Financial Accounting	SUNY/O.C.C.	No fee required
SUPA Entrepreneurship	Syracuse University	\$345/3 credits
SUPA Sport Management	Syracuse University	\$345/3 credits
SUPA Money and Banking	Syracuse University	\$345/3 credits
<b><u>ENGLISH</u></b>		
AP Language and Composition		\$98 Test Fee
AP Literature		\$98 Test Fee
SUPA Presentations (CRS 325)	Syracuse University	\$345/3 credits
SUPA Writing	Syracuse University	\$345/3 credits
<b><u>FAMILY &amp; CONSUMER SCIENCE (FACS)</u></b>		
Foundations for College and Career Success	SUNY or CCC (TBD)	No fee required
Clothing Production 110	Cazenovia College	\$250/3 credits
<b><u>MATH</u></b>		
AP Calculus AB*		\$98 Test Fee
AP Computer Science Principles		\$98 Test Fee
AP Statistics		\$98 Test Fee
AP Computer Science		\$98 Test Fee
Pre-Calculus with Trig	SUNY/O.C.C.	No fee required
Pre-Calculus with Trig Honors	SUNY/O.C.C.	No fee required
<b><u>SCIENCE</u></b>		
AP Biology		\$98 Test Fee
AP Physics		\$98 Test Fee
SUPA Chemistry	Syracuse University	\$920/8 credits
<b><u>SOCIAL STUDIES</u></b>		
AP European History		\$98 Test Fee
AP US History		\$98 Test Fee
AP US Government and Politics		\$98 Test Fee
AP Economics		\$98 Test Fee
AP Psychology		\$98 Test Fee
SUPA Sociology	Syracuse University	\$345/3 credits; \$460/4 credits
AP World History		\$98 Test Fee
<b><u>TECHNOLOGY</u></b>		
CIM	R.I.T.	\$250 per course/3 credits
Civil Engineering and Architecture	R.I.T.	\$250 per course/3 credits
Design & Drawing for Production B	R.I.T.	\$250 per course/3 credits
Digital Electronics	R.I.T.	\$250 per course/3 credits
Principles of Engineering	R.I.T.	\$250 per course/3 credits
<b><u>WORLD LANGUAGES</u></b>		
French 4-5	Adelphi University or SUNY Oswego	\$390/3 credits; \$175/3 credits SUNY Oswego - \$85 if student qualifies for free/reduced lunch
Spanish 4-5	Adelphi University or SUNY Oswego	\$390/3 credits; \$175/3 credits SUNY Oswego - \$85 if student qualifies for free/reduced lunch
AP Spanish	Adelphi University or SUNY Oswego	\$390/3 credits; \$175/3 credits \$98 AP Test Fee
<b>All Courses</b>	With Adelphi, a total of 6 credits may be taken in either level 4, 4H or level 5, AP With SUNY Oswego a total of 6 credits may be taken over a 2 year period in level 4, 4H and level 5, AP.	

