

**2021-2022**



**COURSE CATALOG**

**HANNIBAL HIGH SCHOOL**

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# **COUNSELING DEPARTMENT**

**Lauren Lostumbo, School Counselor (A-K)**

**Brooke Fingland, School Counselor (L-Z)**

## **ACADEMIC PLANNING**

The Hannibal High School Course Catalog for 2021-2022 presents you with a range of courses. It also provides essential information regarding graduation requirements, the grading system, the counseling program, and educational opportunities offered by the school to meet individual student needs. The administration and faculty urge you to read this catalog carefully and choose your educational program wisely. Please evaluate your abilities, goals and interests when making your choice of courses. Our hope is that you will make the choices that will result in a challenging and rewarding educational program for you.

**PLEASE NOTE:** Course selections are NOT guaranteed. Fluctuating enrollments, limited class size, or insufficient requests may prevent your assignment to one of your selected classes. The Counseling Office staff will do all that is possible to satisfy your original request. However, when this cannot be done, your course selections will be modified. When possible, you will be notified of these changes.

## **SCHEDULING**

Each student will have a course request sheet that indicates his/her course requests for the following school year. This process begins in February. Counselors will meet with all students individually to make course requests. These sessions will also provide a review of the student's transcript, graduation requirements and diploma types.

Students wishing to attend CiTi during the 2021-2022 school year will review their transcript, grades, and attendance with their counselor to determine if eligibility requirements are met. If a student is in good standing, CiTi will be incorporated into the student's schedule for the following school year. Students will also be given a CiTi CTE application form that must be signed by a parent/guardian. See pages 9 and 10 for more details.

All students enrolled at Hannibal High School, despite their class standing and total accumulated credits, are expected to maintain an academic course load of at least 5 ½ credits. Exceptions may only be approved by the high school principal and must not jeopardize the student's academic progress. Seniors are eligible for a work release program, if approved by a school counselor and the high school principal.

***To earn course credit, high school students must meet the minimum scholastic requirements of the course established by the State Education Department and/or the teacher and principal. Students will be informed of these requirements by their teachers.***

## **SCHEDULE CHANGES**

In August there will be dates and times set aside for students to come in to the Counseling Office for schedule changes. Changes will only be made if there is a class missing, or if students wish to add a class to eliminate a study hall (space permitting). No changes will be made to accommodate teacher requests. Additionally, there are no changes made to study halls, lunches, or Physical Education classes.

There will be no schedule changes made, including class drops, for the first two weeks of school. After this, any schedule change that involves a drop to a study hall, a course level change (ex. Geometry to Fundamentals of Geometry), or will result in a change in diploma type, will require teacher, counselor, parent/guardian and administrative approval.

After the first marking period, a student cannot drop a class. Should there be an extenuating circumstance, the student must meet with the principal and counselor to discuss. Parental approval is also required. Any course dropped after the first marking period will be reflected as a DROP/WITHDRAWAL on the student's transcript.

## **WEIGHTING OF COURSES**

Class rank is determined by averaging all of the courses students take that have credit attached to them. The final course average is multiplied by the weighting determined for that course. All courses are weighted at 1.0, with the exception of college courses, which are weighted 1.15 and honors courses, which are weighted at 1.10.

## **PROMOTIONAL PRACTICES**

For students to be considered a member of grade 10, 11, or 12, a student must pass the preceding year's English and Social Studies courses, and must have accumulated credits (including English and Social Studies) as follows: Sophomores- 5 ½ credits, Juniors- 11 credits, and Seniors- 15 credits (or be enrolled in sufficient courses to be eligible for graduation in June).

Graduation with a Local, Regents, or Advanced Regents diploma shall require satisfaction of all current diploma requirements as indicated in Part 100 of the Regulations of the Commissioner of Education.

## **TRANSFER GUIDELINES**

Any student transferring to our district will have his/her records reviewed by the building principal to determine credit value.

Teacher input and administrative support of students making up assignments will be necessary to insure the success of any student entering our district. Additionally, there will be contact between administration, school counselors, and teachers to place the student.

## **INDEPENDENT STUDY**

Students enrolled in Hannibal High School may earn a maximum of 3 units of elective credit towards a Regents diploma through independent study. The following will apply:

- The student’s participation in independent study shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and a guidance counselor or other administrator. The panel shall approve the student’s participation in independent study based on the following criteria:

- ◆The student has demonstrated readiness and has a high likelihood of success in each subject in which he or she seeks to undertake independent study.
- ◆The student has accumulated the expected number of units of credit for the student’s grade level.
- ◆The student has passed the appropriate number of Regents examinations or other assessments required for graduation, for the student’s grade level.

The principal, after consultation with relevant faculty, shall award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes for the subject.

Independent study shall be:

- a. Academically rigorous and aligned to the New York State commencement-level learning standards
- b. Overseen by a teacher knowledgeable and experienced in the subject area of the independent study
- c. Based on a syllabus on file for each independent study
- d. Of comparable scope and quality to classroom work that would have been done in the course

***Credit for independent study may be awarded for elective courses only, and shall not be awarded for courses required for the Regents diploma.***

## **REQUEST FOR EARLY COMPLETION OF GRADUATION REQUIREMENTS**

Hannibal High School is a four-year comprehensive high school, which offers a wide variety of educational opportunities and curricular choices. Occasionally, students may wish to complete graduation requirements in less than four years. Students and parents should consider this option only if it offers distinct and significant advantages.

- As stated in Part 100.5 E of the Regulations of the Commissioner of Education, “...students seeking to complete the diploma requirements in less than four years shall be subject to the diploma requirements applicable to a student who first entered grade nine four years prior to the school year in which the diploma is to be awarded, provided that a student graduating at the end of the fall semester shall be subject to the graduation requirements in effect for the preceding school year.”

- Approval to complete graduation requirements early must be on file in the Counseling Office by April 1st of the year preceding the June ceremony. Students who wish to seek such approval must complete an application packet available in the Counseling Office. It should be noted that approval would also take into account space availability in the required classes.

- Each application will be reviewed by the school counselor and building principal. An approval or a denial will be made according to the criteria provided, and the student’s potential for success. Approved students’ progress will be monitored, and their schedule may be modified as needed.

# RECOMMENDED PREREQUISITES FOR STUDENTS APPLYING FOR EARLY GRADUATION

- No failing final grades
- 95% or better attendance- tardiness is also considered
- Good citizenship
- Counselor and teacher recommendations
- At least an 80% average in English 10 and Global History II and an overall grade point average of 90%.

Information provided by New York State Education Department (<http://www.nysed.gov/>)

## GRADUATION REQUIREMENTS

Your counselor will monitor your academic progress and will advise you as to what requirements you will need in order to earn your diploma. It is important that you also take responsibility for keeping track of your course work and Regents exams throughout your high school career.

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## REGENTS DIPLOMA

### REQUIRED COURSES

ENGLISH	4 credits
SOCIAL STUDIES	4 credits
MATH	3 credits
SCIENCE	3 credits
<i>(2 must be lab based)</i>	
FOREIGN LANGUAGE	1 credit
ART/MUSIC	1 credit
HEALTH	½ credit
PE	2 credits
<u>ELECTIVES</u>	<u>3 ½ credits</u>
<b>TOTAL</b>	<b>22 credits</b>

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### REQUIRED REGENTS EXAMS

COMPREHENSIVE ENGLISH  
GLOBAL HISTORY & GEOGRAPHY  
US HISTORY & GOVERNMENT  
INTEGRATED ALGEBRA  
ONE REGENTS SCIENCE EXAM

**\*\* PASSING SCORE OF 65 REQUIRED\*\***

Please note: The new state regulations include a “4+1” option that permits a student to meet graduation assessment requirements. See your counselor for details.

## Honor Roll/High Honor Roll

In order to be considered for high Honor Roll a student must have a 90-100 average, and Honor Roll is 85-89 average. All course grades must be above 65 to be eligible.

# REGENTS DIPLOMA WITH ADVANCED DESIGNATION

## REQUIRED COURSES

ENGLISH	4 credits
SOCIAL STUDIES	4 credits
MATH	3 credits
SCIENCE	3 credits
FOREIGN LANGUAGE	3 credits

***\*A 5 UNIT SEQUENCE IN ART, MUSIC, OR***

***CTE MAY REPLACE THE 3 UNIT FOREIGN***

***LANGUAGE REQUIREMENT\****

ART/MUSIC	1 credit
HEALTH	½ credit
PE	2 credits
ELECTIVES	1 ½ credits

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**TOTAL                    22 credits**

## REQUIRED REGENTS EXAMS

COMPREHENSIVE ENGLISH  
GLOBAL HISTORY & GEOGRAPHY  
US HISTORY & GOVERNMENT  
LIVING ENVIRONMENT  
ONE ADDITIONAL SCIENCE REGENTS EXAM  
INTEGRATED ALGEBRA  
GEOMETRY  
ALGEBRA 2/TRIGONOMETRY  
FOREIGN LANGUAGE

***\* LOCAL EXAM FOR CURRENT SPANISH III***

***STUDENTS MUST BE PASSED FOR THE  
ADVANCED DIPLOMA \****

- Local diplomas remain available for students with disabilities.
- An integrated course in math/science/technology may be used to satisfy the requirement for a third credit in math OR science. These courses are Production Systems and World of Technology.
- Students must meet both academic AND attendance requirements in order to attend CiTi.

# 2021-2022 COLLEGE COURSE OFFERINGS

*(Via classroom, distance learning lab and online)*

HANNIBAL COURSE TITLE	COLLEGE COURSE TITLE	# OF COLLEGE CREDITS	COLLEGE AFFILIATED	PLACEMENT/ PREREQUISITE
College English	ENG 103 ENG 104	ENG 103=3 ENG 104=3	Onondaga Comm. College	NO
College Pre-Calculus	MAT 143	4	Onondaga Comm. College	NO
College Calculus	MAT 144	4	Onondaga Comm. College	NO
College Statistics	MAT 214	3	Cayuga Comm. College	NO
College Physics	PHYS 103	4	Cayuga Comm. College	NO
AP Environmental Science	EFB 120	3	SUNY ESF	NO
Spanish IV	SPA 201	3	SUNY Oswego	NO
SUPA Forensics	CHE 113	4	Syracuse University	NO
Introduction to Cultural Anthropology	ANT 152	3	Onondaga Comm. College	NO
Medical Ethics	PHIL 130	3	Cayuga Comm. College	NO
American Sign Language I	ASL 101	3	Onondaga Comm. College	NO
American Sign Language II	ASL 102	3	Onondaga Comm. College	Prerequisite: ASL I
Basic Nutrition	BIO 209	3	Cayuga Comm. College	NO



<b>HANNIBAL COURSE TITLE</b>	<b>COLLEGE COURSE TITLE</b>	<b># OF COLLEGE CREDITS</b>	<b>COLLEGE AFFILIATED</b>	<b>PLACEMENT/ PREREQUISITE</b>
Principles of Business	BUS 103	3	Cayuga Comm. College	NO
Intro to Social Media Marketing	BUS 232	3	Cayuga Comm. College	NO
Introduction to Justice Systems	CJ 111	3	Cayuga Comm. College	NO
Criminology	CJ 220	3	Cayuga Comm. College	CJ 111
Public Speaking	COM 210	3	Onondaga Comm. College	NO
Interpersonal Communication	COM 220	3	Onondaga Comm. College	NO
Human Communications	COMM 130	3	Cayuga Comm. College	NO
Personal Finance	ECON 102	3	Cayuga Comm. College	NO
Introduction to Economics	ECON 201	3	Cayuga Comm. College	NO
Personal Health	HLTH 104	3	Cayuga Comm. College	NO
American Government	PSCI 102	3	Cayuga Comm. College	NO
Introductory Psychology	PSY 101	3	Cayuga Comm. College	NO
Developmental Psychology – Life Span	PSY 212	3	Cayuga Comm. College	PSY 101
Introductory Sociology	SOC 101	3	Cayuga Comm. College	NO
Introductory Sociology	SOC 103	3	Onondaga Comm. College	NO

# **CENTER FOR INSTRUCTION, TECHNOLOGY AND INNOVATION**

Hannibal High School provides access to career and technical education (CTE) programs that are designed to prepare students for entry in to the work force. CTE programs are designed for juniors and seniors. Students attending a CTE program at the CiTi campus in Mexico will spend half of their school day there, and have the potential to earn 4.0 credits towards graduation. Individual visits can be arranged for any student interested in learning more about a particular program. Information on official visits and course descriptions are available in the Counseling Office.

**AM Session:** 8:30 am – 11:00 am

**PM Session:** 12:00 pm – 2:30 pm

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## **2021-2022 CTE COURSE OFFERINGS**

Advanced Metal Manufacturing

Auto Technology

Construction Technology

Culinary Arts

Early Childhood Education

Industrial Electrical Technology

Outdoor Power Equipment Technology

Welding Technology

Auto Body Repair

Computer Science – Coding and Programming

Cosmetology

Digital Media Technology

Heavy Equipment Repair and Operation

Nursing Assistant

Public Safety and Justice

**Students may be eligible to earn integrated credits in English, math, science, health and/or PE in certain courses. This will be determined when schedules are created with the counseling staff.**

## **REQUIREMENTS FOR ATTENDING CiTi**

Successful completion of English 9 and English 10

Successful completion of Global I and Global II

Successful completion of 2 units of math

Successful completion of 2 units of science

## **CAREER AND TECHNICAL EDUCATION Q & A**

**Q: Who can attend a CTE program at CiTi?**

**A:** Juniors and seniors who are interested in pursuing career training and meet all academic/attendance criteria are eligible to attend.

**Q: Can students earn a Regents diploma while attending CiTi?**

**A:** Yes. Students attending CiTi have the opportunity to earn the following:

Advanced Regents Diploma

Regents Diploma

Local Diploma (available to Special Education students only)

CDOS (Career Development & Occupational Studies Commencement Credential)

SACC (Skills and Achievement Commencement Credential)

**Q: Are students required to have prior training or experience in the career field of their CTE program before enrolling?**

**A:** No. Students can select any career education program they have a sincere interest in exploring.

**Q: How do students enroll in CTE classes?**

**A:** Each year in December, CiTi holds a 10th grade orientation where students can visit the campus and learn about program offerings. For those students who are interested in attending, the first step is to meet with their school counselor to determine how CTE can benefit their chosen vocational interest.

**Q: How does CTE prepare students for the future?**

**A:** While attending a CTE program, students will develop their skills in specific career fields.

All CTE programs have articulation agreements with colleges and/or technical schools.

**Q: What is the schedule for CTE classes?**

**A:** Students will attend CiTi for ½ day, with transportation provided by Hannibal. Depending on the program choice and scheduling opportunities, students will either attend the morning (8:30 am – 11:00 am) or afternoon (12:00 pm – 2:30 pm) session. Students attending the afternoon session are still able to participate in all sports.

**Q: Are there clubs or extra-curricular activities available to students enrolled in CTE?**

**A:** Yes. Several CTE courses offer student clubs specific to the course. Students also have the opportunity to participate in Skills USA, a national organization that provides educational experiences for students in leadership, teamwork, citizenship, and character development. Regional, state, and national competitions bring outstanding students together to showcase their skills, with the opportunity to win prizes and scholarships.

***Information provided by the Center for Instruction, Technology & Innovation ([www.CiTiboces.org](http://www.CiTiboces.org))***

# ART

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## STUDIO IN ART

◆ 1 credit

This course is one of the two basic introductory art courses offered at the high school. Studio gives a basic introduction to the visual arts in the areas of drawing, painting, printmaking, illustration, sculpture and ceramics, and uses a wide range of materials such as paint, pastels, clay, markers, and wire. There is a strong emphasis placed upon an understanding of the basic elements of art, which include, line, texture, color, shape, space, perspective, and composition. Other areas of instruction include basic art history, aesthetic judgment and criticism, the role of art in society and art careers. This course fulfills the Fine Art graduation requirement.

## DRAWING AND PAINTING

◆ 1 credit

**Prerequisite:** *Studio in Art.*

*This course is recommended for 10th – 12th grade students.* This introductory course is designed to acquaint the student with many different materials used in drawing and painting. Included are pen, pencil, charcoal, pastels, acrylics and watercolors. The student explores a variety of techniques utilizing these materials focusing on the following areas: landscape, still life, figure and 20th Century art styles.

## DIGITAL PHOTOGRAPHY (fall)

◆ ½ credit

**Prerequisite:** *Studio in Art.* The course introduces the basics of digital photography to students through the use of Canon EOS Rebel T3 cameras and Photoshop software. Students may use their own cameras for most assignments; however, the school will provide any student a camera who pays a \$50 deposit fee. Preference for enrollment is given to juniors and seniors.

## DIGITAL ART AND DESIGN (spring)

◆ ½ credit

**Prerequisite:** *Digital Photography.* Students will learn how to effectively use design software in a graphic design environment to visually communicate an idea. Projects could include illustrations, advertising, publications and package designs. Students would also learn about career options in the computer arts.

## CERAMICS I

◆ 1 credit

**Prerequisite:** *Studio in Art. Recommended for 10th-12th grade students.* Ceramics is a course designed to familiarize students in the techniques of hand building clay forms, in areas of coil technique, wedging clay, multi-form pottery, wheel thrown pottery, kiln preparation and preparation of green-ware and bisque-ware, and other techniques in ceramic sculpture.

## **CERAMICS II**

◆ 1 credit

**Prerequisite:** Ceramics I. An advanced level Ceramics course designed for students to apply what they learned in Ceramics I to further develop their technical skill in hand building and throwing. The majority of projects will be self-directed based on areas of expertise and interests. There will be a strong emphasis on independence and personal exploration.

## **PORTFOLIO PREP**

◆ 1 credit

**Prerequisite:** *Studio in Art & 1 other Art course.* This course is crucial for students interested in pursuing Art/Art Education. Portfolio Prep will help develop an extensive, personal and technically sound Art portfolio of exceptional quality. For the potential college Art/Art Ed major this course provides the tools to prepare a portfolio for college level admission. For the Advanced Art student this course provides an opportunity to continue exploring Art media and ideas. Students must be able to work independently, be open to challenges, and push their ideas and skill to the next level.

## **UNIFIED ART**

◆ 1/2 credit

The goal of this course is for each student to experience as many art materials and techniques as possible. Students will explore Art making through the use of various 2D and 3D art materials in a collaborative atmosphere. Projects and use of materials will be adapted and modified to fit individual needs.

## **UNIFIED CERAMICS**

◆ 1/2 credit

In this course, students will learn various hand-building techniques in Ceramics such as pinching, coiling, slab building, as well as introductory wheel throwing. Students will be working in a collaborative atmosphere where teamwork and collaboration on projects will be emphasized. Projects and use of materials will be adapted and modified to fit individual needs.

## **ENGLISH**

**PLEASE NOTE:** Students who fail ninth or tenth grade English must successfully repeat the course before they move on to the next English course in the sequence. No student will be allowed to take an English course out of sequence.

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## **ENGLISH 9**

◆ 1 credit

The 9th grade English program continues to build on the foundation of language development skills in reading, writing, listening and speaking established through an instructional scaffold pre k-8th grade. The course lessons and assignments are aligned with NYS Common Core Learning standards and instructional shifts in literacy. There is an emphasis in text complexity, evidence based claims, academic vocabulary, writing from sources and building knowledge in the disciplines. The course includes units of study that foster growth in

language skills such as close reading, supporting claims with evidence, writing processes and research strategies. Student progress is monitored and evaluated through various forms of assessments both formative and summative.

## **ENGLISH 10**

◆ 1 credit

The 10th grade English program continues to build on the foundation of language development skills in reading, writing, listening and speaking established through an instructional scaffold pre K - 9th grade. The course lessons and assignments are aligned with NYS Common Core Learning standards and instructional shifts in literacy. There is an emphasis in text complexity, evidence based claims, academic vocabulary, writing from sources and building knowledge in the disciplines. The course includes units of study that foster growth in language skills such as close reading, supporting claims with evidence, and the writing process and research strategies. Student progress is monitored and evaluated through various forms of assessments both formative and summative.

## **ENGLISH 11**

◆ 1 credit

The 11th grade English program continues to build on the foundation of language development skills in reading, writing, listening and speaking established through an instructional scaffold pre K - 10th grade. The course lessons and assignments are aligned with NYS Common Core Learning standards and instructional shifts in literacy. There is an emphasis in text complexity evidence based claims, academic vocabulary, writing from sources and building knowledge in the disciplines. The course includes units of study that foster growth in language skills such as close reading, supporting claims with evidence, the writing process and research strategies. Student progress is monitored and evaluated through various forms of assessments both formative and summative, including the ELA Common Core Regents Examination at the end of the course. This examination will be offered to all English 11 students in January as well as June. This course will be followed by Communication.

## **ENGLISH 12**

◆ 1 credit

As the capstone of your ELA curriculum, this course is designed with many opportunities for you to explore several styles of writing as you develop a portfolio showcasing the best versions of your writing pieces. Expository and creative writing options allow you to connect your writing pieces to a variety of interests. Emphasis will be placed on adherence to the conventions of standard written English, in sentence structure, grammar, usage, punctuation, and spelling, as well as regularly engaging in the writing process. Study of various areas of literature, including American, Gothic, Greek and Roman Mythology, and Shakespeare will serve as mentor texts and models for inspiration for your own writing. The reading, writing, revising, and editing skills you develop here will not only help you throughout your academic career—no matter what your major—but also in your life after graduation. Most importantly, however, will be learning to engage in a supportive creative community that empowers individual curiosity, and artistic risk taking.

## **COLLEGE ENGLISH, ENG 103 and ENG 104** (Through OCC, 6 college credits) ♦ 1 credit

**Prerequisite:** *Teacher recommendation, high achievement in English 11 (average and work ethic), scored an 85 or higher on the English Language Arts Regents examination and PSAT/SAT/ACT scores.* This course has been designed for 12th grade students who excel in English. Students will earn 6 college credits through Onondaga Community College (3 credits for English 103, 3 credits for English 104). Course content is typical of any college's freshman literature and freshman composition courses, and will consist of extensive in-depth writing and advanced literature.

## **LANGUAGE OTHER THAN ENGLISH (LOTE)**

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### **SPANISH 1B**

♦ 1 credit

Spanish 1B is a continuation of Spanish 1A in eighth grade however any high school student may take this course. Students begin to acquire the basic beginner-level language skills needed to communicate and interact in a Spanish-speaking context. All facets of a language are developed with special emphasis on the spoken language. Students learn via authentic cultural contexts in which interactive multimedia materials help students experience Spanish-speaking cultures. Satisfactory completion of this course earns students one LOTE credit, required for graduation.

### **SPANISH II**

♦ 1 credit

Spanish 2 builds on the language skills gleaned from Spanish 1 and Spanish 1B. This course guides students toward attaining beginner-high proficiency in Spanish. All facets of the Spanish language are developed within a cultural authentic context involving interactive multimedia materials. Students become comfortable in a Spanish-speaking environment and learn strategies to cope in an immersion setting. It is expected that students taking Spanish 2 will continue in the LOTE sequence in Spanish 3. Satisfactory completion of this course earns students one LOTE/elective credit.

### **SPANISH III**

♦ 1 credit

Spanish 3 builds on the language skills acquired from Spanish 2. This course guides students toward attaining intermediate-low proficiency in Spanish. All facets of the Spanish language are developed within an authentic cultural context involving a variety of interactive multimedia materials. Students at this level are expected to be able to function in the Spanish language in everyday situations. Satisfactory completion of this course earns students a LOTE/elective credit and a sequence in LOTE, an essential component of the Advanced Regents Diploma.

### **SPANISH IV, SPA 201** (Through SUNY Oswego, 3 college credits)

♦ 1 credit

Spanish 4 is a 200-level college course for students who have already completed the LOTE sequence in Spanish. In this course students develop all facets of the Spanish language via cultural explorations. Students

must be motivated to communicate in Spanish in everyday situations as this course is conducted primarily in Spanish. Satisfactory completion of this course earns students one LOTE/elective credit as well as 3 college credit hours. **The State University of New York (SUNY) states that the general education requirement for one foreign language course is waived if a student has:** passed a Regents equivalent “Checkpoint B” or Spanish 3 examination in a foreign language, with a score of 85 or above; or completed three or more years of a foreign language in high school with a course grade in the third year of 85, or B, or better. *Note: Requirements vary by university. Students are encouraged to discuss foreign language requirements with an admissions counselor.*

## **UNIFIED SPANISH LANGUAGE AND CULTURE**

◆ ½ credit

Spanish Communication and Culture is a beginner course focusing on basic communicative skills and authentic experiences beyond linguistics. All facets of this course are based on real-life exchanges and cultural comparisons and understandings to widen worldview. Successful completion of this course will earn students one elective credit.

## **MATHEMATICS**

### **ALGEBRA 1A**

◆ 1 credit

Algebra 1A is the first year of the two-year Algebra 1A/1B program. With the support of a mathematics teacher and a special education teacher, students will participate in a class with a concentration of introducing Algebraic skills including: linear functions, inequalities and systems; quadratic and polynomial functions; absolute value and piecewise functions; exponential growth and decay functions; and statistics. The graphing calculator is used to enhance these topics. This is the first course of two in preparation for the Algebra Regents Exam.

### **PRE ALGEBRA B (fall)**

◆ ½ credit

**Prerequisite:** *Algebra 1A.* Algebra 1B is the second year of the two-year Algebra 1A/1B program. With the support of a mathematics teacher and a special education teacher, students will revisit and investigate further into the topics previously introduced in Algebra 1A: linear functions, inequalities and systems; quadratic and polynomial functions; absolute value and piecewise functions; exponential growth and decay functions; and statistics. This course will use the graphing calculator as a tool for reviewing previously studied topics and as a technique for improving results on the Algebra Regents exam. The state exam will be given at the completion of this course. This exam must be passed, as it is a graduation requirement.

### **BUSINESS MATH (spring)**

◆ ½ credit

Students learn the skills necessary to succeed as an entrepreneur. During the first ten weeks, students are introduced to business basics and financial mathematics. Topics include the different types of business, business management,



wages, operating expenses, government regulations, sales and marketing. The second ten weeks of this course challenges students to use what they learned during the first ten weeks to create their very own business plan. Students will visit local, small businesses to gather personal knowledge of what it is like to start a business. Once the students have written a business plan, analyzed business expenses, created a logo, designed a business card and recorded an advertisement, they will then pitch their business to a panel of administration and teachers reminiscent to the hit show "Shark Tank." During the course, students will also attend a field trip to Syracuse University's Whitman School of Management in order to consider a post-secondary option should they choose to pursue a career in the field of business.

## **ALGEBRA I**

◆ 1 credit

Students will participate in a class with a concentration of Algebraic skills including: linear functions, inequalities and systems; quadratic and polynomial functions; absolute value and piecewise functions; exponential growth and decay functions; and statistics. The graphing calculator is used to enhance these topics. The state exam will be given at the completion of this course. This exam must be passed, as it is a graduation requirement.

## **APPLICATIONS OF GEOMETRY**

◆ ½ credit

This course is for students who have passed the Algebra I Regents exam and equivalent coursework and need additional math credits for graduation. Topics of study include Euclidean geometry, trigonometry, analytic geometry, transformations, and measurement. Students enrolled in this course have the option of taking the Geometry Regents exam in pursuit of the Regents Diploma with Advanced Designation.

## **GEOMETRY**

◆ 1 credit

**Prerequisite:** *Passed Algebra Regents Exam & Teacher Recommendation.* Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Congruence and similarity of triangles, transformations, properties of triangles, quadrilaterals, and circles will be established using appropriate theorems. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Additionally, this course culminates in a NYS Regents Examination.

## **ALGEBRA 2**

◆ 1 credit

**Prerequisite:** *Passed Geometry Regents Exam & Teacher Recommendation.* Algebra 2 is the third course in the New York State math sequence. The topics include algebra, relations and functions, trigonometric functions, exponential and logarithmic functions, and probability and statistics. Students enrolled in this course will prepare to take the NYS Regents Algebra 2 exam in June. Students are required to use a graphing calculator in this course.

## **COLLEGE STATISTICS, MAT 214 (OCC, 3 college credits)-fall** ♦ ½ credit

**Prerequisite:** *Teacher Recommendation.* College Statistics provides a rigorous study of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four main conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. This course is equivalent to a one semester college level introductory statistics course. The total workload and difficulty level reflect the fact that this is a college level course.

## **AP STATISTICS (spring)** ♦ ½ credit

**Prerequisite:** *Teacher Recommendation* and successful completion of MAT 214. The purpose of the Advanced Placement course in Statistics is to take students to the next level of statistical use and analysis by further exploring the concepts introduced in MAT 214.

## **COLLEGE PRE-CALCULUS, MAT 143 (OCC, 4 College Credits)** ♦ 1 credit

**Prerequisite:** *Passed Algebra 2 Regents Exam & Teacher Recommendation.* Pre-Calculus is designed to prepare students for their first course in calculus and other college courses in mathematics. The majority of content is centered on topics dealing with functions, both polynomial and rational. Special functions such as irrational, exponential, logarithmic, trigonometric, and inverse trigonometric functions are developed using the graphing calculator. Advanced mathematical areas, such as limits and derivatives of functions, as well as sequences and series are studied. Each student is required to have a graphing calculator for the course. This course is offered for optional college credit through OCC.

## **College Calculus, MAT 144 (Though OCC, 4 College Credits)** ♦ 1 credit

**Prerequisite:** *Passed College Pre-Calculus Course & Teacher Recommendation.* College Calculus is an intensive study of various types of functions through their limits, derivatives, integrals and applications. The course is intended for students who have thorough knowledge of mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). Along with mastery of these areas of mathematics, students also need a high degree of motivation. This course is offered for optional college credit through OCC.

## **PERSONAL FINANCE** ♦ 1 credit

Personal Finance topics include: career exploration, budgets, loans, banking, credit reports, and investments. The course is intended to mix content from textbooks and learning through projects. There are projects in the areas of career exploration/resume writing, budgets and expenses, checking accounts, purchasing a vehicle, purchasing a house, and investing in stocks. The course will prepare students for roles as good consumers, entrepreneurs, and business leaders. The course will culminate in a year end local final. This course allows students to earn one math credit. Space permitting, the course may be open to juniors.

## **DRONES IN TODAY'S SOCIETY**

◆ ½ credit

This course is designed for students to learn the basic elements that compose the rapidly expanding culture of drones. Students will learn how to build, fly, and maintain drones as well as investigate the impact of drones in today's society.

## **APPLICATION OF STATISTICS**

◆ ½ credit

An introductory course designed to give students a general understanding of statistics as it relates to everyday life. Course will have a strong focus on project based learning.

## **MUSIC**

### **Knowledge Development**

AP Music Theory I (1/2 credit)

AP Music Theory II (1/2 credit)

### **Skill Development**

Senior Band (1 credit)

Senior Chorus (1 credit)

Piano I (1/2 credit)

Piano II (1/2 credit)

**\*\*\* Students taking a sequence of not less than 5 units of credit in the Arts may substitute that in place of the 3 units in a language other than English (LOTE) for an advanced Regents Diploma. The 5 credits must contain a minimum of two credits in knowledge and two in skill development.**

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## **SENIOR BAND**

◆ 1 credit

Students enrolled in band will refine their skills and develop a broader musical repertoire. Music appreciation will be fostered through exposure to a variety of musical genres. Public performances are part of the course. Students enrolled in senior band are required to take instrumental lessons. Students in this ensemble will attend lessons, have opportunities for travel, performances outside the school district, and workshops with other teachers from area high schools and universities. Auditioning for All-County Chorus Festivals and NYSSMA Solo Festivals is strongly encouraged. This ensemble may perform at NYSSMA Majors for assessment and ratings by NYSSMA certified adjudicators.

## **SENIOR CHORUS**

◆ 1 credit

Senior Chorus is an open (meaning non-auditioned) ensemble for anyone who wishes to study and perform choral music. It is the ensemble to start with if one wishes to build their musicianship, technique, and sight reading skills before auditioning for Chamber Choir. Students in this ensemble will attend lessons, have opportunities for travel, performances outside the school district, and workshops with other teachers from area high schools and universities. Auditioning for All-County Chorus Festivals and NYSSMA Solo Festivals is strongly encouraged. This ensemble may perform at NYSSMA Majors for assessment and ratings by NYSSMA certified adjudicators.

## **AP MUSIC THEORY I (Fall)**

◆ ½ credit

**Prerequisite:** *Pass 8th Grade General Music.* Music Theory I reviews basic music notation before exploring major and minor scales, modes, intervals, chords, and qualities of intervals/chords. Music Theory I will be useful for students enrolled in a performing ensemble, however the ability to read music is not required for enrollment. Students will also develop and demonstrate skills in piano, sight singing, and ear training. **Course offered contingent upon interest, staff and budget.**

## **AP MUSIC THEORY II (Spring)**

◆ ½ credit

**Prerequisite:** *Pass Music Theory I, preferably with an 80 or higher.* Extending on Music Theory I, Music Theory II will delve into further details of the inner workings of music. Students will also be able to apply their music theory knowledge to various Musical Eras throughout Music History. Students will further develop their skills in piano, sight singing, and ear training. **Course offered contingent upon interest, staff and budget.**

## **PIANO CLASS I (Fall)**

◆ ½ credit

Piano Class is designed to teach the basic building blocks of music reading, and navigation on the piano. It will increase musical understanding beyond reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, learn techniques to increase muscular agility and flexibility of their hands. **Course offered contingent upon interest, staff and budget.**

## **PIANO CLASS II (Spring)**

◆ ½ credit

**Prerequisite:** *Pass Piano I or by audition.* Piano Class at the second level is designed for students who can play intermediate pieces with both hands simultaneously. Students will learn to navigate the piano in several different keys, play in different styles, and learn about classical composers through research projects. **Course offered contingent upon interest, staff and budget**

## **GUITAR**

◆ ½ credit

This course will cover basic concepts of music using guitar performance. A variety of guitar styles and techniques will be taught. This is designed for beginners or students not comfortable reading music.

## **UNIFIED MUSIC**

◆ ½ credit

The goal of this course is for each student to experience several different styles of music throughout the semester. Students will explore music-making through guitar playing, bucket drumming, Boomwhackers, and singing. Projects and use of materials will be adapted and modified to fit individual needs.

# **PHYSICAL EDUCATION/HEALTH**

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## **PHYSICAL EDUCATION**

◆ ½ credit

The high school physical education program offers students a wide variety of activities ranging from competitive team games such as basketball, soccer and volleyball, to individual lifetime sports activities such as tennis, golf and weight training. In addition, adventure based activities designed to build problem solving and cooperative skills will be introduced. Some activities will be taught in a coeducational setting. Fitness testing to assess student fitness levels will be given twice a year. The components of the fitness test will address core strength, flexibility, and cardiovascular endurance. Physical education classes will be assigned to each student for the entire school year. Classes are 80 minutes long, and meet once every four days. Grades for physical education classes are given once every ten weeks. Students will receive ½ credit upon successful completion of the physical education requirement for the year. New York State mandates that students receive a total of 2 credits to graduate from high school.

## **ADAPTIVE PE**

◆ ½ credit

Students who demonstrate the need for an adaptive physical education class will participate in an alternative program designed to accommodate students individual abilities. Course content will range from written work to moderate physical activity.

## **HEALTH**

◆ ½ credit

Health is a required one semester course for all high school students, which is typically taken in 10th grade. Topics to be covered are physical, mental and environmental health, disease and disease control, smoking, alcohol, drugs, family life, sexuality, nutrition and first aid. Presentation is done through discussion groups, films, guest speakers and written reports.

## **SCIENCE**

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Regents Science courses all have a laboratory requirement that must be satisfied in order to take the Regents exam.

### **SUPA FORENSICS** (Through Syracuse University, 4 college credits)

◆ 1 credit

This course provides an introduction to understanding the science behind crime detection and analysis. The course emphasizes the techniques used in evaluating physical evidence, and laboratory exercises include techniques commonly employed in forensic investigations. SUPA Forensics will meet 3 out of 4 days, since there is a lab section involved. Students enrolled in this course will have the opportunity to earn 4 college credits through Syracuse University. Seniors who have an overall science average of 80 or better and have already earned their 3 science credits for graduation are eligible to register for this course. The fee to receive college credit for this course is \$110 per credit hour (total of \$440 for the course).

### **FORENSIC SCIENCE**

◆ ½ credit

If you have an interest in crime solving then this is the course for you. In this course, you will learn how to process a crime scene and practice various scientific techniques used in solving crimes. You will collect and analyze fingerprints, hair, soil, fibers, perform blood typing and toxicology tests. They will also read interesting criminal case studies, research a famous crime, and analyze a mock crime scene. This course would be an introductory forensic course for students working on obtaining their third science credit for graduation. Students will be able to enhance their lab, teamwork, problem solving, writing, and research skills throughout this course, and have fun doing it. Juniors and Seniors only.

### **CONSUMER CHEMISTRY**

◆ ½ credit

What makes popcorn pop? Are brand name products really worth the extra cost? Why do some recipes use butter while others use shortening? What are the chemicals in my lip balm and are they really necessary? What kinds of materials are used to make my smartphone? If you've ever asked yourself any of these questions, or are interested in finding out the answers, then this is the class for you! Experience chemistry in ways you never have before by performing investigations and learning about things that have relevance in your life. This course will be lab and research oriented. Students will read articles and do research to go along with their lab activities and projects.

### **EARTH AND SPACE SCIENCES**

◆ 1 credit

This course gives students the information they will need to understand the planet they inhabit. Some of the topics covered include astronomy, geology, meteorology and the environment. Students will spend five periods per week on classroom work and an additional period every other day in lab class. The Regents Exam

has two parts; Laboratory Performance Test and a written test. The Laboratory Performance part will be completed in lab period by the end of the semester. The written part is scheduled during Regents Week.

## **LIVING ENVIRONMENT**

◆ 1 credit

This course is a graduation requirement for all students. Major areas of study include similarities of living organisms, inheritance of genetic information, evolution, reproduction and development, maintenance of dynamic equilibrium within living things, ecology, and human impact on the physical and living environments. Scientific inquiry and the development and testing of hypotheses will also be stressed, particularly in laboratory sessions. Class meets every other day with an additional required lab section meeting once every four days.

## **CHEMISTRY**

◆ 1 credit

**Prerequisite:** *Successful completion of Geometry.* This course presents a modern view of Chemistry suitable for pupils with a wide range of skills and abilities. The topics covered in this course develop and unify the major underlying principles of Chemistry. These principles are basic to the understanding of our environment. Included as part of the course is an additional lab period that meets every other day, which provides the student with a variety of laboratory experiences in order to reinforce the chemical principles studied.

## **COLLEGE PHYSICS, PHYS 103** (Through CCC, 4 college credits)

◆ 1 credit

**Prerequisite:** *Successful completion of the Trigonometry or concurrent enrollment with math or science teacher recommendation.* Strong algebra skills are necessary if a student is concurrently enrolled in Trigonometry/Alg 2. College Physics is a modern view of physics with major emphasis placed on fundamental concepts that are the foundation to all branches of science. Problem-solving skills are developed through major areas of study that include: Mechanics, energy, electricity and magnetism, waves and modern physics. One extended project will be completed during the year in addition to lab work.

## **ENVIRONMENTAL SCIENCE**

◆ ½ credit

This course provides an educationally stimulating experience that will allow students to inquire about, learn about, research and discuss ways in which they can personally be a more environmentally conscious consumer. We would delve into various concepts including climate change, organic farming, energy sources, sustainability and waste. Students will be able to analyze their current practices, compare and contrast them with other options and debate the pros and cons of various alternative practices.

## **AP ENVIRONMENTAL SCIENCE**

◆ 1 credit

The goal of the AP Environmental Science is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

## **ACTIVE PHYSICS: DRIVING, SPORTS & AMUSEMENT PARKS**

◆ ½ credit

This class will engage students in physics through hands-on inquiry, all explored in the context of being a safe driver, the physics of sports, and the thrills delivered on amusement park rides. Critical thinking and problems solving are at the heart of this course along with using math in real-world contexts. Each unit will be driven by questions that are relevant and can be investigated.

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## **SOCIAL STUDIES**

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### **GLOBAL HISTORY AND GEOGRAPHY I**

◆ 1 credit

Global History and Geography I provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to develop in students' knowledge, skills, and attitudes necessary to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflict, and increasing interdependence. A comprehensive final exam will be given at the end of the school year.

### **GLOBAL HISTORY AND GEOGRAPHY II**

◆ 1 credit

Global History and Geography II provides students with the opportunity for continued study of other nations and cultures. This course is only for students who have completed Global History and Geography I. Students must pass the Global History and Geography Regents.

### **U.S. HISTORY AND GOVERNMENT**

◆ 1 credit

This is an American history course with emphasis placed on the United States constitution and how it has evolved since 1787. Students learn about landmark Supreme Court cases and how the courts have interpreted the Bill of Rights throughout critical times in U. S. history. Other topics include immigration, industrialization, reform movements, prosperity, depression, foreign policy and conflicts. Students must take and pass the United States History & Government Regents for credit and graduation.



## **AP U.S. HISTORY**

◆ 1 credit

**Prerequisite:** Juniors must have scored 85 or higher on the Global Regents examination and teacher recommendation. AP United States History is a challenging course taught at a freshman college level. This course is a two-semester survey of the U.S. History from the colonial period to the present. The course emphasizes critical and evaluative thinking skills, essay writing, and interpretation of original documents. Students will improve their research, writing, and historical thinking skills as they participate in Socratic seminars, presentations, research papers and projects, and the completion of selected readings. The course uses a college textbook and readings will be assigned on a regular basis. Students will also be taught how to take notes on class lectures to help them prepare for college lectures. Students will take the AP exam in May and the U.S. History/Government Regents exam in June. (There will be a charge for the AP exam).

## **PARTICIPATION IN GOVERNMENT**

◆ ½ credit

This required course is designed to prepare students for active participation in the democratic process. Students practice the skills necessary for informed decision-making and effective participation in government through the analysis of both current and historical issues. Students must complete ten hours of community service.

## **ECONOMICS 12**

◆ ½ credit

The purpose of this required course is to provide students with a general understanding of the functioning of economic systems. While the major focus of the course is the capitalist system, other forms of economic systems will be discussed.

## **AMERICAN HISTORY THROUGH ART, MUSIC, AND LITERATURE** ◆ ½ credit

The purpose of this course is to allow students to explore cultural movements in the United States by studying art, literature, and music of the time. The class will discover how artists and authors responded to major events in our country's history, as well as how they reflect the cultural attitudes at the time.

## **HISTORY OF ORGANIZED CRIME**

◆ ½ credit

This course will examine the roots of organized crime in Italy and trace its growth in the United States through the 20<sup>th</sup> century. This course will also compare worldwide instances of organized crime such as Russia and the cartels of South America.

## **HISTORY OF SPORTS IN AMERICA**

◆ ½ credit

We will examine the relationship between sports and various social studies disciplines such as politics, law, criminal justice, geography, economics, and psychology. Throughout the semester we will look at significant moments in sports and examine how the historical atmosphere of the nation shaped those events. We will also look at how sports have changed the historical atmosphere of the nation.

## **HISTORY THROUGH FILM**

◆ ½ credit

Students will study, compare, and connect historical events through the lens of Hollywood films. Students can expect to analyze the historical accuracy of films, use films to dive deep into lesser taught historical events and study the cultural impact of movies. *(Prior completion of History Through Film is NOT required—History Through Film 2 will explore different films and topics than part 1.)*

## **TECHNOLOGY**

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### **PRODUCTION SYSTEMS (CONSTRUCTION AND MANUFACTURING)**

◆ 1 credit

This course is designed to acquaint students with construction and manufacturing. This course will be organized around the universal systems model with input, process and output being major categories. Manufacturing categories include resources of manufacturing, process of manufacturing and products/impacts of manufacturing. Construction categories include resources for construction, process of construction and projects/impacts of construction. Other topics of study may include research on the industrial revolution, design and construction of manufactured products, computer applications in manufacturing and construction, career opportunities in manufacturing and construction, model construction or other related activities. The second half of the course (Residential Structures) will allow students to develop specific skills in the construction process. The areas of study will include: tools & equipment, safety materials & supplies, finance, site selection, foundations, framing, sheathing, roofing, exterior doors & windows, siding, electrical, plumbing, heating & cooling, insulation, flooring, trim work and other aspects of residential construction.

### **THE WORLD OF TECHNOLOGY**

◆ 1 credit

This course is designed to provide students with opportunities to become engaged in critical thinking as they design and develop solutions to real world problems. Incorporating engineering design and problem solving methods, students will successfully address the commencement level key ideas and performance indicators of the MST Learning Standards. Through the use of hands on experiences students will be provided with the opportunities to reach high levels of learning, develop their ability to innovate, and construct their own knowledge and understanding. Furthermore, students will apply concepts of mathematics and science, as well as develop linkages to other standard areas.

### **DDP/AUTO CAD**

◆ 1 credit

This class focuses on the development of basic drafting and mechanical drawing skills using Auto CAD. Areas of study will include drawing, design, problem solving, computer usage, measurement and architecture. This is a full credit course with limited enrollment. All students enrolled should be proficient in computer usage. Students will have access to a 3D printer and full computer lab.

## **UNIFIED TECHNOLOGY**

◆ 1 credit

This course will focus on the basics of Technology including the history and the impacts of technology on the world. Students will also gain an understanding of the problem solving process and have opportunities to design and create projects using multiple tools and resources.

## **DISTANCE LEARNING (Interactive Videoconference)**

### **INTRODUCTION TO CULTURAL ANTHROPOLOGY (Fall)** (Through OCC, 3 college credits) ◆ ½ credit

This course provides students with an introduction to the cultural and social systems that humans have devised over time and space, using a comparative anthropological perspective. The course will also focus on using the methods, theories, and concepts of cultural anthropology to understand and explain the cultural diversity seen around the world.

### **AMERICAN SIGN LANGUAGE I (Fall)** (Through OCC, 3 college credits) ◆ ½ credit

This course is designed for students with little or no previous knowledge of American Sign Language. Students acquire basic grammar and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Topics may include, but are not limited to, the following: biographical information, relationships, preferences, leisure activities and making plans for the future.

### **INTRODUCTION TO JUSTICE SYSTEMS** (CCC 3 college credits) ◆ ½ credit

Comprehensive survey of justice systems including historical, organizational, social, functional and administrative aspects. Provides the background and principles to introduce students to succeeding specialized courses.

### **PUBLIC SPEAKING (Fall)** (Through OCC, 3 college credits) ◆ ½ credit

Public Speaking is a course designed to acquaint the student with the basic theories and skills of public discourse. Course content includes the importance of audience analysis and adaptation, how to choose an appropriate topic, organization, speech purpose and delivery, and critical analysis of discourse. Word study, effective language use, effective non-verbal skills and critical listening skills are also stressed.

### **INTRODUCTION TO ECONOMICS (Fall)** (Through CCC, 3 college credits) ◆ ½ credit

Introduces macroeconomics and covers how societies choose to allocate scarce resources within the context of the whole economic system. Focuses on how markets function, various macroeconomic theories, the role of government in an economic system, the international economy, the role of money in an economic system, and the policy responses to the problems of inflation, unemployment, and slow economic growth.

## **MEDICAL ETHICS (Fall)** (Through CCC, 3 college credits) ◆ ½ credit

Medical Ethics focuses on the intersection between ethics, medical theory, practice, and policy. This course introduces students to the methods of medical ethics by focusing on the process and concepts of ethics and applying them to debates in the medical field like assisted suicide and euthanasia, assisted reproduction and abortion, and the problems of justice and health care access. Students will learn to use ethical theories to make sense of moral conflicts and support their conclusions with evidence. This course emphasizes critical thinking, ethical decision-making, and problem-solving. **There is a possibility Medical Ethics will be changes to Ethics depending upon professor availability.**

## **INTRODUCTORY PSYCHOLOGY (Fall)** (Through CCC, 3 college credit) ◆ ½ credit

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. It also focuses on learning, motivation, emotion, perception, and personality development.

## **INTRODUCTORY SOCIOLOGY (Fall)** (Through CCC, 3 college credit) ◆ ½ credit

Introduces sociology as a science concerned with relationships, institutions, organizations, and the physical environment. Outlines the major theories as a basis for sociological perspectives on social issues. Covers the origins of sociology as a science, diverse patterns of social organization from a global perspective, the nature and substance of cultural systems and social institutions, and sociological perspectives in analyzing trends in human society.

## **AMERICAN SIGN LANGUAGE II (Spring)** (Through OCC, 3 college credits) ◆½ credit

**Prerequisite:** *ASL 101*. This course is the sequel to American Sign Language I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in ASL 101. Students learn to communicate in the context of an increasing number of daily life topics. Topics may include, but are not limited to the following: daily routines, hobbies, food, clothing and other belongings, health and emergencies, and the workplace.

## **CRIMINOLOGY (Spring)** (Through CCC 3 college credits) ◆ ½ credit

**Prerequisite:** *CJ 111*. Studies the causes of crime and detection and treatment methods. Also covers the historical approach and modern methods.

## **INTERPERSONAL COMMUNICATION (Spring)** (Through OCC, 3 college credits)◆½ credit

This introductory course is designed to acquaint students with the communication skills needed to succeed both academically and socially. Course content includes communication theory, perception, verbal and non-verbal communication, effective listening, assertiveness, awareness of the self as communicator, interpersonal problem-solving, and relational communication. Emphasis is placed on class discussion as a tool for learning and practicing the skills presented in class.

**AMERICAN GOVERNMENT (Spring)** (Through CCC, 3 college credits) ♦ ½ credit

Introduction to the national system of government and politics, this course describes, analyzes, and explains the political process in America as it relates to the national government. The study includes the founding process, federalism, the legislative, executive and judicial branches, the operation of parties and elections, the role of law and the courts in rights and liberties, and the process of creating both domestic and foreign policy. The course seeks to give students an understanding of the way behavior of the President, Congressional members, Supreme Court justices and ordinary citizens influences the formulation of governmental policies.

**INTRODUCTORY SOCIOLOGY (Spring)** (Through OCC, 3 college credits) ♦ ½ credit

This course is a foundational introduction to the broad range of topics encompassed in the “science of society.” Students will learn how to study society with sociological methodologies and how to interpret it with sociological theories and thinking. Students will furthermore explore major sociological topics such as social and economic inequality, gender and sex, the structures of family and human societies, race and ethnicity, religion, socialization processes, and forms of deviance and culture. *Prerequisite: 80% GPA at the end of Junior Year.*

**ONLINE COURSES** (Courses can be taken opposite video courses in study hall setting)

**BASIC NUTRITION** (Through CCC, 3 college credits) ♦ ½ credit

Appropriate for science majors and non-majors, also students pursuing a career in healthcare professions. Examines the fundamentals of nutrition, including nutrient composition of foods; physiological factors influencing nutritional needs; behavioral considerations related to food intake; nutrient digestion, assimilation, and storage; energy requirements; life cycle requirements; weight management; diet therapy; fad diets; manufactured food; methods used in dietary assessment and nutrition research. **Online Only during intersession and summer session.**

**PRINCIPLES OF BUSINESS (Fall)** (Through CCC, 3 college credits) ♦ ½ credit

Overview includes foundations of American business, forms of enterprise, organizing for business, fundamentals of management, the production of goods and services, human relations, union-management relations, marketing, accounting, finance, money and banking, securities and investments, government relations and business law.

**INTRODUCTION TO SOCIAL MEDIA MARKETING (Spring)** (Through CCC, 3 college credits) ♦ ½ credit

This course provides an overview of how social media has drastically changed overall marketing strategies and how companies are embracing social media to enhance customer relationships, brand awareness, and market share. Students will explore the types of social media tools such as (Facebook, Twitter, LinkedIn, YouTube, Instagram, Google, etc.) and learn strategies to implement these tools in an overall marketing plan. Students will use case studies and real-world examples to explore current examples and future opportunities of how marketing professionals have capitalized on these social media strategies.

**HUMAN COMMUNICATIONS (Fall)** (Through CCC, 3 college credits) ♦ ½ credit

This course introduces students to communication studies. It surveys topics in human perception, language, relationships, face-to-face, and mediated communications. Models for effective communication are explored in various contexts and cultures.

**PERSONAL FINANCE (Spring)** (Through CCC, 3 college credits) ♦ ½ credit

For students who desire knowledge in managing their personal finances. Topics include budgeting; saving; borrowing; home purchasing; automobile purchasing; life, auto, and home insurance; health, disability and retirement programs; estate planning; and investing.

**PERSONAL HEALTH** (Through CCC, 3 college credits) ♦ ½ credit

An in-depth course in maintaining lifelong good health examines emotional health, drug education, family health, personal fitness, disease, consumer, and environmental health. **Online Only during intersession and summer session.**

**DEVELOPMENTAL PSYCHOLOGY-LIFE SPAN (Spring)** (Through CCC, 3 college credits) ♦ ½ credit

*Prerequisite: PSY 101* Introduction to the foundations of human development across the life span.

Developmental processes and issues characterizing various stages of aging are studied, with attention to the interrelationships of the various stages and intergenerational issues.

## **DRIVERS EDUCATION**

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**DRIVERS ED** ♦ ½ credit

The Driver Education program consists of 24 hours of classroom instruction and 24 hours of in-vehicle instruction with 6 hours behind the wheel, and 18 hours of driving observation. Students must be 16 years old prior to beginning the course. Successful completion of this course qualifies students for an MV-285 Course Completion Certificate and an MV-278 Pre-Licensing Certificate. During the program, a vehicle is provided with a maximum of 24 students enrolled per semester. Registration will take place in September and February each year. Students **must** attend an informational meeting to sign up and receive the required forms. Enrollment will occur on a rolling wait-list basis. Students on the waiting list will get first priority, then oldest seniors, juniors, etc. Drive times are based on student availability. Students will be assigned to driving groups determined by study hall blocks.

**Information provided by the Center for Instruction, Technology & Innovation ([www.CiTiboces.org](http://www.CiTiboces.org))**

## **NEW VISION PROGRAMS**

Juniors have the opportunity to apply to the Center for Instruction, Technology & Innovations' New Vision Program. The four programs offered are competitive, rigorous, immersion-based opportunities designed for college-bound seniors in the areas of health, law and government, business and specialized careers. Students are selected for the program based on strong academic achievement, demonstrated commitment to explore their career of interest, and recommendations confirming their maturity and independence. Interested students should contact their school counselor for application information and are encouraged to schedule a visit to their program of choice.

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### **NEW VISION ALLIED HEALTH**

Are you thinking about a career in health care? The students in the Allied Health program will experience the delivery of health care in various settings including dentistry, pediatrics, physical therapy, maternity, nursing, surgery, and several other medical sites. Rotation sites are located within the Oswego Hospital and throughout the cities of Oswego and Fulton.

### **NEW VISION SPECIALIZED CAREERS**

◆ 2 credits

Students will explore career choices not offered at the home school or the Burton Ramer Technical Career Center (CiTi campus). Students are placed in a customized career setting with a carefully selected mentor. Each student in the Specialized Careers program will have an individualized training plan that outlines program objectives, career-specific outcomes, and skills necessary for further education and employment. Career experiences may include, but are not limited to: engineering, education, business and finance, journalism, television production, and veterinary medicine internships.

### **CANDIDATE CRITERIA**

- Be in grade 12 and scheduled to graduate in June 2022
- Have achieved at attendance rate of 90% or better
- Possess an 85% or better overall grade point average to apply
- Be willing to adhere to school and worksite codes of conduct
- Have a focused interest and plan to pursue a career in the chosen field of study

**\*\*\* Transportation based on program scheduling\*\*\***