

CINCINNATUS CENTRAL SCHOOL



Course Description Handbook

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TABLE OF CONTENTS

Guidance Services	3
Course Selection	3
Special Programs	4
Standardized Tests	4
Graduation Requirements	5
Diploma Types	5
Class Rank – G.P.A.	6
Promotion Guidelines	6
Course Offerings	
English Language Arts	7
Social Studies	9
Mathematics	13
Science	17
Languages Other Than English	19
Art	21
Music	23
Computers and Technology	25
Health	29
Physical Education	29
Workforce Preparation	30

PURPOSE

This handbook describes the courses offered by Cincinnatus High School. Please read each description carefully before you begin your high school program. Ask questions of your counselor or teachers if you want additional information about specific courses and how they may fit into your career plans. As you make decisions regarding your program, you should discuss your choices with your counselor and your parents. Together, you can plan a program that meets both your immediate and long-term goals.

GUIDANCE SERVICES

The Guidance and Counseling Department at Cincinnatus Central School provides students and parents with a wide variety of services, including:

- Academic program planning
- Career counseling
- College advisement and financial planning
- Standardized testing
- Personal counseling
- Referral to helping agencies
- ACE (Access to College Education) Program
- Crisis Intervention
- Consultation

COURSE SELECTION

You should plan your high school program to combine courses to meet your interests and goals, as well as your graduation requirements. Your program should be well-rounded, with courses in a variety of subjects. High school is the time to explore a wide range of subjects in order to learn what your interests and abilities are. You should also take advantage of elective courses to learn more about possible careers or to develop interests that could turn into life-long hobbies or recreational activities.

As you begin to select courses, think about what you would like to do when you graduate from high school, such as your career ideas and your ideas for further education. Choose your courses based on these long-term plans. If you are unsure about a specific career field, discuss your interests with your counselor. Together, you may be able to narrow down the list of various career choices available to you in order to select a few that interest you more than others. Review your course selections with your counselor and your parents.

As you select a course, you must make a number of decisions. Specific courses better prepare you for college than others. By taking concurrent enrollment courses, you can earn college credit for free, and demonstrate to colleges that you are willing to take more rigorous courses.

You may also be interested in occupational courses provided by the OCM BOCES McEvoy Vocational Center. Occupational courses offer training for a specific job or family of jobs. The occupational programs offered at the BOCES Center are listed in this handbook. You will be approved for classes at the McEvoy Center if you have completed the necessary preliminary courses and have demonstrated an interest in the occupation you have selected. The programs are offered on a half-day basis and carry a minimum of three credits.

Of course, you must take the courses necessary to complete graduation requirements. All courses and testing requirements are kept on record in the Guidance and Counseling Office. If you have any questions regarding what you have completed or what you need to complete, feel free to stop in the Guidance and Counseling Office to have your counselor review these records with you.

SPECIAL PROGRAMS

In addition to the regularly scheduled offerings, the following programs are available.

College Courses

Both the State University of New York at Cortland and Tompkins-Cortland Community College allow twelfth grade students to take college-level courses while still in high school. This should be a valuable experience and will enable students to make a gradual transition to college. However, the decision and obligations involved in taking advantage of this opportunity are strictly those of the student and his/her parents. Cincinnatus Central School is in no way responsible for tuition, transportation, or any other details. Pre-registration forms are due at the end of June for the fall semester and in December for the spring semester. Contact the Guidance and Counseling Office for additional information.

Concurrent Enrollment Courses

Students have the opportunity to earn high school and college credit, through Tompkins-Cortland Community College, by enrolling in approved courses at Cincinnatus. At present, the following courses for which students can earn concurrent enrollment are College Writing, College Literature, Algebra and Trigonometry, Business Math, Pre-Calculus, Calculus I and II, Introduction to Psychology, Keyboarding, Computer I and II, and Advanced Computer Applications. No fee is involved, but students must show residency in Cortland County or complete the necessary forms if a resident of another county.

Work Study

High school students have the opportunity to earn units of credit toward their diploma by assisting teachers through work study. Each work study experience involves substantial tasks and learning experiences worthy of credit toward a high school diploma. Students can earn up to ½ credit per semester for work study. Students interested in work study can obtain an application and more information from the Guidance and Counseling Office.

Volunteer Work

High school students who are scheduled for one or more study halls may volunteer to assist teachers in some capacity during those times. Unlike work study, students do **not** receive units of credit toward their diploma for volunteer work. Students interested in volunteer work can obtain an application and more information from the Guidance and Counseling Office.

Academic Intervention Services (AIS)

Academic Intervention Services are provided to assist students in successfully meeting the New York State learning standards and graduation requirements. Students qualify for AIS by scoring below a designated level on the New York State Intermediate (Grade 8) assessments in English Language Arts, Mathematics, Social Studies, and Science. Students who fail Regents examinations in English, math, social studies, and science also qualify for AIS. Additional instruction is provided in these subjects, either during the school day or after school.

STANDARDIZED TESTS

We recommend that all students take the Preliminary Scholastic Aptitude Test (PSAT) in the fall of their junior year and the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT) in the spring of their junior year and/or the fall of their senior year. Students are encouraged to see their school counselor to determine which test is most appropriate.

GRADUATION REQUIREMENTS

In order to earn a high school diploma, students must earn a minimum of 22 units of credit, in the following manner:

English	4 credits
Social Studies	4 credits
Mathematics	3 credits
Science	3 credits
Health	0.5 credit
Art or Music	1 credit
LOTE (Languages Other Than English)	1 credit
Physical Education	2 credits
Electives	3.5 credits

Cincinnati Central School requires all students to take and pass **Computer Applications**. The credit for this course is included in the credits for electives.

Two of the three required units of credit in Science must reflect the following:

- (1) at least one unit of credit in life science (aligned to the State's living environment standards);
- (2) at least one unit of credit in physical science (aligned to the State's physical setting standards).

In addition, students opting for a Regents diploma *with advanced designation* must earn EITHER three units of credit in one language other than English OR five units of credit in art, music, or career and technical education (workforce prep courses or computer technology courses).

TYPES OF DIPLOMAS

Regents Diploma with Advanced Designation:

Students must score 65 or above on 8 Regents exams and earn 22 units of credit.

Regents Diploma:

Students must score 65 or above on 5 Regents exams and earn 22 units of credit.

Local Diploma (Special Education students only):

Students must score 55-64 on 5 Regents exams and earn 22 units of credit.

Required Regents Examinations:

Regents Diploma with Advanced Designation: Two Regents in Science, three Regents in Math, Global Studies (grade 10), US History & Government (grade 11), Comprehensive English (grade 11).

Regents Diploma: One Regents exam in Science, Math, Global Studies (grade 10), US History & Government (grade 11), Comprehensive English (grade 11).

Students in grades 9-11 are expected to take SIX subjects each year in addition to Physical Education. Seniors must take FIVE subjects each year in addition to Physical Education.

Exiting Credential Requirements (Special Education students only):

Career Development and Occupational Studies: Students with disabilities are able to earn a New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. This credential recognizes each individual student's preparation and skills for employment. Where in the past, many students graduated with an individualized education program (IEP) diploma, this credential provides a more meaningful substitute for these students. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.

Skills and Achievement Commencement Credential: For those students with disabilities who are eligible to participate in the New York State Alternative Assessments, the Skills and Achievement Commencement Credential (SACC) provides students with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

Special Endorsements

Students who achieve an average of 90% in all **required** Regents examinations will receive their Regents diploma or advanced designation Regents diploma **with honors**.

Students who meets all of the requirements for a Regents Diploma with Advanced Designation and earns a score of at least 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Students who meet the requirements for either a local diploma, a Regents diploma, or a Regents diploma with advanced designation and successfully completes a department approved CTE program including the 3 part technical assessment.

CLASS RANK – G.P.A.

Students receive a weighted average their senior year to determine class rank and G.P.A. (grade point average) for college and scholarship applications. Final class rank is determined after the 2nd marking period of their senior year (seven semesters).

Courses are weighted as follows:

1.10 Advanced Placement courses, College Level Courses (College Writing, College Literature, Pre-Calculus, Calculus, Calculus II, College Algebra, Music Theory, Physics, French IV & V, Spanish IV).

1.05 Honors classes

1.00 All other courses

PROMOTION GUIDELINES

To be considered a 10th grader, a student needs to have passed English 9 or Global History and Geography I and earned a minimum of 4 ½ credits.

To be considered an 11th grader, a student needs to have passed English 10 or Global History and Geography II and earned a minimum of 9 ½ credits.

To be considered a 12th grader, a student needs to have passed English 11 or United States History and Government and earned a minimum of 15 credits.

Students may need to take any failed courses again, either during the summer or during the next academic year.

COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

NEW YORK STATE STANDARDS

Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions and texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

English 9

Grade level: 9
Number of weeks: 40
Prerequisite: English 8
Units of credit: 1

All students will take the English Regents examination at the end of eleventh grade, and the ninth grade curriculum includes preparation for this exam. The English Language Arts curriculum is aligned with the NYSED standards, frameworks and assessments. To meet these standards, students will employ different modes of communication – reading, writing, listening, and speaking. Various genres will be studied, including poetry, short stories, novels, and articles. Works will coordinate with the 9th grade Global History and Geography curriculum to enhance student learning. Shakespeare is introduced in the 9th grade. Developing sound foundations for writing essays is important at this level. Students will practice writing skills in nearly every unit taught throughout the year. Students will write for a variety of purposes, including Regents preparation and producing a major research paper.

English 10

Grade level: 10
Number of weeks: 40
Prerequisite: English 9
Units of credit: 1

Students will continue to become familiar with the styles and language of the ELA Regents Exam, which will be

administered in June of their junior year. They will become familiar with the scoring rubrics for the Regents and practice what is needed to perform well on the exam.

Students will be exposed to many types of World and American literature, including short stories, novels, novellas, poetry, and other forms of media. Students will be challenged to improve their comprehension and writing skills and to expand and sharpen their critical thinking abilities. This will be accomplished through discussion and parallel assessment assignments.

English 11

Grade level: 11
Number of weeks: 40
Prerequisite: English 10
Number of credits: 1

Eleventh grade English focuses on the study of American literature. Students will examine various genres of literature, including short stories, novels, poetry, and other forms of media. Various activities will be performed throughout the year to help students understand the period in which the literature was written.

A substantial portion of English 11 will focus on intensive Regents Exam preparation, including actual tasks from previous exams, as well as parallel assessment tasks (tasks similar to those on the Regents exam). Students will write essays for understanding, comprehension, analysis, and interpretation.

English 12

Grade level: 12
Number of weeks: 40
Prerequisite: English 11
Number of credits: 1

This course focuses primarily on British Literature and prepares students for life beyond high school. Students study British and some American literature ranging from the Anglo-Saxon period to contemporary works. To continue developing an appreciation for literature, students also read and analyze self-selected works. In studying literature, literary elements and thematic classifications are examined and applied. Students will prepare two research papers; one on the topic of college/career choice, the other on a major British author (or his/her work). Attention will be given to researching colleges and careers, practicing college applications and essays, and writing cover letters and resumes. Students will be engaged in real-life activities that focus on research, self-analysis, and writing.

College Writing (ENGL 101) (Concurrent Enrollment)

Grade level: 12
Number of weeks: 20
Prerequisite: A score of 85 or better on the Comprehensive English Regents Exam.
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College as long as the students gets a B or better in the class. If the students gets below a B, student will get TC3 credit, but it may not be transferrable.

Students in this course will develop and refine an effective writing process which will include: planning, invention, drafting and revision. They will develop critical thinking skills necessary for researching and writing on a topic, as well as analyzing and utilizing readings from a variety of disciplines. Students develop information literacy skills as they engage in the research process. Grammar skills and the use of proper documentation will be emphasized as well.

College Literature (ENGL102) (Concurrent Enrollment)

Grade level: 12
Number of weeks: 20
Prerequisite: Successful completion English 101 College Writing with a B or better (transferrable credit)
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

Students in this course will be introduced to major aspects of literature. They will develop an understanding and an appreciation as they analyze and write about various forms of literature which include: drama, fiction, and poetry.

SOCIAL STUDIES

NEW YORK STATE STANDARDS

History of the United States and New York State

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Economics

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 United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; the roles, rights, and responsibilities of citizenship, including avenues of participation.

Global History and Geography

At Cincinnati Central School, we use a thematic approach to complete the Global History and Geography course mandated by the New York State Education Department. The course is organized into the following themes: Introduction to Culture, Geography, Belief Systems, Economic Systems, Science and Technology, Political Systems, Diplomacy and Conflict, Law, Justice and Human Rights, Global Connections, and Regents preparation.

Global History and Geography I/Global I Honors (when offered)

Grade level: 9
Number of weeks: 40
Prerequisite: Social Studies 8
Number of credits: 1

The following is a brief description of each of the main themes of the ninth grade year:

Introduction to Culture: This topic will introduce students to some of the main themes in anthropology and show how anthropologists study different cultures. Students will analyze the characteristics of culture and discuss the effects of tradition and change on cultural development.

Geography: In this unit, students will discuss the themes of geography and analyze the effects of geography on the development of a culture. A variety of geographic features will be discussed, using specific nations or regions as illustrations of the effect of the feature on a nation or region. The themes of geography will be applied to Japan as a case study.

Belief Systems: The attitudes of a society are evident in its belief systems. An analysis of the major religions and philosophies will provide insight into the values of eastern and western cultures. Beliefs such as Confucianism and Shintoism in East Asia, Hinduism and Buddhism in South Asia, and Islam and Christianity in the Middle East and Europe will be studied.

Economic Systems: How do societies go about making the key economic decisions concerning what to produce, how much to produce, and for whom goods and services will be produced? What are the characteristics of an agricultural nation, how does a society move from the agricultural to industrial level, and what kinds of economic problems confront these societies?

Science and Technology: What have been the major technological advancements in history, and how have these advancements affected the societies that developed them? From the changes of the Neolithic Revolution to the recent development of cloning, technological developments have impacted the standard of living in a society and raised ethical questions.

Global History and Geography II/Global II Honors (when offered)

Grade level: 10
Number of weeks: 40
Prerequisite: Global History and Geography I
Number of credits: 1

The following is a brief description of each of the main themes of the tenth grade year:

Political Systems: How does a society decide to distribute power, who should be the decision-makers, what should be the decision-making process, and what are the rights and responsibilities of citizenship? Athens had a philosophy, which gave citizens tremendous privilege while its next-door neighbor, Sparta, used a totalitarian system. Since these early times, people have wrestled with the conflict over how much freedom to give their citizens while still protecting the group. This unit examines the different political systems devised by groups to govern themselves.

Diplomacy and Conflict: Why have societies entered into conflict with one another and what has been done to prevent future wars? Diplomacy and conflict will be traced from the days of Napoleon to the Gulf War. Main themes will include a discussion of the causes of the conflicts, the effects of the conflicts, and attempts at conflict resolution.

Law, Justice, and Human Rights: How do societies define justice and what specific laws do they establish to implement their belief? Different law codes, the development of legal traditions, and examples of human rights controversies will be discussed.

Global Connections: Some of the major issues of the contemporary era include: environmental problems, world terrorism, ethnic tensions, economic disparity among nations, and world health issues. The causes and effects of these topics will be examined, and the relationship between the United States and these global issues will be analyzed.

Regents Preparation: During the last few weeks of the school year, students will be involved in an intensive review of Global History and Geography I and II. All students will be expected to pass the Global History and Geography Regents Exam as a diploma requirement.

United States History and Government

Grade level: 11
Number of weeks: 40
Prerequisite: Global History and Geography II
Number of credits: 1

United States History and Government is a chronological study of American history from the Declaration of Independence to the modern period. Emphasis is on the values that have guided individuals and groups in the past and on those which affect today's society. A detailed analysis of the Constitution and its stability during both peaceful and unsettled times will be highlighted during this course. Students will complete readings, essay writing, an oral report, and

a research paper. Extensive preparation for the Regents examination will also be given, as every student is required to pass this New York State Regents Examination for graduation.

AP United States History (when offered)

Grade level: 11 & 12
Number of weeks: 40
Prerequisite: US History
Number of credits: 1

AP United States History is an intensive study of American history from the Declaration of Independence to the modern period. AP U.S. History is a demanding introduction to American history and culture that assumes a high level of interest and competence. Because this course is similar to a first-year college course, students should expect that the workload will be heavier than most regular high school history courses. The analytical thinking, writing, and reading skills that students develop in AP U.S. History will equip them for college and lifelong learning. This course is designed to prepare students for the AP Exam, as well as the New York State Regents Examination as required for graduation.

Economics

Grade level: 12
Number of weeks: 20
Prerequisite: United States History and Government
Number of credits: ½

Economics is one half of the final year of social studies that all students in New York State must complete in order to graduate. This course is designed to enable students to make effective economic decisions based upon economic theory of macro and micro market operations, the role of business, profits, labor, and wages. Students will identify the role of government related to public goods and services, money, inflation, unemployment, and distribution of income. Students will explore the United States' position relative to the world economy, alternative economic systems, and developing nations.

Participation in Government

Grade level: 12
Number of weeks: 20
Prerequisite: United States History and Government
Number of credits: ½

Participation in Government is one half of the final year of social studies that all students in New York State must complete in order to graduate. Participation in Government is a course designed to teach students about United States government and how to become an active citizen in that government. Students will gain practical knowledge of many different political and social issues in hopes that they may begin to form their own opinions and learn how to initiate change within our political system. This will be accomplished through in-class projects and debates as well as outside research. Students will also be asked to be aware of current events and issues facing our local and national governments.

AP Government and Politics (when offered)

Grade level: 12
Number of weeks: 40
Prerequisite: US History
Number of credits: 1

AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policymaking and implementation. This course is designed to prepare students for the AP Exam.

Introduction to Psychology (when offered)

Grade level: 11 or 12

Number of weeks: 20
Prerequisite: Global History and Geography II
Number of credits: ½

Students will study the behavior of individuals and how that behavior may affect others. Topics covered include: personality, abnormal behavior, extrasensory perception, intelligence, infancy and childhood development, perception and altered states of consciousness. Students are introduced to career opportunities related to psychology.

Crucial Issues (when offered)

Grade level: 11 or 12
Number of weeks: 20
Prerequisite: Global History and Geography II and/or US History & Government (must pass regents)
Number of credits: ½

The Crucial Issues elective will attempt to explore relevant domestic and international topics that may be of a current or historical nature. Topics have included the Palestinian-Israeli crisis, the Holocaust, the Vietnam War, gun control, presidential elections, Watergate, Obesity, and Global Warming. Daily reports on current events will occur. Student discussion and participation are an essential component of the course. Weekly internet based research is mandatory and students are required to “teach” their own crucial issue as a culminating project (students must pass this assignment to pass the course.)

Nazi Germany and the Holocaust (when offered)

Grade level: 11 or 12
Number of weeks: 40
Prerequisite: Global History and Geography II and/or US History & Government (must pass regents)
Number of credits: 1

This elective will attempt to explore the idea of genocide through a case study of the Nazi Germany and the Holocaust. Topics include an in-depth study of the Nazi ideology, leadership, goals, and the Nazification of institutions within Germany. Students will discuss their personal reactions to materials and self-reflection is essential. Participation is a key component of the course. Students will also learn about the mechanics of genocide through the Holocaust and will use that information to study other genocides in history or the present. Attempts at historical research and analysis will be made throughout the course primary and secondary sources.

American Military Conflicts (when offered)

Grade level: 11 or 12
Number of weeks: 20
Prerequisite: Global History I & II
Number of credits: ½

Students will study World War I and II in depth. The causes, outcomes, historical contexts, significant battles and major leaders will be examined. Students will also read two novels that will depict what war was like for both the men and the civilians that were affected. This course requires diligent work and therefore students should have an average of 85 to take this course.

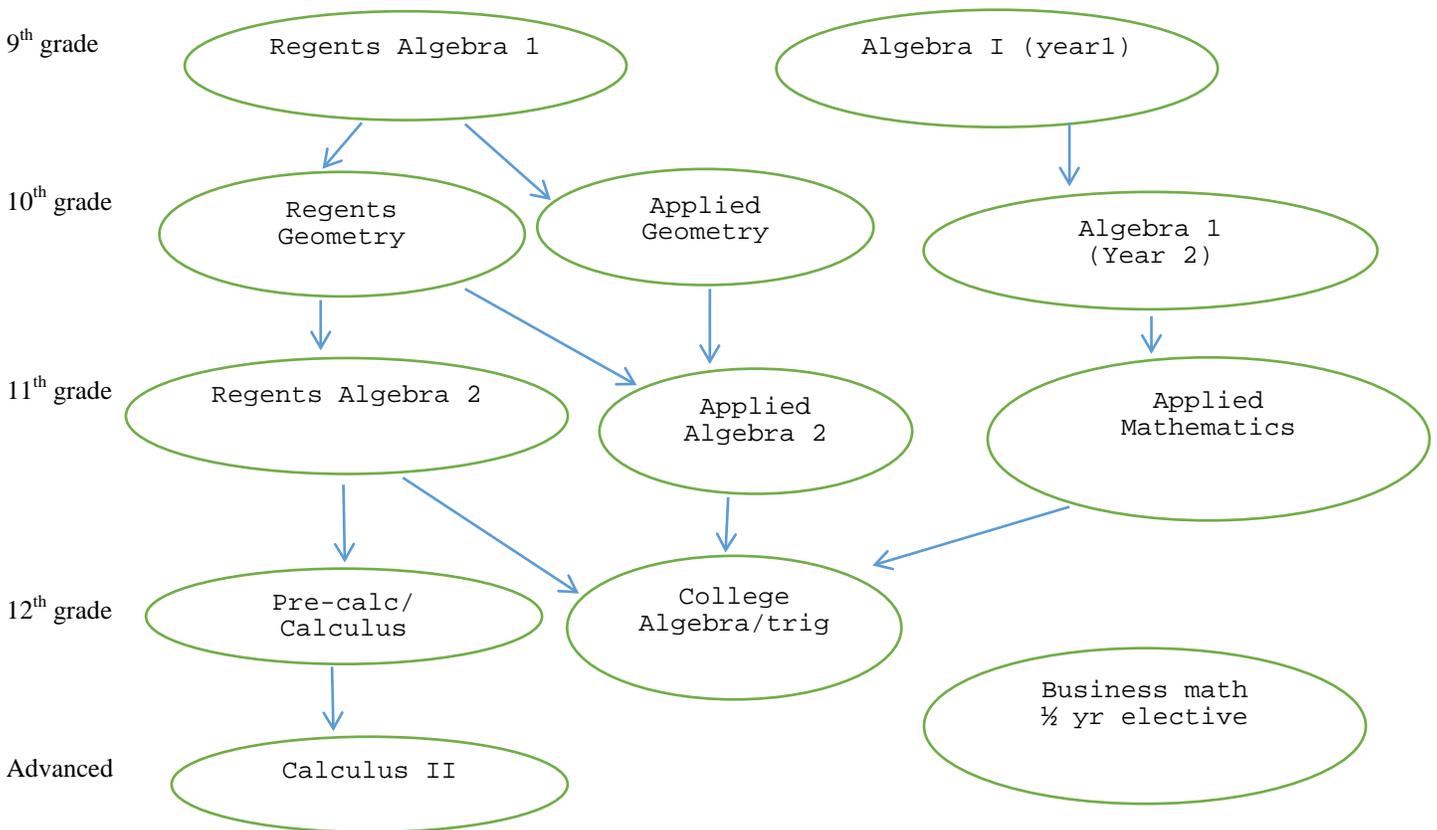
MATHEMATICS

NEW YORK STATE STANDARDS

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry based on Common Core Learning Standards.

All students must take three units of credit to earn a regents diploma using one of the following pathways below. Fourth year/Fifth year options are also listed.

Mathematics Flow Chart



- To earn a Regents Diploma, all students must take the Algebra 1 Regents examination after completing Algebra 1 **OR** after completing Algebra 1 (year 1) and Algebra 1 (year 2) with a score of 65 or above.
- To earn a Regents Diploma with Advanced Designation, students must take and pass the Algebra 1 Regents, Geometry Regents, and Algebra 2 Regents Examination with a score of 65 or above.
- Accelerated 8th grade students can eventually earn a fifth unit of credit in math in Calculus II.

Course Descriptions:

Regents Algebra (1 year of study)

Grade level:	9 and accelerated students
Number of weeks:	40
Prerequisite:	Math 8 or teacher recommendation for acceleration
Number of credits:	1

Regents Algebra is the first year of preparation for the New York State High School Common Core Regents Examination in Algebra, which is a graduation requirement. The emphasis in the first year is the study of functions with additional units of geometry and statistics. Graphing calculators are a requirement for this course and the State assessment.

Algebra 1 (year 1) and Algebra 1 (year 2) (2 years of study)

Grade level:	9-10
Number of weeks:	80 (2 years)
Prerequisite:	Math 8
Number of credits:	2

Algebra 1 (year 1) and Algebra 1 (year 2) will prepare students for the Algebra Regents examination. The content is the same as Regents Algebra. The Algebra Regents exam will be given in June of the second year. Graphing calculators are a requirement for this course and the State assessment.

Regents Geometry (2nd year of study)

Grade level:	10 and accelerated students
Number of weeks:	40
Prerequisite:	Algebra 1 and passes the Algebra 1 Regents with a score of 75 or higher
Number of credits:	1

Regents Geometry is the second year of preparation for the New York State High School Common Core Regents Examination in Geometry, which is a graduation requirement for an Advanced Regents Diploma. During the second year, students will study logic, locus, trigonometry, transformational geometry, coordinate geometry, geometric proofs, and more advanced algebra. Graphing calculators are a requirement for this course and the State assessment.

Applied Geometry (2nd year of study)

Grade level:	10
Number of weeks:	40
Prerequisite:	Regents Algebra 1
Number of credits:	1

Applied Geometry is the second year of study. Students will study logic, locus, trigonometry, transformational geometry, coordinate geometry, and more advanced algebra. Graphing calculators are a requirement for this course.

Regents Algebra 2 (3rd year of study)

Grade level:	11 and accelerated students
Number of weeks:	40
Prerequisites:	Regents Geometry and passes the Geometry Regents with a score of 75 or higher

Regents Algebra 2 is the third year of preparation for the New York State High School Common Core Regents Examination in Algebra 2, which is a graduation requirement for an Advanced Regents Diploma. Areas of study include probability and statistics, units on complex numbers, relations and functions, advanced algebra, and trigonometry. Graphing calculators are a requirement for this course and the State assessment.

Applied Algebra 2 (3rd year of study)

Grade level: 11
Number of weeks: 40
Prerequisites: Regents Geometry

Applied Algebra 2 completes the math requirement for a Regents diploma. Areas of study include probability and statistics, units on complex numbers, relations and functions, algebra and trigonometry. Graphing calculators are a requirement for this course.

Applied Mathematics (3rd year of study)

Grade level: 11
Number of weeks: 40
Prerequisites: Algebra 1(year 2)

Applied Mathematics completes the math requirement for a Regents diploma. Areas of study include probability and statistics, units on complex numbers, relations and functions, algebra, trigonometry, geometry, transformational geometry, coordinate geometry, and business mathematics. Graphing calculators are a requirement for this course.

College Algebra and Trigonometry (Concurrent Enrollment)

Grade Level: 12
Number of weeks: 40
Prerequisite: Regents Algebra 2, Applied Algebra 2, or Applied Mathematics
Number of credits: 1 HS – 3 credits from TC3 which may be transferrable to College

Algebra and Trigonometry is a concurrent enrollment course with Tompkins-Cortland Community College for which students may earn three college credits.

Topics in this course include: polynomial and rational expressions, graphing, functions, first- and second-degree equations, absolute value, transformations, complex numbers, right triangles and functional trigonometry, vectors, and matrices. Graphing calculators are a requirement for this course.

Business Math (Concurrent Enrollment)

Grade Level: 11 or 12
Number of weeks: 20
Prerequisite: Regents Geometry, Applied Geometry, Regents Algebra 2, Applied Algebra 2, Applied Mathematics
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

Business Math is a concurrent enrollment course with Tompkins-Cortland Community College for which students may earn three college credits. This course is designed to help students develop a thorough understanding and mastery of the arithmetic processes of business, with an emphasis on the application of principles to typical business problems. Topics included are: solving for unknowns, percent, discounts, markups and markdowns, payroll, simple and compound interest, credit cards, home ownership, depreciation, inventory, stocks, bonds, and mutual funds.

Pre-Calculus (Concurrent Enrollment)

Grade level: 12 and accelerated students
Number of weeks: 20
Prerequisite: An 80 class average in Algebra 2 regents or passes the Algebra 2 regents with an 85 or higher
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

Pre-calculus is a concurrent enrollment course with Tompkins-Cortland Community College for which students may earn three college credits. Pre-Calculus is intended for college-bound juniors and seniors who have a real desire to explore higher level math. The use of graphing calculators will enhance the understanding of the material. Such material will include real-life situations to develop mathematical models that incorporate graphing, polynomials, exponential and trigonometric functions, series, sequences, matrices and probability. Pre-Calculus is a concurrent enrollment course in conjunction with Tompkins-Cortland Community College. Students may earn three college credits.

Calculus I (Concurrent Enrollment)

Grade level: 12 and accelerated students
Number of weeks: 20
Prerequisite: Pre-Calculus
Number of credits: $\frac{1}{2}$ HS – 4 credits from TC3 which may be transferrable to College

Calculus I is a concurrent enrollment course with Tompkins-Cortland Community College for which students may earn four college credits. This course is for students who have a good work ethic and a real desire to learn higher mathematical concepts. Graphing calculators will be incorporated to engage students in concepts such as differentiation and integration of functions, including trigonometric functions. Students will be challenged with real world engineering problems that require critical thinking.

Calculus II (Concurrent Enrollment)

Grade Level: 12 (accelerated students only)
Number of weeks: 40
Prerequisite: Calculus I
Number of credits: 1 HS – 4 credits from TC3 which may be transferrable to College

Calculus II is a concurrent enrollment course with Tompkins-Cortland Community College for which students may earn four college credits. This course is an extension of Calculus I. Graphing calculators will be used to discuss rectangular and parametric equations and equations in rectangular and polar coordinates. Differentiation and integration of techniques for rectangular, trigonometric, and hyperbolic trigonometric functions will be studied. Students will be challenged with real life problems.

SCIENCE

NEW YORK STATE STANDARDS

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

The Science Department highly recommends taking as many science courses as you can over your four years of high school. Science courses are rigorous and involve hands-on laboratory time. This is a good thing that makes science unique among many courses of study. You are already involved and living out principles of science every day at home, in school, and with work experiences.

As part of the diploma requirements in science, each student must take one physical science course (Earth Science, Chemistry, or Physics) and one life science course (Living Environment – Biology). The third required unit of credit may be earned by taking a life science or a physical science.

The sequence of high school science courses that you choose is ultimately your decision. You may want to consider such things as your personal giftedness in one science or another, as well as your reading and math ability.

Earth Science

Grade level:	9-12
Number of weeks:	40
Prerequisite:	Science 8
Number of credits:	1

Earth Science is a lab-oriented course that encourages students to interpret scientific data and formulate concepts based on the data. Students will perform experiments to enhance their knowledge of the environment. Major emphasis is placed on making and interpreting graphs and tables. Students must be able to write intelligent and concise reports about these laboratory experiences. Required labs must be completed in order for a student to be eligible to take the Regents examination.

Planet Earth

Grade level:	9-12
Number of weeks:	40
Prerequisite:	Science 8
Number of credits:	1

This course will explore the history of planet Earth through a scientific lens. An introduction sequence will build the scientific and mathematical skills students will need to be successful throughout this class. Stressing hand-on and interactive activities, the course will follow a broad timeline from the beginning of time to the present day and beyond. Throughout their journey students will delve into subjects as diverse as Astronomy, Geology, Hydrology, Biology, Environmental Science, and even History. This holistic approach will attempt to put student learning in context with the time periods under study. By the end of the class, students will have developed the skills they will need to be successful in Regents based science courses.

Biology

Grade level:	9-12
Number of weeks:	40
Prerequisite:	Science 8
Number of credits:	1

Biology is the study of life on earth. Students will survey the range of living organisms from simple one-celled organisms to man. Students will examine life processes existing in all organisms, including digestion, excretion, transportation, respiration, regulation, and reproduction. Genetics, ecology, and evolution are also studied. The New York State Core Curriculum entitled “The Living Environment” is used as a format for the course. Required labs must be completed in order for a student to be eligible to take the Regents examination.

Chemistry

Grade level: 11-12
Number of weeks: 40
Prerequisite: Enrolled in or completed Applied Geometry
Number of credits: 1

In chemistry students learn the theories of matter and energy. Chemical principles and concepts are learned through lecture, demonstrations, and laboratory experiments. Emphasis is placed on experimentation, proper lab techniques, and safety, including calculations and interpretation of experimental data. Those who do not meet the math prerequisite should seek instructor approval. Required labs must be completed in order for a student to be eligible to take the Regents examination. This course is for college-bound students or students interested in a science-related career.

Physics

Grade level: 11-12
Number of weeks: 40
Prerequisite: Completed Algebra 2/Trigonometry
Number of credits: 1

Physics reveals the secrets of the natural world. The four content areas are: mechanics, wave phenomenon, electromagnetism, and modern physics. Lectures, mathematical analysis and interpretation, and laboratory investigations develop the concepts. Those who do not meet the math prerequisite should seek instructor approval. Required labs must be completed in order for a student to be eligible to take the Regents examination. This course is for college-bound or students interested in a science-related career.

Aquatic Biology

Grade level: 11-12
Number of weeks: 20
Prerequisite: Biology
Number of credits : ½

In Aquatic Biology, students study the wide range of freshwater life from bacteria to mammals. They also study the essential non-living components of nutrition and the chemistry of water, particularly with regard to polluted versus non-polluted environments. Laboratory and field experiences are emphasized.

Environmental Science (Concurrent Enrollment)

Grade level: 11-12
Number of weeks: 20
Prerequisite: Biology
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

Environmental Science depicts the living and non-living characteristics of different environments. Methods of studying the environment and practical applications are emphasized in laboratory and field experiences. Environmental issues such as pollution and endangered species serve as the framework for topics.

Applied Physical Sciences

Grade level: 11-12
Number of weeks: 20
Prerequisite: Biology
Number of credits: 1

Applied Chemistry or Physics will be offered each year as an option for earning the third required unit in science. These courses link the theoretical with real-world application of physical science concepts and focus on the impact of physical science on society, the environment, and the workplace.

LANGUAGES OTHER THAN ENGLISH

NEW YORK STATE STANDARDS

Communication Skills

Students will be able to use a language other than English for communication.

Cultural Understanding

Students will develop cross-cultural skills and understandings

The Foreign Language Department offers courses of study in Spanish and French. Students are required to have completed one unit of credit in a foreign language by the end of their freshman year, unless language exempt. Students can continue on to a three or four year course of study. The three-year course of study satisfies one of the requirements for a Regents Diploma with Advanced Designation.

Spanish I

Grade level:	9
Number of weeks:	40
Prerequisite:	Spanish 8
Number of credits:	1

In Spanish I, students continue their study of vocabulary and grammar in order to enhance development of the four communication skills: reading, writing, listening and speaking.

Spanish II

Grade level:	10
Number of weeks:	40
Prerequisite:	Spanish I
Number of credits:	1

In Spanish II grammar is studied in more detail in order to improve the four communication skills. New vocabulary is introduced through reading material written in Spanish.

Spanish III

Grade level:	11
Number of weeks:	40
Prerequisite:	Spanish II
Number of credits:	1

In Spanish III the four areas of communication continue to be emphasized. Grammatical instruction, mainly as review, is presented as a direct and practical aid to the development of the communication skills. Students will take a Regents examination at the end of this course.

Spanish IV

Grade level:	12
Number of weeks:	40
Prerequisite:	Spanish III
Number of credits:	1

The goal of Spanish IV is to continue to improve on the communication skills through a variety of activities, which include reading of advanced texts, cooking, and speaking tasks. The culture of Spanish-speaking countries and advanced grammar are stressed.

French I

Grade level: 9
Number of weeks: 40
Prerequisite: French 8
Number of credits: 1

In French I, students continue their study of vocabulary and grammar in order to enhance development of the four communication skills: reading, writing, listening and speaking.

French II

Grade level: 10
Number of weeks: 40
Prerequisite: French I
Number of credits: 1

In French II grammar is studied in more detail in order to improve the four communication skills. New vocabulary is introduced through reading material written in French.

French III

Grade level: 11
Number of weeks: 40
Prerequisite: French II
Number of credits: 1

In French III the four areas of communication continue to be emphasized. Grammatical instruction, mainly as review, is presented as a direct and practical aid to the development of the communication skills. Students will take a Regents examination at the end of this course.

French IV

Grade level: 12
Number of weeks: 40
Prerequisite: French III
Number of credits: 1

The goal of French IV is to continue to improve the communication skills through a variety of activities. Advanced grammar is covered, as well as the culture of French-speaking countries.

THE ARTS

NEW YORK STATE STANDARDS

Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

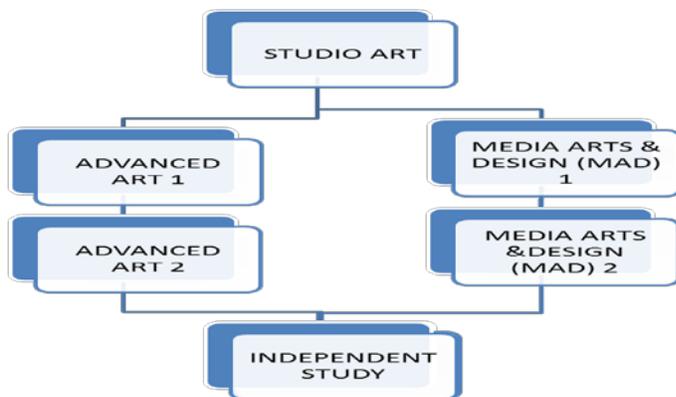
Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

ART PATHWAYS



Studio in Art

Grade level: 9-12
Number of weeks: 40
Prerequisites: None
Number of credits: 1

Why do artists create? What can be learned from studying art? What can be learned through creating art? Students will discover answers to these questions as they learn to work with 2-dimensional (drawing, painting, printmaking, collage) and 3-dimensional (sculpture, ceramics) art forms. Students will examine artworks from a variety of cultures and time periods, learn new techniques for creating their own art, explore elements and principles of design, and make cross-curricular connections. The main focus throughout the course is drawing from observation. This class fulfills the NYS Fine Art credit requirement for graduation. It is an essential foundation class for advanced art classes – a must for any student interested in further study of art in high school or beyond.

Advanced Art I

Grade level: 10-12
Number of weeks: 40
Prerequisite: Studio in Art
Number of credits: 1

Over the course of the year in Advanced Art 1, students will continue working with a wide variety of media and techniques. The elements of art and principles of design, art history, criticism and aesthetics are integral parts of the curriculum. Drawing skills and drawing from life is still a main focus although experimentation with materials and ideas is highly encouraged and expected. At this level, students are expected to work more independently in response to project themes. Students are expected to seek out solutions to problems, to research ideas they may have, to plan out projects and execute them with self-discipline. Participation in art shows and the development of a college entry portfolio will begin in Advanced Art 1. A new focus on how art can be used in your future career will be explored.

Advanced Art II

Grade level: 11-12
Number of weeks: 40
Prerequisites: Studio Art and Advanced Art 1
Number of credits: 1

In Advanced Art II students will continue to use and learn about a wide variety of media and techniques. Sculptural work, video, and photography will also be investigated or incorporated in pieces since today's artists do not limit themselves to one medium and often include multiple techniques in one piece alone. Students are expected to strive to master mediums and use media to best express your own intended ideas. Experimentation with materials and ideas is expected. Individual research into different media or techniques is also expected at this level. Students will work more independently to create a personal, college entry portfolio that is focused and deliberate. Artwork should express individual ideas and skills. With each assignment, advanced students will be expected to take the assignment rules and run with it, creating pieces that are very individual and expressive.

Advanced Studies in Art (Independent Study)

Grade level: 11-12
Number of weeks: 40
Prerequisites: Advanced Drawing and Painting
Number of credits: 1

Advanced Studies is a fourth level course including 9-10 assignments derived from the performance indicators within the four art standards. The projects showcase what the students know and are able to do without mandating the tools or techniques used to create the work. The students will be able to participate in the NYSATA Portfolio Project on completion of the projects. Students will spend the remainder of the year working with a particular medium or a specific area of interest – oils, acrylics, the human figure, landscapes, etc. The Elements of Art and Principles of Design are stressed in every work. Art history, criticism, and aesthetics are integral parts of the class.

Media Arts and Design (MAD) I

Grade level: 10-12
Number of weeks: 40
Prerequisites: Studio Art
Number of credits: 1

Technical media has become a powerful means of telling a story, conveying information and communicating ideas in contemporary culture. Our world is a visual one. We are constantly bombarded with imagery from television, video games, movies, video, magazines, fashion, and the list goes on. All of this imagery is created by artists. Art plays a larger role in society and the workplace than it ever has before. Students will investigate new and growing career avenues that have opened up in communications, the arts, and technological studies due to the internet and our exposure to mass media. Students will apply their knowledge of design principles to strengthen their visual literacy and communication skills. Possible projects include logo development, poster design, CD covers, book arts, computer generated art, digital photography, and video work. Students will study how the computer is used as an innovative tool by both commercial and fine artists to create original artistic images. Students will become knowledgeable about how the computer functions as they create inspired, unique images using computer graphics software such as Adobe Illustrator and Adobe Photoshop.

Media Arts and Design (MAD) II – when offered

Grade level: 10-12
Number of weeks: 40
Prerequisites: Studio Art and MAD I
Number of credits: 1

In MAD II, students will use their design and computer skills acquired in MAD I to create more complex projects. Emphasis will be placed on the communication of an idea or story to the viewer using new media and inventive combinations of media. The creation of a college level portfolio will be a main focus of the course. Those interested in pursuing a career in graphic design, animation, web design, communications, movie design, or art should take this course.

MUSIC

Senior High Chorus

Grade level: 9-12
Number of weeks: 20
Prerequisite: 7th and 8th Grade Chorus or permission of instructor
Number of credits: ½

Senior High Chorus is a performing ensemble in which the students expand upon their learning from 7th and 8th Grade Chorus. This course covers four important dimensions of the choral experience: basic vocal techniques (proper breathing, support and placement), sight singing (learning to read music at sight), historical contexts (learning about the composer and historical period a given piece was written), and repertoire (learning music of various styles and periods for concerts and special events, and making critical judgments in rehearsals).

Senior High Concert Band

Grade level: 9-12
Number of weeks: 20
Prerequisites: 7th and 8th Grade Band or permission of instructor
Number of credits: ½

Senior High Concert Band is a performing ensemble. Students attend weekly rotating lessons. The ensemble will provide a comprehensive education and musical outlet for students. Through active participation in the instrumental program, students will develop an intellectual understanding of all types of music, thereby instilling an appreciative outlook toward culture, music, and the beauty it expels. Students will acquire values, pride, confidence, and a sense of personal identity. Students will develop the life skills of self-discipline, goal setting and perseverance. Music education utilizes the ability to critically evaluate works, and develop higher order cognitive skills of problem solving and creative thinking incorporated in interdisciplinary subjects. The music program will strive to meet the standards set for music on a national level. Required performances include fall, winter, and spring concerts, Music in Our Schools Month Concert, Sherburne Pageant of Bands, area festivals, and the graduation ceremony. Extracurricular opportunities include Marching Band, Jazz Band, NYSSMA Solo Festival, Music Council, and All-County Band.

Music Theory (Concurrent Enrollment) (when offered)

Grade level: 11-12

Number of weeks: 40

Prerequisite: Music Knowledge

Number of credits: 1 HS – 3 credits from TC3 which may be transferrable to College

Music Theory is a course designed for more advanced music students who intend to continue their musical involvement beyond high school. During the course, students will analyze music to determine its components and cultural contexts, listen to music in a variety of styles, discuss music's unique place in the culture of a given time, and compose rhythms, melodies and harmonies, culminating in a final project.

COMPUTER CLASSES

Computer Applications (Concurrent Enrollment)

Grade level: 9-12
Number of weeks: 40
Number of credits: 1 HS – 6 credits from TC3 which may be transferrable to College

This course will concentrate on teaching the basic fundamental computer skills and knowledge essential for personal computer use and job productivity. The course begins with the focus on learning touch typing skills, using various software programs to promote proper form, speed, and accuracy. Although the focus of the class changes throughout the year to other skills and software, keyboarding skills are emphasized and practiced through the entire course. In addition, all computer assigned projects will involve using 21st Century Skills and searching for information on the Internet to give students experience navigating the vast amount of resources available on the World Wide Web.

For the remainder of the course, the Microsoft Office suite will be taught; commencing at the beginner level and then approaching the use of computer applications at the intermediate level to continue to challenge students who are already computer literate with word processing, the Internet, and email skills. Word processing in Microsoft Word is the first program taught in the suite. Then course content expands their knowledge by introducing three additional types of computer applications: spreadsheet management with Microsoft Excel, database management with Microsoft Excel and slide show presentations with Microsoft PowerPoint. Windows utility functions will also be incorporated to teach students file management and how to better organize their work.

College and Career Readiness (Concurrent Enrollment)

Grade level: 12
Number of weeks: 40
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

This elective course promotes students' personal adjustment and academic success as they prepare for college. Topics include the college application, adjusting to college, developing essential learning and time management strategies, and learning about college resources. This course is appropriate for students pursuing a college education.

Career and Financial Planning

Grade level: 9-12
Number of weeks: 20
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

This one semester course engages students in two critical areas: Career Management and Financial Management. It offers first-hand involvement in life planning for both areas. Students will be exposed to a broad range of topics within each area. Students learn about career choices, economy, education, volunteerism, money, checking, savings, taxes, investing for the future, using credit wisely, consumer protection, and insuring against risk. Students participate in a stock market simulation game as part of this course. Students will learn and apply basic computing skills involving such things as: Internet Workshop, Quicken, Microsoft Word, Excel, Turbo Tax, PowerPoint, MovieMaker and more. This course is part of the core requirements for the computer sequence.

Social Media

Grade level: 10-12
Number of weeks: 40
Prerequisite: Computer Applications
Number of credits: 1 HS – 1 credit from TC3 which may be transferrable to College

This course approaches the use of computer applications at a more advanced level to continue to challenge students who are already computer literate with word processing, spreadsheets, database management, slide show presentations, the Internet, and electronic mail skills. This course content introduces additional computer applications including: graphic design with

Adobe Illustrator and PhotoShop, website design using HTML (Hypertext Markup Language) and Adobe Dreamweaver, as well as animation and video using Adobe Flash. Students learn these skills using market-leading software packages and the newest resources computers can provide. Students in this course are responsible for maintaining the Cincynet website, adding content, update pages and file management. After learning the basics of graphic design, students will then learn the basics of webpage design and language of HTML enabling them to create their own personal webpages and eventually, pages for the Cincynet website. Students will use Adobe Illustrator and Photoshop throughout all projects in order to create their own graphics and for photo editing. Students also learn how to create motion animations using Flash and eventually embedding videos into their webpage design. Students also learn to create Podcasts, work on Digital Scrapbooking, as well as evaluating a variety of Web 2.0 multimedia tools. The skills learned in this course will enable to students to pursue a career path in a variety of communication, computer or informational technology related fields. Producing a multimedia project requires more than creative skill and high technology, students need planning, organizing and collaboration skills as well.

Digital Video

Grade level: 10-12
Number of weeks: 40
Prerequisite: 3 Unit Sequence in Computers
Number of credits 1 HS – 3 credits from TC3 which may be transferrable to College

Digital Video Production is a course designed for students to utilize several different media to convey information (text, audio, graphics, animation and video). Students experiment with many electronic means made available by computers, microphones, digital cameras, digital video camera, scanner, and television broadcast equipment. Students learn digital video production skills in order to create streaming video for the web, CD-ROM and DVD's. Students learn videotaping techniques, digital non-linear editing, audio mixing/editing and DVD authoring. Digital Video is designed to be a project-based course to familiarize students with the workings of an actual television station. Students will have the opportunity to run an in-house television station that will be broadcast throughout the school via Time Warner Cable Channel 38. This class is meant to be an engaging experience to familiarized students with the expectations of a real-life occupation in digital media production. This course is among the choices offered to students continuing on to a 5 unit sequence in computers. One unit of credit is granted for each year of enrollment, with a maximum of 2 credits.

Media Arts and Design (MAD) I

Grade level: 10-12
Number of weeks: 40
Prerequisite: Studio Art or Teacher Recommendation
Number of credits 1

Technical media has become a powerful means of telling a story, conveying information and communicating ideas in contemporary culture. Our world is a visual one. We are constantly bombarded with imagery from television, video games, movies, video, magazines, fashion, and the list goes on. All of this imagery if created by artists. Art plays a larger role in society and the workplace than it ever has before. Students will investigate new and growing career avenues that have opened up in communications, the arts, and technical studies due to the internet and our exposure to mass media. Students will apply their knowledge of design principles to strengthen their visual literacy and communication skills.

Possible projects include logo development, poster design, CD covers, book arts, computer generated art, digital photography, and video work. Students will study how the computer is used as an innovative tool by both commercial and fine artists to create original artistic images. Students will be become knowledgeable about how the computer functions as they create inspired, unique images using computer graphics software such as Adobe Illustrator and Adobe Photoshop.

Media Arts and Design (MAD) II – when offered

Grade level: 10-12
Number of weeks: 40
Prerequisite: Studio Art and MAD I
Number of credits 1

In MAD II, students will use their design and computer skills acquired in MAD I to create more complex projects. Emphasis will be placed on the communication of an idea or story to the viewer using new media and inventive

combinations of media. The creation of a college level portfolio will be a main focus of the course. Those interested in pursuing a career in graphic design, animation, web design, communications, movie design, or art should take this course.

Help Desk and User Support (Concurrent Enrollment)

Grade level: 9-12

Number of weeks: 40

Prerequisites: Computer Applications in the 3 unit computer program. Students also need to be enrolled as part of the approved 5 unit Computer program and available to work on the network outside of regular school hours.

Number of credits: 1 HS – 3 credits from TC3 which may be transferrable to College

The Cincinnati Central School District needed resident know-how for maintaining and evolving the school network. The computer department responded with training for students who had a strong interest in learning everything they could about technology, which inspired a help desk and user support program where students work for course credit. The results being a hands-on course that earns one unit of credit for every 40 weeks worked towards the 5 unit program in computers. Students become a member of the technical support department to assist in keeping the districts hardware and software running successfully and also part of a team that helps students, teachers, and staff with technical support. Students work for the network administrator/teacher to maintain the school network, classroom and office computers, computer labs, iPads, Kindles, school website, school yearbook and newspaper production equipment, and any devices attached to the school network. One student may enroll in computer work study for two years with a maximum of 2 units of credit earned. Students enrolled over two years may take the course as a pass fail work study.

Minimum basic skills needed to complete this course successfully are: high school level reading, spelling, writing skills, basic math, and computer skills, the ability to follow directions and a willingness to learn to operate mechanical equipment.

Computer Publications I

Grade Level: 11 - 12

Number of weeks: 40

Number of credits: 1

Computer Publications is designed to be a project-based course for students who are ready to apply the skills they have learned thus far, not only in the computer sequence but in other subject areas as well. Students will be actively engaged in photography, digital editing, graphic design, as well as reading, writing, thinking, speaking and listening throughout the entire course. The students enrolled in this course use desktop publishing skills at a professional level designing and publishing the school district newsletter and the annual school yearbook. In addition, the students work on production of a supplementary multimedia CD and various other school related publishing projects. Students will gain experience in the world of desktop publishing and its hi-tech tools. Using state-of-the-art equipment and market-leading software packages, students will design and create their own professional quality publications. In addition to learning the precise skills of typography and layout design, students will also learn essential communication skills and effective photo-journalism techniques. Computer Publications can be taken a second year for another credit. These students are the students running the production of the projects and are responsible for helping to train and teach incoming students as well as manage the production of various projects.

Computer Publications II

Grade Level: 12

Number of weeks: 40

Prerequisite: Computer Publications I

Number of credits: 1

Computer Publications II is for students who have successfully completed Computer Publications I. Students select a specialty area they wish to master that was introduced in Computer Publications I. The students enrolled in this course will be the senior members of the computer publication team responsible for designing and publishing the school district newsletter. Once students have gained experience by rotating through job assignments every 6-weeks in Computer Publications I, it is time for students to interview for the job they would like to pursue at a more advanced level. Job titles may include photographer, video producer, chief editor, layout editor, online manager, and other positions. At the same time, students are responsible for feature articles in every issue of *The Lion's Roar*.

Video production will be introduced in this course and will open up new assignments such as video interviewing and video capturing.

Like Computer Publications I, this course is designed to simulate an authentic office environment where students are challenged to develop targeted skills. It will allow them hands-on activities, which provides young learners to master certain competencies related to newspaper production, researching and reporting along with some entrepreneurial knowledge. This course gives students the opportunity to experience similarities to a career in journalism and reporting. It also exposes students to work like responsibilities and forces them to better manage their time to meet production deadlines and assignments outside of class to cover news stories

Students will be asked to train new hires (member if the Computer Publications I class). Members of this course will also be responsible for posting various sections for the Lion's Roar online at <http://www.cc.cnyric.org>

HEALTH AND PHYSICAL EDUCATION

NEW YORK STATE STANDARDS

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

High School Health Education (Concurrent Enrollment)

Grade level: 10
Number of weeks: 20
Prerequisite: None
Number of credits: ½ HS – 3 credits from TC3 which may be transferrable to College

Health Education covers the factual information concerning topics of mental health, family living, consumer health, nutrition, first aid and safety, physical fitness, drug education, disease prevention, personal health, community health, and growth development. Emphasis will be provided in health promotion and risk education to help students prevent and manage health issues in their lives. This class provides students with an understanding of modern health concepts and how these concepts are related to their present and future needs.

High School Physical Education

Grade level: 9-12
Number of weeks: 20
Prerequisite: None
Number of credits: ½

A wide variety of lifetime, team, and individual sports will be offered to each grade level. Included in the physical education program is an emphasis on total fitness, self-awareness, sports knowledge, proper health practices, and the general enjoyment of sport and physical activity. Physical Education units include, but are not limited to, aerobics, archery, badminton, basketball, bowling, dance, field hockey, fitness testing, flag football, floor hockey, golf, indoor soccer, racquetball, self-defense, soccer, volleyball, and weight training.

BOCES CAREERS AND TECHNICAL EDUCATION COURSE OFFERINGS AT MCEVOY CAMPUS

Juniors and Seniors have the opportunity to attend BOCES Career and Technical Education courses in the following areas:

- Automotive Collision Technology
- Automotive Technology (National Automotive Technicians Education Foundation)
- Computer Technology
- Construction Technology
- Cosmetology
- Culinary Arts
- Early Childhood
- Graphic Communication
- Health Occupations Technology
- Physical Therapy
- Welding Technology

Automotive Collision Technology

Two years/3 credits per year

(Science junior year, Math senior year)*

This program prepares students for occupations in the auto body collision repair industry or for technical college. Students learn the basic skills and techniques using the most current business/industry-based technologies. Students progress into frame straightening, custom colors in painting, and estimating. Repairs covered in this two-year program include: auto body materials, color matching, custom painting, paint products, hand and power tools, basic measurement skills, high-strength steels, and plastic and composite part repair. Greater emphasis on ASE certification and I-Car standards in the auto collision technology class involves students in a hands-on training program for a career in the Auto Collision profession. Three credits earned per year.

Automotive Technology NATEF

Two years/3 credits per year

(Math junior year, Science senior year)*

The auto technology program is designed to provide students with basic mechanical knowledge and skills. Students gain knowledge and skills through a combination of lecture and lab work, including hands-on repair of vehicles. All repair work is performed by the students. The jobs range from a simple oil change to complex on-board computer system repair. This program, which is state and nationally certified, is the first step in preparing for a career in the technical repair field. It prepares the student for entry-level employment as a service maintenance person or for advanced technical education. Automotive students will be responsible for NATEF classroom theory, and NATEF-applied Communications, Mathematics, and Science. Students will have the opportunity to complete more than 200 NATEF shop labs within the four areas. Some labs may be performed at local repair facilities. Students will be given the opportunity to become certified as a general service technician.

Computer Technology Program

Two years/3 credits per year

(Science junior year, Math senior year)*

This program offers certification through CISCO. The first year of the program deals with repair and rebuilding of computers. The IT Essentials course is divided into two sections; the first covers core competencies in the latest hardware and software technologies with emphasis on information security skills, safety and environmental issues, and 21st century skills. The second year prepares a student to be a network support specialist. Internships in the second year will expose students to the business aspect of computer technology. This fast-paced program will make any student a capable computer technician for any business/career path. Three credits earned per year. Students may elect to receive three college credits from TC3 for each year of the program (total of six credits) by successfully completing the TC3 concurrent enrollment requirements.

Construction Technology

Two years/3 credits per year

(Math junior year, Science senior year)*

The Construction Technology program emphasizes the development of skills in rough carpentry, masonry and concrete work, residential electricity, plumbing and heating, finish carpentry, cabinet making, and roofing and siding. Areas of study will include: OSHA- and NOCTI approved construction safety standards, residential construction, framing, roofing, siding, drywall finishing, blueprint reading and drafting, cabinet installation, residential wiring, basic electrics, Energy Star-approved insulating standards, site layout, and trim carpentry. Valuable experience is gained in all phases of residential construction. In addition, students have the opportunity to specialize in the construction trade area of their choice. Three credits earned per year.

Cosmetology – Appearance Enhancement Profession

Two years/3 credits per year

(Science junior year, Math senior year)*

The Cosmetology program provides training in hair, skin, and nail analysis. Product knowledge, technical application, and procedures are taught in the areas of shampooing, massage, styling, shaping, coloring, and hair reconstructing. Elective areas include esthetics and nail technology. Curriculum is designed to provide 1,000 hours of interactive instruction and allows practice and theory in individual and group settings. Those students who have completed 1,000 hours of training are eligible to take the written and practical examination to obtain a New York State license. Three credits earned per year.

Culinary Arts

Two years/3 credits per year

(Math junior year, Science senior year)

First year students will concentrate on food service careers, sanitation, food safety, tools, and equipment. Applied math, basic art of baking, cold and hot food preparation stations, and cooking methods are covered. Second year students will complete modules not completed the first year and explore careers in related areas including: restaurant management, institutional facility management, franchise management, grocery suppliers, public health, and facility layout and design. Certification in sanitation and beef is also offered. Project-based portfolios will round out the second year. Both written and verbal communication skills are emphasized. Three credits earned per year.

Graphic Communication

Two years/3 credits per year

(Science junior year, Math senior year)

Graphic Communication encompasses many areas of study in Graphic/Computer Design. The design portion is centered on computer-generated projects. Adobe Photoshop Macromedia, iMovie, PageMaker, and FreeHand software offer students different ways to digitally design and illustrate real and simulated projects. These projects may include: publications, book covers, logos, flyers, posters, Web page advertisements, and other commercial applications. There is also a photography component to this course. Three credits earned per year.

Health Occupations Technology

Two years/3 credits per year

(Math junior year, Science senior year)

This course is offered to students who would like to explore options working with the elderly in the health care setting. Students will also have the chance to explore careers within the health care field. Some of these careers include: nursing, nutrition, and physical and speech therapy. The second year focuses on medical terminology through a systems-based approach. The second year also offers the student a chance to receive three credits from TC3 for a Medical Terminology class. At the end of the second year, students who have accrued enough clinical hours will take the New York State Certified Nursing Assistant certification test. This test is not required in order to pass the course but is an opportunity to be job ready upon graduation. This class offers excellent preparation for students planning to pursue a career in allied health. Three credits earned per year.

Physical Therapy

Two years/3 credits per year

(English 12 junior year, Science senior year)

The employment outlook for skilled physical therapists and physical therapist assistants is expected to increase 43 percent from 2010 to 2020. The demand for physical therapy services is predicted to increase in response to the health care needs of an aging population. This half-day, two-year program will give students knowledge and technical skills that will prepare them for post-secondary education in a physical therapist and physical therapist assistant college program. Work-based learning sites provide students with the opportunity for Internships and shadowing at local physical therapy clinics.

Welding Technology

Two years/3 credits per year

(Math junior year, Science senior year)

Students in this two-year program learn metal-working processes that include: welding, cutting, grinding, and custom fabrication. Students learn by using steel, aluminum, and other metals commonly found in modern industry. Daily hands-on training exercises reinforce skills that enable students to reach entry-level proficiency in stick welding, MIG and TIG welding, flamecutting, plasma cutting, tool, and equipment use. Shop math, blueprint reading, group learning, and career exploration complement the manual skills learned in the workshop. Safety practices and craftsmanship are priorities, and student projects are strongly encouraged. Second-year students can enter the welding industry with the help of paid and unpaid internships. Graduating students are qualified and prepared to perform entry-level work in the field or to attend post-secondary educational institutions. Three credits earned per year.

****Students enrolled in these courses are also required to take Data Analysis (Math) and Scientific Inquiry (Science) provided at BOCES for one credit per year. Please refer to the OCM BOCES Credit Recommendations Sheet for further information or contact the Career and Tech Ed Office at (607) 758-5262.***

Data Analysis and Statistics/Business Math Course

1 credit

Data Analysis and Statistics/Business Math program emphasizes content and the development of skills in mathematics as they apply to the workforce area that the student has selected. Students will learn enhanced problem solving, review skills, and gain valuable experience in related technical applications of mathematical skills. Students may elect to receive college credit from TC3 in Business Math by successfully completing the TC3 final exam. Data Analysis and Statistics/Business Math course is a requirement for all students.

Scientific Inquiry and Research

1 credit

Scientific Inquiry and Research stresses content and skills development in science as they apply to the workforce area that the student has selected. Students will use various applications of scientific methods and skills, and gain valuable experience in related technical applications of science. This course is a requirement for all students.

New Vision Health Careers

One year – seniors only

Application and interview required

New Vision Environmental Science Careers is a total immersion experience in the field of Health Care. Students explore a variety of career opportunities within the hospital and at some health facilities in the community. Students will spend three hours every school day during their senior year at Cortland Regional Medical Center, which is the main sponsor. Other medical professionals in the community also offer rotation sites for interested students. The program offers four credits toward high school graduation, which may include Anatomy and Physiology, English 12, Government/Economics, and Health Careers. These subjects are integrated together under the common theme of Health Care. Students also take college English 101 through TC3 during the first semester and receive four college credits for successful completion. The program evaluation process consists of daily journal entries, essays, technical writing, textbook questions, oral presentations, group projects, quizzes (both oral and written), tests (both oral and written), and rotation packets. All assignments are interdisciplinary so that students can integrate different subject area skills together. Some of the fields

that a New Vision student can explore include: physical therapy, occupational therapy, emergency medicine, cardiology, radiology, nuclear medicine, MRI, recreational therapy, respiratory therapy, nursing (Maternity, ICU, Pediatrics, Geriatrics, and General), clinical laboratory, nutrition, pharmacology, and bio-medical engineering.

New Vision Environmental Careers

One year – seniors only

Application and Interview required

New Vision Environmental Science Careers is a total immersion experience in the field of Environmental Science. An emphasis is placed on “learning on your feet instead of your seat.” Students will spend three hours every school day during their senior year at Tunison Laboratory of Aquatic Science. The United States Geological Survey at 3057 Gracie Road in Cortlandville sponsors the class. Lime Hollow Center for Environment and Culture is also partnered with the program, working hand-in-hand with the students on projects throughout the year. The program consists of instruction modules that explore specific areas of Environmental Science. Units include: forestry, fish and wildlife, environmental issues, soil and water, land use, and outdoor recreation. Class time is divided between indoor instruction and outdoor application with the majority of instruction done in the 220 acres of forest surrounding the class location. Other activities offered include: overnight primitive camping, backpacking, canoeing, cross-country skiing, snowshoeing, and fishing, and outdoor adventure. Paul Smith’s College of the Adirondacks and Finger Lakes Community College award three college credits to students who enroll in their school and successfully complete this program. The curriculum allows for up to four credits toward graduation, which include: Economics, English, Environmental Science, and Government. Evaluation is portfolio-based on each of the six required modules. The student’s knowledge and skill is measured using authentic assessment. A daily journal, book reports, essays, poems, interviews, and a research project are part of the student portfolio, with a portfolio developed for each module. Research findings are presented to a panel of educators in a formal symposium style. A panel of educators and related professionals formally assesses the student’s presentation. The course is designed to introduce students to career-oriented opportunities, develop investigative skills, and provide the opportunity to interact with professionals in different career areas.

TASC

High School Equivalency Diploma Program

Half Day – AM

Parent/student interview required

This course will offer a unique, independent study in preparation for the TASC test. Students will study math, social studies, science, reading, and writing (grammar and composition). The student will take the test depending on his or her own initiative and determination.