

# SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT

*SCCS mission statement:* Southern Cayuga Central School is committed to every student's intellectual and emotional growth and to promote effective citizenship. We will offer a diversity of curriculum and cultural experiences which meet the individual needs of our students. We encourage self-motivation, self-esteem, and positive values through a school-wide and community effort.

## SOUTHERN CAYUGA JR/SR HIGH SCHOOL

### **HOME OF THE CHIEFS**

## PROGRAM OF STUDIES/COURSE CATALOG

# 2018-19 School Year



**EXPLORE OPPORTUNIES & PLAN FOR YOUR FUTURE**

**Southern Cayuga Jr/Sr High School**  
**2384 St Rt 34B -- Aurora, NY 13026**  
**315-364-7111 -- [www.southerncayuga.org/648](http://www.southerncayuga.org/648)**

January 2018

*SCHS mission statement:* The mission of Southern Cayuga Jr/Sr High School is to create an environment that is conducive to personal and academic excellence. This will be accomplished by creating a school community that embodies the principles of being: **Safe, Respectful, Responsible, and Kind.**

Dear SC Jr/Sr HS Students,

You are living and learning in a dynamic, evolving and exciting time. During your lifetime you are certain to find opportunities and experiences that surpass those of previous generations. As you advance through your educational experience it is essential that you develop the knowledge and skills necessary for success and well-being in a 21<sup>st</sup> century world. Strive to become collaborators, critical thinkers, problem solvers, creators, communicators and seekers of knowledge.

Southern Cayuga Jr/Sr High School offers a rich and diverse program of studies. Our course options are updated yearly to reflect the changes and additions to the curricula. There are distinct courses at the Jr and Sr HS level for our students that encompass fine arts, STEAM, PE, core area courses (including AP and college course offerings), PE, and BOCES offerings. I urge you to take full advantage of these classes as well as extra-curricular opportunities. Our goal for each student is to assist in becoming a well-rounded high caliber graduate. I encourage you to seek a path for yourself that is challenging, balanced and manageable. I urge you to find an area of study that you are passionate about. The experiences you can have in programs will support your future endeavors and increase your options for post-secondary study.

Each year students and parents are asked to decide on a course of study, especially at the 9-12 grade level. Students and parents must reflect on students' strengths, interests, and teacher recommendations. Our Sr HS counselor will assist in reviewing a student's academic record to insure that the appropriate courses are chosen. Students and parents are encouraged to take time to review the choices and options for study in this booklet.

This booklet describes the courses offered for grades 7-12 and what NYS Education regulations require. Introducing students in all grades to our 2018-19 program is completed with the assistance of our junior and senior high school counselors. Parents are invited to consult with our school counselors to review anticipated scheduling choices. Tentative schedules are mailed home for all grade levels prior to the start of the next school year. Please review the list of courses and call or email if you have questions or concerns.

Sincerely,  
Luke Carnicelli, Jr/Sr HS Principal  
[carnicelli@southerncayuga.org](mailto:carnicelli@southerncayuga.org)

### **OUR SCHOOL MISSION**

The mission of Southern Cayuga Jr/Sr High School is to create an environment that is conducive to personal and academic excellence. This will be accomplished by creating a school community that embodies the principles of being: **Safe, Respectful, Responsible, and Kind.**

### **STATEMENT ON NON-DISCRIMINATION**

The Southern Cayuga Central School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and has adopted grievance procedures that provide for prompt and equitable resolution of complaints alleging discrimination. The following person has been designated to handle inquiries regarding the non-discrimination policies: Compliance Officer: School Psychologist, Southern Cayuga CSD (315-364-7111).

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### SCCS & NYS GRADUATION REQUIREMENTS

Graduation requirements for NYS diploma types are listed on the following pages. The NYS Board of Regents sets graduation standards for schools in New York State, currently 22 HS credits. In 2007, the SCCS BOE set a higher standard for students. **Beginning with the Class of 2012, all students must pass the required Regents exams, and earn 26 HS credits (exceptions to the credit total may occur).** Guidance staff/Principal will assist students in planning their program to ensure completion of requirements; students must realize the necessity of meeting all the requirements. For more specific information on graduation requirements, please see the SCJSHS website: (<http://www.southerncayuga.org/648>) or the NYS Education Department link: (<http://www.nysed.gov>)

### COLLEGE CREDIT (see page 6)

Students who take advanced placement or college credit courses should contact the college they plan to attend after the course is finished to ensure that the institution will grant credit for this work. Students taking courses associated with AP, SUPA, CCC, or TC3 can be reasonably certain that credit will transfer to most colleges. **AP/SUPA/CCC/TC3 or other college credit courses will have additional costs for either the exam or for the awarding of college credits. If you register for an AP course, you must take the AP exam. All payments for college and AP courses are due shortly after the course begins.**

### ONLINE HIGH SCHOOL OR COLLEGE COURSES FOR HIGH SCHOOL CREDIT

Any course taken from anyone other than a Southern Cayuga Central School instructor to be used as High School Credit must be pre-approved by the Jr/Sr High School Principal.

## SCCS SR HS GRADE 9-12 SCHEDULE

Senior high school students will follow a traditional single period (41 minute period) schedule. Each day, students will begin with their 1<sup>st</sup> period class from 7:40-8:26 followed by an advisement period from 8:29-8:47. During advisory all students in grades 9-12 have this time free to meet with their teachers or participate in a school activity, club or organization. The Sr High School offers a full range of courses and electives, including advanced placement, college courses, STEAM prep programs in agriculture and technology education for career preparation, and fine arts programs in music and art. Spanish is the language offered at SC Jr/Sr High School. Students at SC Sr HS need 26 HS credits to graduate.

### YEARLY LOOK AT SCCS SR HIGH SCHOOL (Grades 9-12)

**Advanced Regents Diploma:** Total Credits needed for graduation: 26

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
English 9	English 10	English 11*	English 12
Global Studies 9	Global Studies 10*	US History & Gov't*	Economics & Gov't
Algebra I*	Geometry*	Algebra II*	Elective
Earth Science* or Physics*	Living Environment*	Chemistry	Elective
Spanish II	Spanish III	Elective	Elective
Art/Music/Tech	Health/Elective or SH	Elective	Elective
Elective	Elective	Elective	PE 12
PE 9/Lab	PE 10/Lab	PE 11/Lab	
Total Credits: 7.5	Total Credits: 7.5	Total Credits: 7.5	Total Credits: 6.5

**Note:** \* Indicates Regents exam that must be passed with a **65** or higher  
 \* Students who wish to substitute a 5-unit sequence in CTE/BOCES, Music or Art in place of the 3 credits of Spanish must check with their counselor to ensure the graduation requirements will be met.

**Regents Diploma:** Total Credits needed for graduation: 26

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
English 9	English 10	English 11*	English 12
Global Studies 9	Global Studies 10*	US Hist & Gov't*	Economics & Gov't
Pre Alg or Algebra I*	Algebra I*, Intro to Geo, or Geometry	3 <sup>rd</sup> Math	Elective
Env Sci or Earth Sci*	Living Environment*	3 <sup>rd</sup> Science	Elective
Spanish II or Sequence	Health/Elective or SH	Elective	Elective
Art/Music/Tech	Spanish III or Sequence	Elective	Elective
Elective	Elective	Elective	PE 12
PE 9/Lab	PE 10/Lab	PE 11	
Total Credits: 7.5	Total Credits: 7.5	Total Credits: 7.5	Total Credits: 6.5

**Note:** \* Indicates Regents exam that must be passed with a **65** or higher  
 \* Students with an IEP have access to the Safety Net (or low pass option) for meeting state testing requirements.  
 \* Students who wish to substitute a 5-unit sequence in CTE/BOCES, Music or Art in place of the 3 years of Spanish must check with their counselor to ensure the graduation requirements will be met.

**COURSE OFFERINGS 2018-19**

**English**

English 9  
Honors English 9  
English 10  
Honors English 10  
English 11  
Honors English 11  
English 12  
SUPA English (WRT 105 & ETS 181)

**Creative Writing**

**History and Structure of the English Language**  
Sports & News Journalism

**Social Studies**

Global History and Geography 9  
Honors World History 9  
Global History and Geography 10  
AP/Honors World History 10  
US History and Government  
SUPA American History (HST 101 & 102)  
Government in Action & Economics  
SUPA Public Affairs & Economics (PAF 101 & ECN 203)

**Local History**

**Current Events & Debate**

**SUPA Intro to Sociology (SOC 101)**

**Mathematics**

Pre-Algebra  
Algebra I  
Algebra I Enriched  
Intro to Geometry  
Geometry  
Geometry Enriched  
Algebra II  
Algebra II Enriched  
Personal Finance  
Intro to Statistics  
AP Computer Science  
AP/CCC Calculus I (MATH 108)

**Science**

Earth Science  
Living Environment  
CFR (Certified First Responder)  
Chemistry  
Chemistry in the Community  
Robotics & Programming  
Gaming Design  
Marine Science  
Physics

**Spanish**

Spanish I  
Spanish II  
Spanish III  
Spanish IV/CCC Elementary Spanish I (SPAN 101)  
Spanish V/CCC Elementary Spanish II (SPAN 102)

**Art**

Studio in Art  
Drawing and Design for Production (DDP)  
Sculpture  
Digital Photography & Graphic Arts  
Animation Studio  
Drawing & Painting  
CCC Photoshop (ART 252)

**Music**

**Concert Band**

**Chorus**

Music Technology and Piano I, II, III

**Instrumental Ensembles**

**Choral Ensembles**

**Jazz Ensemble**

**AgriScience**

Environmental Science  
Horticulture/Greenhouse Management  
SUNY Morrisville Animal Science (ANSC 100)

**STEM/Technology**

Principles of Engineering (POE)  
Energy Applications  
Production Systems  
Aerospace Technology

**Health and PE**

**Physical Education (required each year)**

**CCC Weight Training (PE 144)**

**Health**

**Independent Living**

**International Cuisine**

Independent Study (See Guidance)

BOCES (See page 18)

NOTE: Exceptions to prerequisites may be made only with the consent of the teacher and the school principal.

Underline: denotes possible AP or college credit

**Bold**: denotes a .5 credit course

***Note: Most classes will need a minimum enrollment of 10 students***

## Sr HS Honors Program Eligibility

### I. Prerequisite:

#### Honors English 9 & Global Studies 9:

- 92% or above each marking period in both English and Social Studies 7 & 8
- Teacher recommendation
- Completion of entrance activity and summer assignment

#### Honors English 10 & Honors Global Studies 10:

- Successful completion of English 9 and Global Studies 9 with a final grade of 92% or higher at the end of the 5<sup>th</sup> Marking Period, with the expectation that the final grade for the course will be a 92% or higher. This would allow for student schedules to be completed in a timely fashion.
- Teacher recommendation
- Successful completion of an entrance activity administered at the end of May or early June and a summer assignment

#### Honors English 11

- Successful completion of Honors English 10 and Global Studies 10 with a final grade of 85% or higher or completion of Regents courses with a final grade of 92% or higher
- Teacher recommendation
- Completion of entrance activity and summer assignment

### II. To Maintain Eligibility:

- A. Students must demonstrate a continued pattern of excellence.
  - Maintain marking period grades of 85% or higher
  - Reading and writing assignments, homework, projects must meet high standards of quality and be completed on time. Students will make every effort to be active participants in the class.
  - Student's Final Project/Exam must be at least 85% to remain in the Program
  - Students must take the AP Exam and achieve at least an 85% on the NYS Regents Exam
- B. Students must attend classes regularly. In addition, Honors/AP classes routinely assign many group projects. Regular attendance is necessary and required.
  - Students must regularly be on time for class; excessive lateness is unacceptable
- C. Adherence to the Honor Code. Students must demonstrate a high moral code of academic and personal ethics, including honesty, fairness, and integrity.
  - Plagiarism, helping others to commit plagiarism, instances of cheating or other dishonorable behavior will result in probation or dismissal from the Honors Program

### III. Probation Process:

Students not adhering to the above standards will be placed on probation for the next marking period. Continued grade deficiencies (the next marking period) or instances of unacceptable behavior will result in removal from the Honors Program and placement in the regular education classes.

- Probation Process: A formal letter will be sent to the student and parent(s) from the teacher to inform them of the decision to place the student on probation with recommendations for improvement and a prescriptive timeline. A copy will be sent to the high school principal and guidance counselor.
- Students not achieving a marking period grade of 85% or higher after being placed on probation will be immediately removed from the program.

## College Course Eligibility -- Offerings from CCC, SU, TC3 and College Board (AP)

More information is available via the Syracuse University website: <http://supa.syr.edu/index.php>

More information is available via the CCC website: [http://www.cayuga-cc.edu/academics/high\\_school/index.php](http://www.cayuga-cc.edu/academics/high_school/index.php)

More information is available via the Advanced Placement website: <http://www.collegeboard.com/student/testing/ap/about.html>

**Please Note: Any student enrolled in a college level course who would like to take the AP exam in that course offering area may register at the beginning of the year in the guidance office. There is a fee associated with AP exams.**

### I. Prerequisite:

- School Counselor recommendation
- Teacher approval
- Completion of prerequisite courses and must earn at least an 85% on previously administered Global History, US History and English Language Arts/Common Core English
- Possible entrance exam

### II. To Maintain Eligibility:

- A. Students must demonstrate a continued pattern of excellence.
  - Maintain marking period grades of 75% or higher
  - Reading and writing assignments, homework, projects must meet high standards of quality and be completed on time
  - Students will make every effort to be active participants in discussions, group work, and other class activities
- B. Regular attendance is necessary and required.
  - Students must maintain daily attendance and be on time for class; **excessive absences (more than 8 per semester) will result in a withdrawal from the course.**
- C. Students must demonstrate a high moral code of academic ethics, including honesty, fairness, and integrity.
  - Plagiarism, helping others to commit plagiarism, instances of cheating, or other dishonorable behavior will result in probation or dismissal from the course.

# ENGLISH

## ENGLISH 9 (1 credit)

**Prerequisite:** Successful completion of English 8.

**Course Description:** The 9<sup>th</sup> grade English program is designed to develop skills in reading (literature and non-fiction), writing, listening, speaking, and research. Attention is given to grammar and vocabulary skills, literary elements and techniques, and the writing process. Students will closely read short stories, non-fiction works, novels, plays, and poems. Students will also engage in an independent reading program in which they read books of their choosing. Students will research and study historical connections to the literature they read and analyze how authors use literary elements and techniques.

The writing program reflects an approach to strengthen writing by planning, revising, editing, re-writing, or trying a new approach. Students write descriptive, narrative, persuasive, and analytical pieces. These writing products will require students to make and support claims, analyze text structure, and evaluate arguments. Creative writing is also explored through personal memoir, fiction, and poetry. Writing journals are used to encourage personal reflection about topics explored in class and responses to literature. Students complete a research project with citations and a works cited page in MLA format. Students are encouraged to work cooperatively in groups, and a strong emphasis on collaboration is encouraged throughout the year. **This is a full year course.**

## HONORS ENGLISH 9 (1 credit)

**Prerequisite:** Students must achieve an average of at least 92% in English 8 each marking period, receive positive teacher recommendations, and pass an entrance exam. Note: Students must maintain an overall average of 85% throughout the year to remain in the Honors course.

**Course Description:** This course is an intensive version of English 9 for students who show aptitude in English Language Arts. Honors English 9 is faster paced and involves more in-depth research and discussion of topics and literature. Students must be able to work well both independently and cooperatively in groups and must be motivated to complete a more strenuous workload than in English 9. **This is a full year course.**

## ENGLISH 10 (1 credit)

**Prerequisite:** Successful completion of English 9.

**Course Description:** English 10 is designed to continue the development of skills in reading (literature and non-fiction), writing, speaking, listening, and research.

The course is an intensive study of various literary genres. Students will read short stories, poems, plays, and novels. Students will also engage in an independent reading program in which they read books of their choosing. The writing program reflects an approach to strengthen writing by planning, revising, editing, re-writing, or trying a new approach. Students write descriptive, narrative, persuasive, and analytical pieces. These writing products will require students to make and support claims, analyze text structure, and evaluate arguments. Creative writing is also explored through personal memoir, fiction, and poetry. Writing journals are used to encourage personal reflection about topics explored in class and responses to literature. Students complete a research project with citations and a works cited page in MLA format. Students are encouraged to work cooperatively in groups, and a strong emphasis on collaboration is encouraged throughout the year. In order to receive credit for the course, students must successfully complete a research project. **This is a full year course.**

## HONORS ENGLISH 10 (1 credit)

**Prerequisite:** Students who complete Honors English 9 with an average of 85% or higher will automatically be eligible for enrollment in Honors English 10. Students who complete English 9 with a cumulative average of 90% or better, and who are recommended by their teachers, are also eligible to enroll in Honors English 10. Note: Students must maintain an overall average of 85% throughout the year to remain in the course.

**Course Description:** This writing intensive course provides students with the opportunity to examine the English 10 curriculum in a more in-depth, analytical fashion. The workload is rigorous, and the writing assignments are challenging, focusing on the CC Standards. In order to receive credit for the course, students must successfully complete a research project.

**This is a full year course.**

## ENGLISH 11 (1 credit)

**Prerequisite:** Successful completion of English 10.

**Course Description:** English 11 is designed to continue the development of skills in reading (literature and non-fiction), writing, speaking, listening. The course reviews research skills and the use of current technologies. It also includes a comprehensive review for the New York State ELA Regents Examination in January. **Passing the Regents Exam is a requirement for graduation.** Works of fiction and non-fiction will be read and examined in detail. Although the primary focus is American literature, we may also explore Shakespeare's *MacBeth* or other works of world literature.

The writing program reflects an approach to strengthen writing by planning, revising, editing, re-writing, or trying a new approach. Students write descriptive, narrative, persuasive, and analytical pieces. These writing products will require students to make and support claims, analyze text structure, and evaluate arguments. Creative writing is also explored through personal memoir, fiction, and poetry. The course also includes grammatical review, word analysis and vocabulary development, an introduction to the college application process, and preparation for the SAT.

**This is a full year course.**

## HONORS ENGLISH 11 (1 credit)

**Prerequisite:** Students who complete Honors English 10 with an average of 85% or higher will automatically be eligible for enrollment in Honors English 11. Students who complete English 10 with a cumulative average of 90% or better, and who are recommended by their teachers, are also eligible to enroll in Honors English 11. Note: Students must maintain an overall average of 85% throughout the year to remain in the course.

**Course Description:** This writing intensive course provides students with the opportunity to examine the English 11 curriculum in a more in-depth, analytical fashion. The workload is rigorous, and the writing assignments are challenging, focusing on the ELA Standards. **This is a full year course.**

## **ENGLISH 12 (1 credit)**

**Prerequisite:** Successful completion of English 11.

**Course Description:** This course is designed to enhance a student's English skills for post-secondary work. A year-long Senior Project is a requirement in the course. Students will choose a Focus Area and design a specific project within one of those areas. These Focus Areas include: Internship/Work Experience; Community Service/Politics; Teaching/Mentoring; Technology/Web-based; Arts; School Publication; Personal Development; or Research. Three 2-3 page research components are required, which will replace the longer research paper of past courses. This Project offers students a chance to make connections with an area of interest and perhaps build a bridge to a future career. Please see the instructor if you have any questions.

Our reading and writing emphasis will be on preparing students for the kind of tasks they will see on the next level. We will study the history of the English language and how it developed. We will also look at a number of pieces of contemporary writing students may see covered in college classes. Our writing focus will be on establishing and supporting claims using evidence from texts and other sources. **This is a full year course.**

## **SUPA ENGLISH (1 credit)**

### **(WRT 105 & ETS 181) [6 college credits]**

**Prerequisite:** Successful completion of English 11 with an overall 90%, teacher, and guidance counselor recommendations. Possible entrance exam with a writing component may be administered.

**Course Description: WRT 105: Practices of Academic Writing (3 college credits):** Students are transformed into a community of writers who meet together for the specific purpose of developing as critical readers, writers, and thinkers. Students learn strategies of critical academic writing in various genres, including analysis, argument, and researched writing. Students learn to develop ideas through the choices they make as writers—from invention to making and supporting claims to sentence-level editing to designing finished print and digital texts. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community. The course is organized into three units during which students engage in various activities that culminate in a formal paper for each unit.

**Course Description: ETS 181: Class and Literary Texts (3 college credits):** Using theories of social class as lenses through which to read a wide range of texts, this course will look at the ways that class has historically structured people's lives. Through a series of assignments intended to improve students' reading and analytical skills while fostering a richer understanding of class, class struggle, and the ways that issues of class intersect with those of gender and race, this writing-intensive course will focus on placing literature within historical and theoretical contexts. Beyond more traditional literary texts, we will look particularly to related art forms such as music, film and visual art as a way of grasping a text's historical moment while reading social and literary theory to help frame and give shape to our arguments.

**This is a full year course. Students will be expected to pay SUPA tuition fees for the course (6 credits). Tuition assistance through Syracuse University is available for qualifying students.**

## **THE HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE (.5 credit)**

**Prerequisite:** 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** For college-bound students, a more intensive study of the structure, grammar, and mechanics of English will build a solid foundation of writing skills to prepare them for college writing and beyond. Through exercises, analysis, and writing, students will review and explore the basic structures of English. This will be coupled with an investigation into the history of English, from its Indo-European roots through Modern English. Language is continually evolving, and English will continue to grow and change. We will pay attention to how historical events affected the development of the language.

**This is a half year course.**

## **CREATIVE WRITING (.5 credit)**

**Prerequisites:** 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** This will be a writing-intensive course, in which students will develop their creative writing skill by working through the process of writing, as professional writers do. Pre-writing and revision will receive special attention, as we look toward the goal of developing pieces of writing which fully meet the writers' intentions and expectations. Creative exercise will be used to foster the writers' individual voices, as well as their ability to make full use of technique and effect.

Frequent and regular writing will be an essential component of this course, as will cooperative conferencing. Your desire to work hard will be much more important than any natural talent.

**This is a half year course.**

## **SPORTS & NEWS JOURNALISM (1 credit)**

**Prerequisites:** None

**Course Description:** Sports & News Journalism course is designed to introduce students to the practice of researching, gathering, writing, and distributing news via different mediums on various sports & news in America and abroad. The course will cover the history, study of and practice in sports & news broadcasting and research. Interview and writing skills will also be a focal point of the course. Students will produce sports & news articles each week which will be published on "The Source", the SCCS official student Facebook page. In addition, a sports & news broadcast element will be incorporated into the course in conjunction with TV/Media Arts class. **This is a full year course.**

# **SOCIAL STUDIES**

## **GLOBAL HIST AND GEOGRAPHY 9 (1 credit)**

**Prerequisite:** Completion of 8th grade Social Studies.

**Course Description:** Global History 9 is the first half of a two-year social studies sequence. This course presents a chronological approach to global history, although at times chronology will be suspended to explore a topic in depth. In this course, students will develop a sense of time frames, explore different periods and examine themes across time and place. Human and physical geography will be strongly emphasized. During the first year of this sequence, students will begin with the study of ancient civilizations and end with the Age of Exploration of the eighteenth century.

Besides class work and homework, each student will be responsible for keeping a well organized notebook of topics studied to take with him/her to Global History 10. At the end of the year, students will take a summative final exam assessing knowledge of the 9<sup>th</sup> grade content. **This is a full year course.**



## **HONORS WORLD HISTORY 9 (1 credit)**

**Prerequisite:** Students must achieve an average of at least 92% in SS 8 each marking period, receive positive teacher recommendations, and pass an entrance exam. Note: Students must maintain an overall average of 85% throughout the year to remain in the Honors course.

**Course Description:** World History Honors 9 class is designed to follow the first half of the AP World History course, focusing students on the five social studies standards, common themes that recur across time and place, and eight historical eras. In this year, the students will complete the first four historical eras, while the remaining eras will be completed in AP World History 10. Students are expected to meet higher expectations when studying and analyzing selected social, economic and political systems of the world while refining the skills of note taking, researching, essay writing, and critical thinking. This course is designed to introduce and prepare students for the AP World History exam and the Global History and Geography Regents exam, both taken at the completion of this two-year course of study. **This is a full year course.**

## **GLOBAL HIST AND GEOGRAPHY 10 (1 credit)**

**Prerequisite:** Successful completion of Global History 9.

**Course Description:** This course is a continuation of the chronological study of world history that began in the 9th grade Global History course. Students will make connections between historical events and modern global issues. This course will begin with the analysis of world history from the Age of Absolutism and continue to current society. It will include the achievements and conflicts that occurred during these historical periods. Students will be evaluated with weekly quizzes, exams and homework. Students will also contribute to group projects and individual reports. Students will be responsible for keeping a well-organized notebook in preparation for the Regents exam. **Student must pass this course as well as pass the Global History and Geography Regents exam at the end of this course for graduation credit. This is a full year course.**

## **HONORS WORLD HISTORY 10/ AP WORLD HISTORY (1 credit)**

**Prerequisite:** Interested students must successfully complete Global History and Geography 9 class with a 90% average and/or secure recommendations of their 9th grade social studies teacher. In addition, students must also successfully complete a placement exam to be administered in May of their 9th grade year. Students will be expected to complete a summer reading assignment that will be due on the first day of this class.

Students who do not complete the assignment will be automatically rescheduled into the regular Global History 10 course. Note: Students must maintain an overall average of 85% throughout the year to remain in this honors course.

**Course Description:** This course is a continuation of Honors World History 9. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students will complete rigorous assignments to improve their research, writing, public speaking, and critical analysis skills.

If a student earns a 3, 4, or 5 on the AP Exam, they may earn up to 3 college credits. Due to New York State diploma requirements, students must also pass the Global History and Geography Regents exam in June. Students will be expected to pay the AP examination fee at the beginning of the year. This is a full year course.

## **U.S. HISTORY AND GOVERNMENT (1 credit)**

**Prerequisite:** Successful completion of Global History 9 & 10.

**Course Description:** This course will begin with a quick examination of the geographic significance of the United States, followed by the investigation of American History spanning from the colonial era to the present day. A thorough analysis of the United States Constitution and significant Supreme Court cases will be conducted through the year. In addition to regular homework assignments, quizzes, and marking period exams, students will also complete several supplementary readings and small research activities. **Students must pass this course as well as take and pass the US History and Government Regents Exam administered at the end of their school year to meet graduation requirements. This is a full year course.**

## **SUPA AMERICAN HISTORY (1 credit) (HST 101 & 102) [6 college credits]**

**Prerequisite:** Students must have completed and maintained an average of 85% or higher in their 10<sup>th</sup> grade Honors World History 10 class and/or recommendations from the Guidance Office and World History teacher.

**Course Description:** During the first semester of this course (HST 101), students will study American History from 1607 until 1865 and will focus on issues of political democracy, social justice and equality. Three main themes will be investigated: 1) the question of how Europeans from a medieval culture became Americans; 2) the political, social and economic impact the Revolution had upon American society; and 3) the modernization of American society in the nineteenth century and an examination of the relationship between modernization and the sectional crisis which culminates at the time of the Civil War. Students will read three supplemental books which emphasize the role of decision making by the common man during significant historical eras, along with required textbook readings and primary documents. Students will write three major papers which range from 4-6 pages.

During the second semester of this course (HST 102), students will study American History from the era of Reconstruction until the present. Topics covered include: the impact of the end of slavery and the rise of modern culture, technology, consumerism and communications at the turn of the 20<sup>th</sup> Century; U.S. expansionism and growing involvement in world affairs, struggles for equal rights and justice, and the patterns of liberalism, conservatism and globalization during the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Students will read three supplemental books that emphasize first-hand experiences during "coming of age" during significant historical eras, along with textbook readings and primary documents. Students will write two major papers which range from 4-6 pages and one annotative bibliography project. Students will be challenged to think analytically and to construct their own historical perspectives.

This course meets requirements for US History and Government. Students in this course will also be required to take and pass the US History and Government Regents Exam. **This is a full year course. Students will be expected to pay SUPA tuition fees at the beginning of the year for both courses (6 credits). Tuition assistance through Syracuse University is available for qualifying students.**

## **GOVERNMENT IN ACTION & ECONOMICS**

### **(1 credit)**

**Prerequisites:** Successful completion of Global History 9, 10, and U.S. History.

**Gov't Course Description:** This semester course will allow students to apply their knowledge of American government to the study and analysis of public policy. These include the ability to: define and identify the components of public policy issues; investigate the role of the media and special interest groups; understand the current legislative process; use on-line and research databases; collect information on public policy issue through contacting experts and government officials; use graphs, tables, and statistics in the analysis of public policy; examine the use of surveys; identify a social problem and propose a public policy to deal with that problem; and analyze the political factions affecting the implementation of a public policy. Students will participate in group projects and presentations. Students will be evaluated based on periodic quizzes and exams, papers and class activities. To supplement course content and meet district requirements, students will be expected to volunteer at least ten hours of community service and attend at least one community legislative or Board of Education meeting. Successful completion of this course is a NYSED diploma requirement.

**Econ Course Description:** Economics, a one-semester course, will emphasize economics and economic decision making. This course will include the basic economic concepts and understandings which all persons will need to function effectively and intelligently as citizens and participants in the economy of the United States and the world. Students will investigate basic micro and macro-economic concepts, the role of government, labor, business, and consumers in economic systems. Students will participate in a simulated stock market exercise, and complete a personal money management project. Students will take a final exam at the end of this course. Successful completion of this course is a NYSED diploma requirement. **This is a full year course and fulfills the SS12 requirement.**

## **SUPA PUBLIC AFFAIRS & ECONOMICS**

### **(1 credit) (PAF 101 & ECN 203)**

#### **[6 college credits]**

**Prerequisites:** Students must have a cumulative average of 90% in grade 11 US Hist and/or teacher approval. **This is a full year course and fulfills the SS12 requirement.**

**Pub Affairs Course Description:** PAF 101 is designed to introduce students to basic skills of public policy analysis. These include the ability to: define and identify the components of public policy issues; communicate ideas and findings with respect to public policy issues; use library facilities to collect information on public policy issues; use graphs, tables and statistics in the analysis of public policy; examine the use of surveys; identify a social problem and propose a public policy to deal with that problem; design a study to evaluate the impact of a proposed public policy; and analyze the political factions affecting the implementation of a public policy. Students will organize and participate in community service project(s) to supplement module assignments. Students will conduct individual research to complete five research papers (modules), along with bi-weekly classroom assignments. Research will require the use of college libraries and databases. Students will make first-hand contact with experts and policy decision makers. APA citation style will be taught and used when completing the research assignments. Note: This is a course that requires a commitment to research, writing, reading and discussion at a college level.

Upon successful completion the student will receive three undergraduate credit hours from Syracuse University.

**Econ Course Description:** Economics 203, Economic Ideas and Issues, is an introduction to mainstream economic thought designed for students with a liberal arts interest. The goals of this course are to introduce students to the ideas that form the foundation of modern western (NeoClassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society.

The course prepares students to analyze and understand the on-going economic policy debate between interventionists and non-interventionists. Students should understand basic algebra and geometry. More importantly, they should be able to follow carefully reasoned logical development of a theoretical model and to apply that model to their own experience. Economics 203 provides an excellent opportunity to nurture that skill. The course helps students to understand and recognize the elements of economic theory, to identify the peculiar roles of these elements, and to understand how they fit together. Economics is, however, a very important part of that story. To the extent that students master the material presented in the course they will have a solid foundation in mainstream economic thought that can be applied to everyday experience as well as further study in economics or the social sciences. **Students will be expected to pay SUPA tuition fees (6 credits). Tuition assistance through Syracuse University is available for qualifying students.**

## **CURRENT EVENTS & DEBATING (.5 credit)**

**Prerequisite:** 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** During the semester, discussion of current events will be a daily, on-going and integral part of the course. Students will be reading the daily newspaper and online publications. Class topics will include economic, social and political issues that influence today's society, and the media's role in society and politics. Students will participate in writing exercises, political discussions, and debates. Students will complete weekly newscasts that will be aired at the end of each week to the student body. Grades will be based on written work, periodic quizzes and assessments, as well as preparation and participation in weekly broadcasts. **This is a half year course.**

## **INVESTIGATING LOCAL HISTORY (.5 credit)**

**Prerequisite:** 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** Ledyard, Genoa, Locke, Scipio; what events and people have influenced the history and the people of our communities? This course will allow students the opportunity to investigate the history of this region and Cayuga County from the Ogunquit and Cayuga Indians, to the early settlement after the American Revolution, the 1800s and the present time. Students will learn the elements of historical research by locating and using primary and secondary sources that are found online and through local historical associations.

Beyond becoming more knowledgeable in our community's history, students will also improve their research, writing and presentation skills by completing weekly assignments and visits to area museums and historical associations.

Students will complete an individual research project that will serve as a final exam grade. The class will also complete community service projects for local historical organizations.

**This is a half year course.**

## **SUPA INTRO TO SOCIOLOGY (.5 credit)**

### **(SOC 101) [3 college credits]**

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade standing, 85% or better on Global or US Hist Regents exam and/or teacher recommendation.

**Course Description:** What is Sociology? This one semester course will answer this question through an introduction of C. Wright Mills' classic notion of "the sociological imagination". By studying the social world, and roles and relationships, students will be able to better understand variables found within societies that create change, enabling societies to improve. This positive affect of sociology is often referred to as the "promise of sociology". The course also includes a brief introduction to social science research methods and offers students the opportunity to apply and practice research skills. Students will investigate society in five units: 1) Culture, Groups and Social Structure, 2) the Power and Influence of the Media, 3) Self and Identity, 4) Social Inequalities – Race, Class, Gender, and 5) Thinking about Social Change. Students will complete written assignments, group projects and presentations based on the college text, supplemental readings, and secondary research. This is a concurrent college class that is offered by Syracuse University. Students enrolled will be expected to pay reduced SUPA tuition fees. Tuition assistance through Syracuse University is available for qualifying students. Course attendance and academic integrity policies maintained by the SOC 101 professor for this course, will be maintained.

**This is a half year course. Students will be expected to pay SUPA tuition fees at the beginning of the year (1 course).**

## **MATHEMATICS**

### **PRE-ALGEBRA (1 credit)**

**Prerequisite:** Completion of 8th grade math with an overall min. 65% average and teacher recommendation.

**Course Description:** The focal point of this course is the algebra strand. This course will assist students in developing skills using a variety of techniques to successfully solve problems in a variety of settings. The course is associated with high school content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. The conceptual category of Modeling is also included, but is best interpreted not as a collection of isolated topics but rather in relation to other standards. Students will be instructed in the appropriate use of a graphing calculator as it applies to each topic in the course and will use the graphing calculator extensively in class, on tests and on the Regents exam. Students will be evaluated with quizzes, chapter tests, and homework. This course will be scheduled with a lab and ends with a local final exam. **This is a full year course.**

### **ALGEBRA I (1 credit)**

**Prerequisite:** Completion of 8th grade math with an overall min. 75% average.

**Course Description:** Algebra I content is centered on the mathematical conceptual categories of Number and Quantity, Algebra, Functions, Modeling Geometry, and Statistics & Probability. Instruction in these domains and conceptual categories is to expose students to experiences which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically. Instructional techniques will incorporate the mathematical practices outlined in the NYS standards. This course will be scheduled with a lab and ends with the Algebra I Regents exam in June, a New York State graduation requirement. **This is a full year course.**

## **ALGEBRA I ENRICHED (1 credit)**

**Prerequisites:** Successful completion of Math 8 with a minimum 92% average.

**Course Description:** Alg I Enriched is a more intensive version of Alg I for students who show aptitude in mathematics. Students taking this course will be challenged with Geometry content as well. Students enrolled in this course will be on track to take PreCalculus and/or Calculus in their Senior year. This course ends with the Algebra I Regents exam in June, a New York State graduation requirement. **This is a full year course.**

## **INTRODUCTION TO GEOMETRY (1 credit)**

**Prerequisites:** Successful completion of Algebra 1 and a 65% on the Algebra 1 Regents Exam. \*Recommended for incoming sophomores who had a course average below 80% in CC Algebra 1 and a score between 65% and 75% on the Algebra 1 Regents Exam.

**Course description:** Emphasis will be paid to both algebraic and geometric concepts. Algebraic concepts include: solving linear equations, systems of equations, and factoring. Geometric concepts will be both numeric and algebraic in nature, and will include properties of angles, triangles, quadrilaterals, circles, and transformations. Unlike Common Core Geometry and Common Core Geometry Enriched proof and conjecture will not be a major emphasis of the course, but students will be introduced to the concept of proof. Assessment will be a combination of classwork, homework, quizzes/exams, and projects.

**This is a full year course.**

## **GEOMETRY (1 credit)**

**Prerequisites:** Successful completion of Algebra 1 with a course average above 80% and a score of 75% or greater on the Algebra 1 Regents Exam.

**Course Description:** Geometry is the second course in mathematics for high school students. 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. Properties of triangles, quadrilaterals, circles, and transformations will receive particular attention. Students will use the traditional tools of compass and straightedge, as well as technology, to assist in investigations. This course ends with the Geometry Regents exam in June. **This is a full year course.**

## **GEOMETRY ENRICHED (1 credit)**

**Prerequisites:** Successful completion of Algebra 1 Enriched with a course average of 85% or greater and a score of 85% or greater on the Algebra 1 Regents Exam.

**Course Description:** Geometry Enriched is a more intensive version of Geometry and is designed for students who show aptitude in mathematics. Students taking this course will be on track to take Precalculus and/or Calculus during their senior year. 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. Properties of triangles, quadrilaterals, circles, and transformations will receive particular attention. Students will use the traditional tools of compass and straightedge, as well as technology, to assist in investigations. This course ends with the Geometry Regents exam in June. **This is a full year course.**

### **ALGEBRA II (1 credit)**

**Prerequisite:** Successful completion of Algebra I and Geometry with at least an 80% overall average.

**Course Description:** This course focuses on the four critical areas of the Common Core Model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. This course is scheduled with a lab and ends with the Algebra II Regents exam in June, a New York State graduation requirement for Advanced Regents Diploma. **This is a full year course.**

### **ALGEBRA II ENRICHED (1 credit)**

**Prerequisite:** Successful completion of Algebra I and Geometry with at least an 85% overall average and at least an 85% on the Common Core Algebra I and Geometry Regents exams

**Course Description:** CC Alg II Enriched is a more intensive version of Algebra II for students who show aptitude in mathematics. Students taking this course will be on track to take PreCalculus and/or Calculus in their Senior year. This course focuses on the four critical areas of the Common Core Model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. This course goes deeper into mathematically rich topics that are covered in Algebra II. Students will make connections between topics and across disciplines. This course ends with the Algebra II Regents exam in June, a New York State graduation requirement for Advanced Regents Diploma. **This is a full year course.**

### **INTRO TO STATISTICS (1 credit)**

**Prerequisite:** Successful completion of CC Algebra I.

**Course Description:** Intro to Statistics is meant to provide students with a look into applied statistics. This course will focus on developing your ability to accomplish the following tasks: collecting and analyzing data, drawing conclusions, and making predictions. There will be a heavy focus on using technology, in particular graphing calculators and Google Spreadsheets, to complete problems and find patterns in data. This specialized course may be used to fulfill one of the three units of mathematics required for a HS diploma.

**This is a full year course.**

### **PERSONAL FINANCE (1 credit)**

**Prerequisite:** Successful completion of CC Algebra I.

**Course Description:** This course focuses on basic math formulae and information that assist students in understanding the complex financial world that they will be joining after high school. During this course, students will learn about personal banking, computing interest, budgeting, investing for the future, spending and borrowing money, discounts and markups, and other topics that they will encounter in their future. This specialized course may be used to fulfill one of the three units of mathematics required for a HS diploma.

**This is a full year course.**

### **AP COMPUTER SCIENCE (1 credit)**

**Prerequisite:** Successful completion of Algebra I. (Computer Coding is recommended, but not required.)

**Course Description:** AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. **This is a full year course. Students will be expected to pay the AP exam fee.**

### **CCC CALCULUS I (1 credit)**

#### **(MATH 108)/AP CALCULUS [3 college credits]**

**Prerequisite:** Successful completion of Pre-calculus/Math 106.

**Course Description:** Studies functions; properties of limits and continuity; derivatives with applications to related rates; maximum/minimum and curve sketching; the chain rule; differentials; the mean value theorem; Newton's Method; integration with applications to plane areas; volumes of solids of revolution by disk, shell, and cross sections. Differentiation and integration of exponential and logarithmic functions are applied to growth and decay. This is a rigorous course that offers an excellent opportunity to study college level mathematics. **This is a full year course. Students will be expected to pay CCC tuition fees (1 course) and AP exam fee at the beginning of the course.**

## **SCIENCE**

### **EARTH SCIENCE (1 credit)**

**Prerequisite:** Successful completion of 8<sup>th</sup> grade science with a minimum average of 75%.

**Course Description:** This course will cover all the basics of astronomy, meteorology, geology, and the environment. Students are encouraged to acquire new knowledge and apply that knowledge to understanding the world around them. Emphasis is put on learning skills that are translatable to the world beyond SCCS. As with any Regents Science, a minimum of 1200 minutes of acceptable laboratory work must be accomplished before a student can take the Earth Science Regents exam. **This is a full year course.**

### **LIVING ENVIRONMENT (1 credit)**

**Prerequisites:** Successful completion of Env Science and/or Earth Science.

**Course Description:** The course in Regents LE (Biology) deals primarily with the structure and function of living organisms with special emphasis on six extended areas. These are - biochemistry, human physiology, reproduction, genetics, evolution, and ecology. These topics are presented during six periods a week – five classes and one lab. As with any Regents science, a minimum of 1200 minutes of acceptable lab work must be accomplished before a student can take the Regents exam. Generally, the course grades in biology are calculated from frequent quizzes (1-2 a week), one major exam each six weeks, and marks achieved on lab reports. **This is a full year course.**

## **CHEMISTRY IN THE COMMUNITY (1 credit)**

**Prerequisites:** Students must have completed and passed Earth Science or Environmental Science as well as Living Environment. Recommended for 11<sup>th</sup> and 12<sup>th</sup> grade.

**Course Description:** This course is designed for students who want an alternative to Regents Chemistry. During the course students will utilize the principles of chemistry, physics, and biology to identify and assess environmental and manufactured resources. They will examine the benefits and detriments to the environment of these resources, their interconnections with human society, and their sustainability through responsible management and interaction with alternative systems. Emphasis will be placed upon the relevance to students' daily lives of the concepts studied. Topics will include: matter and energy, chemical reactions, chemicals in the home, resource management, use and impact of synthetic materials, electricity, and fuel/energy use in the home. **This is a full year course.**

## **CHEMISTRY (1 credit)**

**Prerequisites:** Strong math and science background and have passed two math and two science Regents with 75% or better. Reading and writing skills should be above average since scientific terminology and extensive detailed descriptions are required for laboratory reports.

**Course Description:** The Regents Chemistry course is a qualitative as well as quantitative approach to physical and chemical principles of matter. The laws governing chemical reactions, chemical equilibria and gas behavior are always interpreted in mathematical terms. The main topics covered are: matter and energy; atomic structure; chemical bonding; the Periodic Table; kinetics and equilibrium; acid-base theories; redox and electrochemistry; and organic chemistry. A minimum of 1200 minutes (30 passing lab reports) are required by New York State to meet the admission requirement for the Regents examination. In addition, a satisfactory written report of this work is required. **This is a full year course.**

## **MARINE SCIENCE (1 credit)**

**Prerequisite:** Students enrolling must have completed Earth Science and Living Environment. Recommended for 11<sup>th</sup> and 12<sup>th</sup> grade.

**Course Description:** This course will cover two main subcategories of marine science; oceanography and marine biology. The first semester will focus on oceanography by having students investigate topics about our oceans and local aquatic ecosystems. Students will study the interaction of the earth's ocean with the environment, with a focus on the physical environment in which marine organisms exist. The second semester will encompass marine biology focusing on marine life in various aquatic ecosystems. Students will seek to increase an understanding of the ecological significance and evolutionary relationships of marine organisms. The class will include both case studies and field work. **This is a full year course.**

## **ROBOTICS AND PROGRAMMING (1 credit)**

**Prerequisites:** None.

**Course Description:** Students are introduced to basic issues associated with program design and development. Students design and create programming solutions to a variety of computational problems using an interactive development process. Programming problems include logical concepts and a variety of programming constructs. In addition, this course introduces robotics as an advanced application of computer science. Robotics can be used to solve problems in a variety of settings from business to healthcare. It also enables innovation by automating processes that may be dangerous or otherwise problematic for humans. **This is a full year course.**

## **GAMING DESIGN (1 credit)**

**Prerequisites:** None.

**Course Description:** This course will be an interactive/project-based class where students will use software to develop, design, and tests games. Students will have the chance to be creative and work through several projects during the year while adding their own personal touch. Overall, gaming will be a class for students who enjoy designing and problem solving.

**This is a full year course.**

## **CERTIFIED FIRST RESPONDER (CFR) COURSE (1 credit)**

**Prerequisite:** Offered to Sophomores, Juniors and Seniors as a 3<sup>rd</sup> Science credit. Student must be 16 years old by May 2019.

**Course Description:** Do you have an interest in the medical field? Do you enjoy learning about the human body? Are you looking to enter a health-related field (emergency medical services, nursing, physical therapy, doctor, sports medicine, etc., upon graduation? Then this course is for you.

The Certified First Responder course is designed to teach the student how to respond to medical and trauma emergencies outside of the hospital. You will learn how to assess a patient who is experiencing a heart attack or a possible stroke. You will also learn skills such as applying oxygen to a patient who is experiencing difficulty breathing and a tourniquet to a patient with uncontrolled bleeding.

This class is about 50% hands on and works closely with emergency responders from the community.

Students will take a NYS Certified First Responder exam at the end of the year, potentially earning them a three year certification. When applying for college, a CFR course on your college application speaks to the professionalism and dedication exhibited by you. Many colleges offer credit or tuition incentives for students to join their local emergency squads. There are also college scholarships offered from organizations such as FASNYS and Emergency Medical Services.

As a student you will also learn leadership skills, and quick thinking skills that will carry with you throughout your life. Who knows, you may decide that you enjoy this field so much that you will want to continue your studies in emergency medicine and become a paramedic! **This is a full year course.**

## **PHYSICS (1 credit)**

**Prerequisites:** Students who are enrolled in Alg 1 Enriched or have passed two science Regents exams with an 80% or better. Reading and writing skills should be above average.

**Course Description:** The course deals mainly with the study of the relationship between matter and energy and the day to day applications of physics to life. The course is broken into five core areas: 1) Mechanics; 2) Energy; 3) Wave Phenomena; 4) Electricity and Magnetism; 5) Modern Nuclear Physics. Several optional areas will also be studied, chosen from: 1) Motion in a plane; 2) Internal Energy; 3) Electromagnetic applications; 4) Geometric Optics; 5) Solid State Physics; 6) Nuclear Energy. A minimum of 1200 minutes of laboratory work accompanied by satisfactory (passing) lab reports must be completed before the student can take the Regents exam.

**This is a full year course.**

# WORLD LANGUAGE SPANISH

## SPANISH I (1 credit)

**Prerequisite:** None.

**Course Description:** This is a foundational course in Spanish. Students are required to pass the course if they have not in 8<sup>th</sup> grade. This is a primarily online course where students meet with the teacher periodically for assistance and practice. **This is a full year course.**

## SPANISH II (1 credit)

**Prerequisite:** Successful completion of Spanish I with a 75% overall average.

**Course Description:** Spanish II continues the language-acquisition process started in first year classes. The student will continue to speak, hear, listen to, and write Spanish throughout the year. A higher emphasis is placed on grammar. Culture is frequently part of the learning process; a blended learning environment with technology is frequently used to address all learning styles. Together with Spanish III, this course meets the NYS Regents diploma and Advanced Diploma sequence. **This is a full year course.**

## SPANISH III (1 credit)

**Prerequisite:** Successful completion of Spanish II with a 75% overall average.

**Course Description:** Spanish III deepens the process already started. Structures become more complex and expectations rise. At the end of the course students take a comprehensive exam in Spanish. **This is a full year course.**

## SPANISH IV (1 credit)

### CCC ELEMENTARY SPANISH (SPAN 101) [4 college credits]

**Prerequisite:** Successful completion of Spanish III; 85% or better is recommended.

**Course Description:** Introduces fundamentals of Spanish grammar and develops all four skills of communication: listening, speaking, reading; and writing. Videos and music help familiarize students with cultural aspects of Hispanic society. The focus is on classroom audiolingual practice, supplemented with technology. Students will understand the formal structures of language, refine previously acquired linguistic skills, and build awareness of Spanish culture. **This is a full year course. Students will be expected to pay CCC tuition fees at the beginning of the course.**

## SPANISH V (1 credit)

### CCC ELEMENTARY SPANISH (SPAN 102) [4 college credits]

**Prerequisite:** Successful completion of Spanish IV; 75% or better is required.

**Course Description:** This course focuses on the improvement of students' proficiency in listening comprehension, writing, reading and speaking through further development of grammatical concepts and the acquisition of increasingly complex structures and abstract vocabulary. **This is a full year course. Students will be expected to pay CCC tuition fees at the beginning of the course.**

# ART

## STUDIO IN ART (1 credit)

**Prerequisite:** None.

**Course Description:** Studio in Art is a comprehensive course; a prerequisite for all other high school elective art courses. The course includes the nature of art - a brief study and consideration of the aesthetic principles that involve the visual arts, the elements of art - a study and reasoning approach to the elements which comprise a work of art, and movements and trends in the world of art - a brief description of art of the past and present intended to illustrate the use of the elements and principles of art at various times in various places of the world. Exploration of 2-dimensional and 3-dimensional artwork in various media through individual student projects and studio work allows the student an opportunity to become familiar with the various forms of art. Individual projects and art research are important factors in the course. **This is a full year course, which meets the art/music requirement for graduation.**

## DRAWING AND DESIGN FOR PRODUCTION (DDP) (1 credit)

**Prerequisite:** None.

**Course Description:** DDP is an elective course that any student may take, but is geared toward initial fine arts sequence. Students will develop skills and knowledge beneficial for future computer courses. **This is a full year course.**

Major Areas covered are:

- 1) Graphic Language
  - a. Isometric Perspectives and sketching
  - b. Orthographic Projections with dimensioning
  - c. CAD / Solid Modeling
- 2) Problem Solving with Critical Thinking and the Creative Mind
  - a. Formal Method of Problem Solving
  - b. Documentation and Portfolio Presentation
- 3) Principles and Elements of Design
- 4) Modeling and Prototyping

## SCULPTURE (1 credit)

**Prerequisite:** Successful completion of Studio in Art or DDP.

**Course Description:** Sculpture is an advanced high school art elective. The course involves the nature of sculpture - a brief study of the aesthetic visual expression of 3-dimensional form in space, the fundamentals of art in 3-dimensional design, and also style and technique. It offers an opportunity for students to explore the basic processes of sculpture (carving, modeling, casting, and construction) in a variety of media. Exploration of 3-dimensional sculptures in various materials (ceramic clay, plasticine, wax, wood, plaster, metals, paper, cardboard, etc.) allows an opportunity for the student to become familiar with various materials as they may be used in the different sculptural processes. Individual projects and art research are important factors in the total study of Sculpture. **This is a full year course.**

## ANIMATION STUDIO (1 credit)

**Prerequisite:** Successful completion of Studio in Art or DDP.

**Course Description:** An exploration of the medium of Animation to create visual stories. Students will explore many types of animation, including flip books, traditional style stop motion animation, claymation, and various types of computer animation. This is a computer intensive course which will involve learning complex applications such as iMovie, some aspects of Adobe Photoshop (previous experience of which will be useful), and Adobe Animate. Students will be required to draw, design, plan, and sequence various short animated films and assignments. **This is a full year course.**

## **DIGITAL PHOTOGRAPHY & GRAPHIC ARTS**

### **(1 credit)**

**Prerequisite:** Successful completion of Studio Art or DDP.

**Course Description:** Photography is an advanced high school art elective. The course involves historical aspects of photography, the technical understanding of photography (light metering, exposure, understanding and control of photographic equipment and software, photographic refinement using appropriate software, etc.) and the study and consideration of the aesthetic principles that involve the visual art of the photograph to give a basic understanding of photography. Students will be involved with the procedure of creating photographs for both artistic and informational purposes. Students will primarily be working with digital media.

**Course Description:** Graphic Arts students will experiment with various graphic arts and print-making processes, such as relief printing, monotype printing, and silk screen printing as a way to explore the principals of design (comprising ideas such as symmetry, balance, and pattern). Students will learn and practice various print-making and design techniques, primarily working with traditional print-making media. **This is a full year course.**

## **DRAWING AND PAINTING (1 credit)**

**Prerequisite:** Successful completion of Studio in Art.

**Course Description:** Drawing and Painting is an advanced high school art elective. The course involves a foundation of exploratory experiences in drawing and in painting. Following exploration of all media, students are allowed to select a particular medium on which they would like to concentrate. The opportunity to select a particular medium allows for freedom of individual study. Individual projects and art research in the particular area of interest are important factors in the total study of Drawing and Painting. Portfolio and visual journal will be developed. **This is a full year course.**

## **CCC PHOTOSHOP (1 credit)**

### **ART 252 [3 college credits]**

**Prerequisite:** Successful completion of Studio in Art or DDP with an 85% or higher average & 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** Lectures, demonstrations and hands-on activities will enable students to discover the basic theory and application of Adobe Photoshop. Students will complete a series of aesthetically inspired assignments pertaining to captured images, processing and manipulating digital images. Images created will be displayed using a computer monitor or outputted to a printer for critique. **This is a full year course.**

**Students will be expected to pay CCC tuition fees at the beginning of the course.**

# MUSIC

## **CONCERT BAND (.5 credit)**

**Prerequisite:** Previous band experience and/or an audition.

**Course Description:** High School band is offered to students in grades 9-12. This ensemble meets 2½ times weekly, and each student is required to take a weekly lesson. This organization performs at least two evening concerts yearly as well as assemblies and a festival performance or trip. Students learn to be proficient as individuals and as a part of a large group. The band experience is geared to create better performers and develop better consumers of music. **This is a full year course.**

## **CHORUS (.5 credit)**

**Prerequisite:** Any student who enjoys singing, wants to become a better singer, or desires to learn more about music is invited to join the SCCS chorus.

**Course Description:** The full chorus meets 2½ times weekly. Each singer is encouraged to learn more about voice production, tone quality, breathing, diction, and singing with expression. Emphasis is on growth, both in awareness and in actual performance skills. The music studied and the skills learned culminate in two or three concerts per year. Chorus members can also audition for activities such as All-County Chorus, Area All-State Chorus, and can choose to participate in solo and ensemble festivals. **This is a full year course.**

## **MUSIC TECHNOLOGY AND PIANO I, II, III**

### **(1 credit each)**

**Prerequisite:** No previous music experience is required.

**Course Description:** Level I is for beginning students interested in learning piano technique and composing music in the MIDI technology lab using a variety of computer software applications. **This is a full year course.**

**Course Description:** Level II is for intermediate students interested in learning piano technique and composing music in the MIDI technology lab using a variety of computer software applications as well as study advanced theory and composition. **This is a full year course.**

**Course Description:** Level III is for advanced students interested in learning piano technique and composing music in the MIDI technology lab using a variety of computer software applications as well as study advanced theory and composition. **This is a full year course.**

## **JAZZ ENSEMBLE (.5 credit)**

**Prerequisite:** Previous band experience and/or an audition.

**Course Description:** Jazz band is offered to students in grades 8-12. This ensemble meets two times weekly on Tuesdays and Thursdays at 7:00 am. This organization performs at least two evening concerts yearly as well as assemblies and a festival performance or trip. Music of a wide variety of styles is used. Students learn to be proficient as individuals and as a part of a large group. The jazz band experience is geared to create well-rounded musical intelligence. **This is a full year course.**

## **INSTRUMENTAL ENSEMBLES (.5 credit)**

**Prerequisite:** Must be enrolled in Sr. High Concert Band.

**Course Description:** Throughout the year we will prepare and practice in small chamber groups to create music in a supplemental fashion to the normal band rehearsal. The students will learn about music theory, compose pieces for the class to perform, practice music from band in a smaller ensemble setting, and perform standard chamber music. There will be performance opportunities throughout the year. This experience will make the students more well-rounded performers. **This is a full year course offered every other day.**

## **CHORAL ENSEMBLES (.5 credit)**

**Prerequisite:** Must be enrolled in Sr. High Chorus.

**Course Description:** Throughout the year we will prepare and practice in small chamber groups to create music in a supplemental fashion to that of the normal choral rehearsal. The students will learn about music theory, compose pieces for the class to perform, practice music from chorus in a smaller setting, and perform standard vocal chamber music. There will be performance opportunities throughout the year. This experience will make the students more well-rounded vocalists. **This is a full year course offered every other day.**

## AGRISCIENCE

### ENVIRONMENTAL SCIENCE (1 credit)

**Prerequisite:** Completion of 8<sup>th</sup> grade science.

**Course Description:** This course will provide students with a comprehensive understanding of the subject (e.g. human population, biodiversity, ecology, etc.) while also presenting the information in a way that accurately portrays the many facets and viewpoints (biologists, agriculturalists, environmentalists, politicians, etc.) that accompany this topic. Through classroom instruction, lab experiences, and long-term projects, students will leave the class with a better understanding of the fragility of our environment and our involvement in creating a sustainable future. **This is a full year course.**

### HORTICULTURE/GREENHOUSE MANAGEMENT (1 credit)

**Prerequisite:** None.

**Course Description:** This course will introduce students to parts of a plant, germination, asexual and sexual plant reproduction, and properties of soil. In the spring the students will be out in the greenhouse where they will be introduced to growing media, plant propagation, greenhouse operation and safety, hydroponics and bedding plant and vegetable production. **This is a full year course.**

### SUNY MORRISVILLE ANIMAL SCIENCE (1 credit) - ANSC 100 [3 college credits]

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** Interested in going to college for a science-related career? Want to learn more about the animal industry? Then this college credit course is for you! Offered in partnership with SUNY Morrisville, this course is an introduction to farm and companion animal production and its affiliated industries. Emphasis will be placed on the biological nature of animals, infrastructures and economic uniqueness of affiliated industries, animal products and services, and the management of animal enterprises. **Students will be expected to pay SUNY Morrisville tuition fees at the beginning of the year (1 course). This is a full year course.**

### AG INDEPENDENT STUDY OPPORTUNITIES:

#### DURING SCHOOL (1 credit):

Some examples of this class can include: small engines, landscaping, agricultural communications, leadership, etc. Students must have been enrolled in an agriculture class, and been a member of FFA in the past in order to be enrolled in this class.

#### OUTSIDE OF SCHOOL (1 credit):

This class is scheduled so the student has a SAE (supervised agricultural experience) outside of school for credit. Students must have completed at least; two agriculture classes in the past, been an active member of the FFA, and working on either their junior or senior year of high school. Note: This is not only working (entrepreneurship or placement); goals are set, experiences are made, and teacher visits the worksite.

## STEM/TECHNOLOGY

### ENERGY APPLICATIONS (1 credit)

**Prerequisite:** Two (2) years of high school science are needed. A good understanding of mathematical relationships will be beneficial for energy comparisons.

**Course Description:** Energy has become a defining issue of the 21<sup>st</sup> century. This course will explore the environmental, social, and economic impacts of energy. Forms and sources, production and applications of common and alternative energies will be examined. We will also look at the inner workings of manufacturing and transportation throughout history as our sources and types of energy changed. This is a project-oriented class using both physical and conceptual modeling. *This class satisfies a 3<sup>rd</sup> unit of science credit for graduation requirements.* **This is a full year course.**

### PRINCIPLES OF ENGINEERING (POE) (1 credit)

**Prerequisite:** Students enrolling in POE must have completed at least two years of Math, Earth Science and Living Env. This implies that the student is knowledgeable in the areas of Logic, Probability and Statistics, as well as Geometry.

**Course Description:** POE is a hands-on laboratory based course designed for 11<sup>th</sup> and 12<sup>th</sup> grade students with a strong math and science background. Students will utilize the design and problem-solving processes as the basis for solutions when confronting real life issues in mechanics, structures, control devices, and ergonomics. The class will focus on the development and testing of devices that demonstrate the connection between technology and society. **This is a full year course.**

### PRODUCTION SYSTEMS (1 credit)

**Prerequisite:** Two (2) years of high school science and math. Students enrolling should have good measuring skills and a basic understanding of the mechanical operation of tools and equipment. Knowledge of engineering and production processes will be beneficial as well as some business and marketing background.

**Course Description:** Production Systems primary focus is on Manufacturing. Each student should be prepared to design and build an individual project as well as work together as a team to construct a finished product from segmented parts. In addition, students will work in cooperative-learning groups to mass-produce products for Community Enhancement programs. The class will culminate with a "Shark Tank" type interview where students will attempt to "sell" their products.

Manufacturing topics include:

- 1) Research and Development
  - a. Ideas are powerful
  - b. Selection of products and resources
  - c. Designing and engineering
- 2) Production
  - a. Starting and organizing a Manufacturing company
  - b. Planning and preparing a production system
  - c. Marketing

**This is a full year course.**



## **AEROSPACE TECHNOLOGY (1 credit)**

**Option of 3 college credits from TC-3**

**Prerequisites:** Two years of high school science and two years of high school math are required. Students are expected to have background knowledge of the Solar System and be able to perform relatively simple calculations in order to extrapolate data and apply it to various topics in Astronomy, Navigation, and Flight.

**Course Description:** This course will be an introduction into the areas of Astronomy, Flight, and Navigation starting with the history of each and progressing to the modern day technology used within all three topics. Besides learning how to find the temperatures of individual stars, students will be able to calculate the approximate distances to planets within our solar system and to astronomical bodies "beyond where no one has gone before." Most navigational practices on Earth are not applicable to space travel, therefore different methods of getting from here to there will be investigated. Many of the principles of flight are modified for conditions in space, and students will have the opportunity to experiment with different designs of gliders, airplanes, and rockets during the year, weather permitting. Problem solving opportunities will call for the use of logic and analysis. Students opting to enroll in the TC-3 College Now program can earn three college science credits for completing and passing the course in addition to the high school credit. **This is a full year course.**

# **PHYSICAL EDUCATION & HEALTH**

*Our PE participation policy for grades 9-12: Student is expected to dress in clothing appropriate for the activity; should the student not have access to appropriate clothing, it may be provided by the school in order for the student to participate on any given day. Students will be afforded an opportunity to make up all missed classes. Students who fail to participate in class and do not choose to make up classes risk failing the course, removal from the course and loss of credit for PE.*

## **PHYSICAL EDUCATION – GRADES 9-12** **(.5 credit)**

It is the goal of the Physical Education department to involve students in a variety of activities throughout their high school career. Areas of emphasis will be fitness and wellness, motor skill, cognitive ability, game knowledge and strategies, safety, participation, attitudes, and values. Fitness tests will be administered two times a year. **Two credits (4 years) of PE with a passing grade is necessary for graduation credit.**

### **Physical Education – 9<sup>th</sup> and 10<sup>th</sup> Grades**

In PE 9-10 a broad range of activities will be offered including but not limited to: Soccer, Volleyball, Football, Field Hockey, Swimming, Basketball, Team Handball, Tennis, Project Adventure, Track, Softball, Broomball, Resistance Training, Floor Hockey, Lacrosse, and Wrestling.

### **Physical Education 11<sup>th</sup> Grade**

In PE 11 the focus will shift to more of a lifetime fitness objective. The broad range of activities for 11<sup>th</sup> graders will be offered including but not limited to: Resistance Training, Circuit Training, Swimming, Tennis, Softball, Volleyball, Basketball, Golf, and Racquetball

### **Physical Education 12<sup>th</sup> Grade**

In PE 12 the focus will stay as it was in 11<sup>th</sup> grade. The students will be given the opportunity to elect what choice they would like in 12-week blocks.

## **CCC FITNESS THEORY & APPLICATION** **(.5 credit) (PE 144) [1 college credit]**

**Prerequisite:** 12<sup>th</sup> grade standing.

**Course Description:** Basic theory of fitness, appraisal of fitness levels and applying knowledge to personal fitness goals. This course can be used in place of PE 12.

**This is a half year course offered every other day.**

## **HEALTH (.5 credit)**

**Prerequisite:** None.

**Course Description:** Health and Wellness is a mandated course designed to increase students' awareness of relevant health problems, their prevention, and their impact on one's lifestyle and quality of life. This course provides students with the understandings and skills necessary to: set realistic goals, make informed decisions, communicate assertively, and how to manage stress. Topics include: foundations of health education, mental illnesses, stress, personality types, relationships, sexuality, awareness of available community resources, nutrition/obesity, fitness, life stages, diseases and their prevention, parenting skills, disability awareness, personal safety, illegal drug use/abuse and the use/abuse of alcohol and tobacco. Students will be evaluated through quizzes, tests, homework, journal writings, current event articles, and a mini-research project and presentation. **This is a half year course.**

## **INTERNATIONAL CUISINE (.5 credit)**

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** This course will explore countries/regions/cultures/religions studied in Global History year 1 and 2. Students will study each region for a 50-100 year span to learn about the: events that occurred, rituals related to their society/religion/culture, and resources available that influenced what they ate. For each students will duplicate a team chosen food/meal and prepare/eat it as closely to original as possible.

**This is a half year course.**

## **INDEPENDENT LIVING (.5 credit)**

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade standing.

**Course Description:** This course will prepare you for life "on your own". Whether you join the work force, college or military this course will provide you with skills to make it out in the "real world". Main topics will include: basic sewing, shopping/cooking, home maintenance, car maintenance, loan application, resume'/interviewing skills, building credit score, health maintenance and advocacy, and managing your personal finances/budgeting. **This is a half year course.**

# CAYUGA-ONONDAGA BOCES

**More information on the CTE & New Visions program is available via: <http://www.cayboces.org>**

Students who attend BOCES CTE programs are bused from their home schools for 2½ hour sessions every day. The other half day is spent in their home schools where they continue their regular course work. First year programs are offered to 11<sup>th</sup> grade students in the afternoon and second year programs are offered to 12<sup>th</sup> grade students in the morning. Students may receive up to 7.5 credits for their two-year programs.

Programs available through Career and Technical Education programs at the Regional Education Center:

- Auto Technology
- Auto Body
- Building Trades Computer Aided Manufacturing/Welding
- Computer Information Technology
- Computer Service Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Ed
- Emerging Careers
- Graphic Design
- Health Related Occupations
- Heavy Equipment
- Machining & Welding
- Outdoor Power Equipment
- Plant & Animal Sciences
- Residential & Industrial Electricity
- The New Visions Medical Program

## SCCS JR HS GRADE 7 & 8 SCHEDULE

Junior high school students will follow a modified block schedule. Each day, students will begin with an advisement period from 7:40-8:00 am. Our block schedule will contain many courses held for 82 minute periods. The blocked courses in the schedule are denoted with an asterisk. As an example within the schedule, students will have two core courses (ELA & Social Studies) on A/C days and the other 2 core courses (Math & Science) on B/D days. Also, included in the schedule are project-based courses that are blocked every other day and may be team taught with two teachers. We also offer a re-teach/enrich lab for students throughout the year. Courses such as Health, PE, Band, Chorus, and Music are single periods (41 minute periods) taught every other day.

### YEARLY LOOK AT SCCS JR HIGH SCHOOL (Grades 7 & 8)

<u>7<sup>th</sup> Grade</u>	<u>8<sup>th</sup> Grade</u>
Advisement	Advisement
*English 7	*English 8
*Social Studies 7	*Social Studies 8
*Math 7	*Math 8
*Science 7	*Science 8
Lunch	Lunch
*AgriMath 7 (project based)	*Spanish I
Band and/or Chorus/SH	Re-teach/Enrich/PE
Health/PE	Music/Band and/or Chorus/SH or Studio Art or Music Tech I
*ELArt 7 (project based)/Re-teach/Enrich	*STEM 8 (project based)

*\*Blocked Course (82 minutes every other day)*

#### Project Based Learning

**What is project-based learning?** Project-based learning is an instructional model that involves students in investigations of 'real-life' problems that culminate in authentic products. Projects that make for stronger classroom learning opportunities can vary widely in subject matter and scope, and can be delivered at a wide range of grade levels. A few defining features of project based learning:

- Projects grow out of challenging questions
- Projects put students in an active role such as: problem solver, decision maker, and investigator
- Projects serve specific, significant educational goals
- Projects can bring community businesses in as a partner to the school

#### Project Based Courses

7<sup>th</sup> grade - AgriMath

7<sup>th</sup> grade - ELArt

8<sup>th</sup> grade - STEM

# ENGLISH

## ELA 7 & 8

**Course description:** The overarching focus of the 7th and 8th grade curriculum is on building students' language arts skills as they develop knowledge about the world. Unit modules from EngageNY will be used to guide and focus the instruction of the Common Core curriculum for both grades. 7th grade units of study may include the following: (1) Journeys and Survival: Reading closely and writing to learn; (2) Working Conditions: Working with evidence; (3) Slavery: Understanding perspectives; (4) This is Your Brain: Understanding perspectives and working with non-fiction articles. 8th grade units of study may include the following: (1) Refugees Finding Home: Reading closely and writing to learn; (2) Taking a Stand: Working with evidence; (3) Japanese-American Relations in WWII: Understanding perspectives; (4) Sustainability of the World's Food Supply: Research, decision-making and forming positions. During each year, normally in April or May, all students will take the ELA 7 and ELA 8 NYS assessments. ***These courses are yearlong and blocked every other day for (82 min).***

# SOCIAL STUDIES

## SOCIAL STUDIES 7 & 8

**Course description:** Social studies in grades 7 and 8 is generally a two-year investigation of United States and New York State history. However, students may be taught mini-units on Global History to support curriculum in ELA. In 7<sup>th</sup> grade, students will study historical periods beginning with pre-Columbian cultures to the events leading to the Civil War. In 8<sup>th</sup> grade, students will continue their study of American history from the Civil War to current events. Students will make connections between time periods while they trace trends in the economic, social and political characteristics at the federal and state levels. Students will participate in group activities and class discussions on a daily basis. Throughout the year, students will complete classwork, homework, quizzes, projects, presentations and exams. Essay writing and analytical reading assignments are also included in the 7<sup>th</sup> and 8<sup>th</sup> grade social studies curriculum. ***These courses are yearlong and blocked every other day for (82 min).***

# MATHEMATICS

## MATH 7

**Course description:** In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

The topics that will be covered are **Ratios and Proportional Relationships-** Analyze proportional relationships and use them to solve real-world and mathematical problems, **The Number System-** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers, **Expressions and Equations-** Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations,

**Geometry-** Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume), **Statistics and Probability-** Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

All students will take the NYS Math 7 assessment, normally offered in April or May. ***This course is yearlong and blocked every other day for (82 min).***

## MATH 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

The topics that will be covered are **The Number System-** Know that there are numbers that are not rational, and approximate them by rational numbers. **Expressions and Equations-** Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations. **Functions -** Define, evaluate, and compare functions. Use functions to model relationships between quantities. **Geometry-** Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. **Statistics and Probability-** Investigate patterns of association in bivariate data. All students will take the NYS Math 8 assessment, normally offered in April or May. ***This course is yearlong and blocked every other day for (82 min).***

## MATH 8 ENRICHED

**Prerequisite:** 92% overall average or higher in Math 7 and teacher recommendation.

**Course description:** In addition to the curriculum followed in Math 8 students will complete at least two projects in accordance to our PBL guidelines. Students will also begin Algebra I curriculum in May and June. ***This course is yearlong and blocked every other day for (82 min).***

# SCIENCE

## SCIENCE 7 -- LIFE SCIENCE

Life science is the study of all living things. We will study what kinds of cells make them up, their genetics and the various life processes necessary for them to live and reproduce. Hands on activities will stress the scientific method and problem solving with experimentation. Emphasis will be placed on using the metric system with the microscope. This course is designed to meet the state standards tested within the 8<sup>th</sup> grade Intermediate-Level science test, as well as prepare students for the rigors of the 10<sup>th</sup> grade Living Environment course. ***This course is yearlong and blocked every other day for (82 min).***

## **SCIENCE 8 -- PHYSICAL SCIENCE**

Physical science is the combined study of basic Chemistry and Physics as well as a short review of the Earth Science and Living Environment courses of 6<sup>th</sup> and 7<sup>th</sup> grade. For the first half of the year, a strong focus will be placed on the concept of density, the understanding of matter, and the periodic table. The second portion of the year will be devoted to forces, work, power, waves, and magnetism. Hands-on activities will be used to drive skill development in critical thinking, graphing, inferring, observing, and measurement. This course is designed to meet the state standards tested within the 8<sup>th</sup> grade Intermediate-Level science test, as well as prepare the students for the rigors of the 11<sup>th</sup> and 12<sup>th</sup> grade Chemistry and Physics courses. All students will take the NYS Intermediate Science assessment. The test is given in two parts, the performance portion is normally offered in May and the written portion is normally offered in June. ***This course is yearlong and blocked every other day for (82 min).***

## **SPANISH**

### **Spanish I (1 HS credit)**

**Prerequisite:** None

**Course Description:** This course is a foundational course for all in 8<sup>th</sup> grade. Students are required to pass the course and proficiency exam at the end of the year to obtain HS credit. Should students not be successful, she/he will need to repeat the course in 9<sup>th</sup> grade. The approach will involve reading, storytelling, acting and active use of the language. ***This course is yearlong and blocked every other day for (82 min).***

## **ART**

### **ELArt 7**

This is a project-based course designed to develop and strengthen the language and writing skills of 7<sup>th</sup> grade students via the fine arts. Art history and the exposure to a range of artists and their use of certain mediums will also be a starting point for the hands-on projects. Painting, drawing, and printmaking as well as sculptural mediums like clay are all part of the experience. Students will utilize the writing process as they prepare poetry, narratives, and informational and persuasive texts for publication. Additionally, students will use the Mac Lab daily to produce writing, conduct research, and create multimedia presentations. The course is team taught with an English and art teacher. ***This course is yearlong and blocked every other day for (82 min). The course is team taught with a ELA and Art teacher.***

### **STUDIO IN ART (1 HS credit)**

**Prerequisite:** None.

**Course Description:** Studio in Art is a comprehensive course; a prerequisite for all other high school elective art courses. The course includes the nature of art - a brief study and consideration of the aesthetic principles that involve the visual arts, the elements of art - a study and reasoning approach to the elements which comprise a work of art, and movements and trends in the world of art - a brief description of art of the past and present intended to illustrate the use of the elements and principles of art at various times in various places of the world. Exploration of 2-dimensional and 3-dimensional artwork in various media through individual student projects and studio work allows the student an opportunity to become familiar with the various forms of art. Individual projects and art research are important factors in the total study of Studio in Art. ***This is a full year course, which meets the art/music requirement for HS graduation.***

## **MUSIC**

### **GENERAL MUSIC 8**

This course is for students not in band or chorus. Students will use a variety of programs to listen, design, and compose music. During this class students will learn how popular music evolved through the late 1800's to today. The students will also take away a greater understanding of the recording process and the music industry. ***This is a half year course offered every other day for (41 min).***

### **MUSIC TECHNOLOGY AND PIANO I (1 HS credit)**

**Prerequisite:** No previous music experience is required.

**Course Description:** Level I is for beginning students interested in learning piano technique and composing music in the MIDI technology lab using a variety of computer software applications. ***This is a full year course, which meets the art/music requirement for HS graduation.***

### **BAND 7/8**

Students will increase their functional knowledge of the instrument they play through lessons to develop their sound, technique, and reading ability. During the year students will learn to work as an ensemble to create a group sound from a composer's written idea. The students will also have the opportunity to be judged and ranked at a county level through NYSSMA solo festivals. Students will set and strive to meet goals that should prepare them for the High School level band. ***This is a yearlong course offered every other day for (41 min).***

### **CHORUS 7/8**

Students will learn proper singing technique in order to sing together as an ensemble. Topics of instruction include vocal anatomy, healthy singing habits, note and rhythm reading, and choral ensemble skills. Students will perform a variety of music, ranging from classical to jazz to pop, at two concerts. ***This is a yearlong course offered every other day for (41 min).***

## **AGRISCIENCE**

### **AGRIMATH 7**

This is a project-based course designed to develop and strengthen the analytical and numeric skills of 7<sup>th</sup> grade students via Ag and Mathematics. It is designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems, and manage resources. The course will also focus on process skills such as: communication, leadership, thinking, and management. In this year-long course, students will use critical thinking skills and apply them to mathematics and science and begin to answer all of these questions. By focusing on five areas of agriculture: Animal Science, Plant Science, Environmental Science, Agricultural Mechanics, and Leadership, students will discover how careers in math and science are growing and will continue to evolve in the 21<sup>st</sup> century. Students will also review principles of the National FFA Organization and how the leadership learned in FFA can lead to personal growth and career success. ***This course is yearlong and blocked every other day for (82 min). The course is team taught with a math and agriculture teacher.***

## STEM

### STEM 8

This is a project-based course designed to develop and strengthen the analytical and numeric skills of 8<sup>th</sup> grade students via technology and science. Through technological projects, students will learn how systems work together to solve problems and capture opportunities. In the 21<sup>st</sup> century, math, science, and technology are becoming more integrated, and systems are becoming more and more dependent upon each other than ever before. Electronic systems are interacting with natural bio systems as humans use more and more monitoring devices for scientific reasons. Electrical systems are interacting with mechanical and fluid power systems along with robotics as manufacturing establishments become increasingly automated. This course gives students a general background on the different types of systems but concentrates more on the connections between these systems.

Units of Instruction:

- 1) Measuring: standard and metric systems
- 2) Technological Systems: How They Work
- 3) Leadership, Management and Interpersonal Skills
- 4) Technological Systems: Issues and Impacts
- 5) Technological Systems Interactions
- 6) Maintaining Technological Systems
- 7) Technological Systems and the Designed World
- 8) Space Transportation Systems and robotics via *The Lego Project*

***This course is yearlong and blocked every other day for (82 min).***

## PHYSICAL EDUCATION & HEALTH

### PE 7 & 8

It is the goal of the Physical Education department to involve students in a variety of activities throughout grades 7 & 8. Areas of emphasis will be fitness and wellness, motor skill, cognitive ability, game knowledge and strategies, safety, participation, attitudes, and values. A broad range of activities will be offered including but not limited to:

Soccer, Volleyball, Football, Field Hockey, Swimming, Basketball, Tennis, Track, Softball, Broomball, Floor Hockey, and Lacrosse. ***This is a yearlong course offered every other day for (41 min).***

### HEALTH 7

Students in this course will cover such topics as current events in health, communication, relationships, nutrition, HIV/AIDS, responsible decision making, stress-management, drugs/alcohol, and sexuality/puberty. Students will demonstrate understanding of content through a variety of methods such as class discussion, formative, and summative assessments. ***This is a yearlong course offered every other day for (41 min).***

## RETEACH

### ELA & MATH RETEACH

The goal of Reteach is to provide 7/8 students the opportunity to master essential skills and knowledge in math & ELA before moving on to the next level, but math will be our initial focus.

Teacher(s) will meet with students who are struggling with concepts to provide additional time and attention.

The initiative is based upon the work already completed in elementary school. Depending on a variety of data points, the 7/8 team will assign students to a reteach session depending upon student need. As areas of strength and concern vary among students, many students will be assigned to a review class during the course of the year. Students will see the opportunity to focus on their individual needs and to learn a particular concept better than they did the first time.

Throughout the school year teachers will identify instructional priorities, develop formative assessments, and plan a range of activities to meet the wide range of academic needs of our students. The assessments in general will be brief and designed to provide a snapshot of each student's progress so teachers can address any needs promptly. The team will meet on a weekly basis to review the latest results, to identify students who are struggling, and to help plan instruction accordingly.

If you would like to learn more about Reteach and Enrich, please view the following video clip and article:

<http://www.edutopia.org/stw-differentiated-instruction-budget-assessment-video>

<http://www.edutopia.org/stw-differentiated-instruction-budget-assessment-how-to>