

# SOUTHERN CAYUGA JR/SR HIGH SCHOOL

## STUDENT PROGRAM OF STUDIES/COURSE SELECTION GUIDE

### 2021-2022



*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.***

January 2021

Dear SC Jr/Sr HS Students,

You are living and learning in a much different time than usual. I am so impressed at the resiliency and desire you have to learn at the highest levels during the pandemic. During your lifetime, you are certain to find opportunities and experiences that surpass those of previous generations. As you advance through your educational experience at Southern Cayuga Jr/Sr High School, it is essential that you develop the knowledge and skills necessary for success and well-being in a 21<sup>st</sup> century world when you will be entering college or the workforce. Strive to become collaborators, critical thinkers, problem solvers, creators, communicators and seekers of knowledge.

Southern Cayuga Jr/Sr High School continues to offer 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), 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 Jr & Sr HS counselors will assist in reviewing a student's academic record to insure that the appropriate courses are chosen for the 2021-22 school year. 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 NYS Education regulations requirements for a High School diploma. 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. Go Chiefs!

Sincerely,

Mr. 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 to **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. Any payments for college and AP courses may be 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 normally follow a traditional single period (41-minute period) schedule. Each day, students will begin with their 1<sup>st</sup> period class from 7:40-8:26am followed by an advisement period from 8:29-8:47am. 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*	Living Environment*	Chemistry*	Elective
Spanish II	Spanish III	Elective	Elective
Art/Music/Tech	Health/Elective or SH	Elective	Elective
Elective	Elective	Elective	PE 12/Senior Seminar
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 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* or Geometry	3 <sup>rd</sup> Math	Elective
Intro to Living Env or Earth Sci*	Living Environment*	3 <sup>rd</sup> Science	Elective
Spanish II or Elective	Health/Elective or SH	Elective	Elective
Art/Music/Tech	Spanish III or Elective	Elective	Elective
Elective	Elective	Elective	PE 12/Senior Seminar
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.

Proposed Sr High School  
**COURSE OFFERINGS 2021-22**

**English**

English 9  
Honors English 9  
English 10  
Honors English 10  
English 11  
Honors English 11  
English 12  
AP English 12 – Language & Composition  
TC3 Creating Online Media/Journalism (COMM 100)

**Social Studies**

Global History and Geography 9  
Honors World History 9  
Global History and Geography 10  
AP/Honors World History 10  
US History  
AP/Honors US History  
Government in Action & Economics  
SUPA Public Affairs & Economics (PAF 101 & ECN 203)  
SUPA Women's Studies (WGS 101)

**Mathematics**

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

**Science/STEM**

Intro to Living Environment  
Earth Science  
Living Environment  
Chemistry  
Robotics & Programming I & II  
CCC General Physics (PHYS 103)  
TC3 Intro to Astronomy (AST 101)  
CCC Forensics (CHEM 108)  
Emerging Technologies  
AP Biology  
Marine Science

**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 I & II  
Digital Photography & Graphic Arts  
Animation Studio  
Drawing & Painting  
CCC Photoshop (ART 252)  
TC3 Intro to Ceramics (ART 131)

**Performing Arts/Music**

Concert Band  
Chorus  
Theatre Skills  
Music Theory I  
Music Theory II

**AgriScience**

Intro to Animal & Plant Science  
Pre-Vet Science  
Plant Science II  
SUNY Cobleskill Ag Business & Marketing (AGBU 101)  
SUNY Cobleskill Food Science & Systems (AGBU 160)

**Health and PE**

Physical Education (required each year)  
CCC Weight Training (PE 144)  
Health  
CCC Personal Health (HEALTH 104)

**Other**

Senior Seminar  
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 college credit

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

## **Sr HS Honors Program Eligibility**

### **I. Prerequisite:**

#### **Honors English 9 & Honors 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 & AP World History 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 & AP US History 11:**

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

#### **Enriched Math Courses: Algebra 1, Geometry and Algebra II**

- Successful completion of current enriched course with a final grade of 85% or higher
- Teacher recommendation
- Completion of entrance activity and summer assignment
- Secondary placement test as part of their 8<sup>th</sup> grade assessment (Alg 1 only)
- Teacher recommendation

### **II. To Maintain Eligibility in all Honors/Enriched Courses:**

#### **A. Students must demonstrate a continued pattern of excellence.**

- Must maintain a grade of 85% throughout the year with an automatic withdrawal if below an 85% in the first marking period. Academic probation for any marking period below 85% thereafter.
- Additional marking periods below 85% will result in the student either switching into the Regents section of the course or the student being ineligible for the following enriched course.
- 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 (or removed from the course) 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 Regents level class(es).

- 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 (or removal from the course) with recommendations for improvement and a prescriptive timeline. A copy will be sent to the high school principal and school counselor.

## 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 TC3 website:

<https://www.tompkinscortland.edu/academics/concurrent-enrollment#>

More information is available via the Advanced Placement (AP) website:

<http://www.collegeboard.com/student/testing/ap/about.html>

***Please Note: Currently, there is no fee associated with AP exams, CCC & TC3 offerings. SUPA courses are normally subsidized ~45% by SCCS.***

### **I. Prerequisite:**

- School Counselor recommendation
- Teacher approval
- Successful completion of prerequisite courses
- 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. 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. 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 7/8 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 92% 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 ELA 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, and 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. 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 92% 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.**

## TC3 CREATING ONLINE MEDIA/JOURNALISM (1 credit) (COMM 100) [3 college credits]

**Prerequisite:** None.

**Course Description:** This course introduces students to the fundamentals of producing online media. The creation and positioning of web sites is examined, as well as the creation of interactive web site content. Journalism skills and writing for online media are emphasized, along with design for digital media. Other topics covered include legal and ethical problems emerging in online media and media convergence.

**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.**

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

**Prerequisite:** Successful completion of honors level English 11 with an overall 90%, teacher, and counselor recommendations.

**Course Description:** The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. **This is a full year course.**

**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 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 7/8 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 World in 1750 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. **Students 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/AP WORLD HISTORY 10 (1 credit)**

**Prerequisite:** Interested students must successfully complete Global History and Geography 9 class with a 92% 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 1200 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. **This is a full year course.**

**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.**

## **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 WOMEN'S STUDIES (1 credit)**

### **(WGS 101) [3 college credit]**

**Prerequisites:** 12th grade standing, 80% or better on Global or US Hist Regents exam and/or teacher recommendation.

**Course Description:** This college level course Introduces the interdisciplinary field of women's and gender studies; gender as a social construct shaped by race, class, sexuality, disability, and nation; and feminist theories of oppression, power, and resistance. **This is a full year course.**

## **AP AMERICAN HISTORY (1 credit)**

**Prerequisite:** Students must have completed and maintained an average of 85% or higher on the Global History Regents Exam and an overall average of 90% or higher in their 10<sup>th</sup> grade History course. Students must receive recommendations from the Guidance Office and World History teacher.

**Course Description:** During the first semester of this course 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 on 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 emphasis 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, 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 5-8 page annotated bibliography project. Students will be challenged to think analytically and to construct their own historical perspectives. This course meets the 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. 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 US History Regents exam in June. Students are expected to take the AP test in May.**

## **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.

# MATHEMATICS

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. **This is a half year course and fulfills the SS12 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 half 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 the 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. This is a course that requires a commitment to research, writing, reading and discussion at a college level.

**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. 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. **Students will be expected to pay a reduced SUPA tuition fee (6 credits). Tuition assistance through Syracuse University is available for qualifying students.**

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

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

**Course Description:** 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. 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 ends with an in-class 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 each marking period and summer assignment.

**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 Calculus in their Senior year. Students must maintain an 85% average throughout the year with automatic withdrawal if below 85% the first marking period and academic probation for any marking period below 85% after. Additional marking periods below 85% will result in the student either switching into the Regents section of Algebra 1 or the student being ineligible for the following enriched course. This course ends with the Algebra I Regents exam in June, a New York State graduation requirement. **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, a score of 85% or greater on the Algebra 1 Regents Exam, and completion of a summer assignment.

**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 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. Students must maintain an 85% average throughout the year with automatic withdrawal if below 85% the first marking period and academic probation for any marking period below 85% after. Additional marking periods below 85% will result in the student either switching into the Regents section of Geometry or the student being ineligible for the following enriched course. 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 and a score of 75% or greater on the Geometry Regents Exam.

**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, at least an 85% on the Common Core Algebra I and Geometry Regents exams, and completion of a summer assignment.

**Course Description:** 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 Calculus in their Senior year. This course focuses on four critical areas of 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. Students must maintain an 85% average throughout the year with automatic withdrawal if below 85% the first marking period and academic probation for any marking period below 85% after. Additional marking periods below 85% will result in the student either switching into the Regents section of Algebra II or the student being ineligible for the following enriched course. 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 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.**

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

**Prerequisite:** Successful completion of Personal Finance.

**Course Description:** This course focuses on intermediate 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 more complex 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.**

## **COMPUTER CODING (1 credit)**

**Prerequisite:** Successful completion of Algebra I and Geometry.

**Course Description:** Computer Coding provides students with insight into how a computer works. This course will be focused on the algorithms and instructions that computers are given when completing a task. Students will learn to work with operating systems, write their own programs, create basic apps or games, and much more in the language of Python. Students do not need to have any prior computer science experience, just an interest in learning how the technology around them works and a willingness to learn a new and exciting language! 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.**

## **CCC CALCULUS I (1 credit) (MATH 108)**

### **AP CALCULUS [3 college credits]**

**Prerequisite:** Successful completion of Alg II Enriched.

**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 includes a lab section and offers an excellent opportunity to study college level mathematics. **If a student earns a 3, 4, or 5 on the AP Exam, they may earn up to 3 college credits. This is a full year 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 9<sup>th</sup> grade 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.**

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

**Prerequisites:** Students who passed 8<sup>th</sup> grade science with a minimum of 65%.

**Course Description:** This is a foundational non-Regents hands-on project-based science course for 9<sup>th</sup> grade students. This course will teach students the foundational skills to be successful in Regents science courses, especially Living Environment (Biology) taken in 10<sup>th</sup> grade. The students will be directly involved in learning and applying the scientific method, forming ideas, asking questions, making observations, and conducting experiments. **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.

**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. **This is a full year course.**

## **ROBOTICS AND PROGRAMMING I & II (1 credit)**

**Prerequisites:** None.

**Course Description:** Students are introduced to basic /intermediate 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. **This is a full year course.**

## **PHYSICS/CCC General Physics (1 credit)**

### **(PHYS 103) [4 college credits]**

**Prerequisites:** Students who 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 including kinematics in one and two dimensions, Newton's Laws of motion, free body diagrams, work-energy theorem, conservation of energy and linear momentum, center of mass, centripetal acceleration, translations and rotations of rigid bodies, torque and equilibrium. 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.**

### **CCC FORENSICS (1 credit)**

#### **(CHEM 108) [3 college credits]**

**Prerequisites:** This course is offered as a third science credit and will have college credit attached. Available to Juniors and Seniors who have passed the Living Environment course requirement and the Physical Science course requirement. Students will be expected to maintain a 75 to stay in the course.

**Course Description:** Provides students with a basic knowledge of forensic science as applied to criminal investigation and related police science fields. It is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented. Students earning a passing grade will obtain 3 undergraduate college credits from Cayuga Community College. **This is a full year course.**

### **AP Biology (1 credit) [3 college credits]**

**Prerequisite:** Passed Liv Env with an overall 90% average and at least an 85 on the Regents Exam.

**Course Description:** AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Based on the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand, with a focus on the big ideas that encompass core principles, theories, and processes of the discipline. **If a student earns a 3, 4, or 5 on the AP Exam, they may earn up to 3 college credits. This is a full year course.**

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

**Prerequisite:** Students enrolling must have completed Earth Science and Living Environment.

**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 fieldwork. **This is a full year course.**

### **TC3 ASTRONOMY (1 credit)**

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

**Prerequisite:** Knowledge concerning the use of scientific calculators and electronic graphing will also be necessary to complete certain aspects of the course. Students must have passed two science and two math Regents exam with an 80% or better. **This is a full year course.**

**Course Description:** This course will cover the following:

- History of Astronomy-ancient observations, measurements, and theories.
- Astrogeology-Big Bang Theory, accretion discs, formation of stars and planets, physical characteristics of planets, comets, stars, asteroids, etc.
- Astrochemistry-fundamental elements of the universe.
- Astrophysics-gravity, Kepler's laws, Newton's laws.
- Astrobiology – planet evolution, terrestrial and gas giants, atmospheres.

### **EMERGING TECHNOLOGIES (1 credit)**

**Prerequisites:** None

**Course Description:** Emerging Technologies is an introductory technology course that will study and utilize some of the newest technologies. Class topics will include: Drones, Fabrication, Flight Simulation, AR/VR, Gaming/App Design and GPS. Students will learn about the history of technology as well as exploration of careers involving new technologies. Much of the course is designed to provide hands-on experience with the technologies while learning practical applications.

**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 an 80% 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 an 80% 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 required.

**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.**

## **SPANISH V (1 credit)**

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

**Prerequisite:** Successful completion of Spanish IV with a 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.**

# 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 the art of the past and present are 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) Principles and Elements of Design
- 3) Modeling and Prototyping

**This is a full year course.**

## **SCULPTURE I & II (1 credit)**

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

**Course Description:** Sculpture is an advanced high school art elective. The course involves both the introduction (I) as well as the advanced (II) 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. In addition, exploration of 3-dimensional sculptures in various materials will be explored.

**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 the 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 principles 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 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.**

### **TC3 INTRO TO CERAMICS (1 credit)**

#### **(ART 130) [3 college credit]**

**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:** This course provides an introduction to clay as a material that serves both expressive and functional purposes. Topics include various hand building techniques, demonstration (only) of the potter's wheel, glazing and firing of projects, and an overview of the history of ceramics. **This is a full year course.**

## **PERFORMING ARTS/MUSIC**

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

**Prerequisite:** No previous band experience required.

**Course Description:** The course will be structured to include rehearsals, performances, demonstrations, lectures, listening sessions, writing, discussions, and various forms of assessment. High school band is open to students in grades 9-12. Lessons will be offered on a case-by-case basis to any student seeking enrichment or requiring additional instruction. Students will also explore topics in music history, music theory, and composition. This ensemble may be called upon to perform at special school and community events and may travel for the purpose of musical enrichment. **This is a full year course offered every other day.**

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

**Prerequisite:** No previous choral experience required.

**Course Description:** The course will be structured to include rehearsals, performances, demonstrations, lectures, listening sessions, writing, discussions, and various forms of assessment. High school chorus is open to students in grades 9-12. Lessons will be offered on a case-by-case basis to any student seeking enrichment or requiring additional instruction. Students will also explore topics in music history, music theory, and composition. This ensemble may be called upon to perform at special school and community events and may travel for the purpose of musical enrichment. **This is a full year course offered every other day.**

### **MUSIC THEORY I (.5 credit)**

**Prerequisite:** None.

**Course Description:** Music theory is offered to 9-12 graders and is designed to enhance music skills and basic music fundamentals. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score while studying composers throughout music history. There is a keyboard element to this course. **This is a half year course.**

### **MUSIC THEORY II (1 credit)**

**Prerequisite:** Music Theory I.

**Course Description:** Music Theory II is an advanced course developing music skills and analysis. Students will learn to break all the rules they learned in Music Theory I and take a deeper dive into musical composers, listening, and analysis. There is a keyboard element to this course. **This is a full year course.**

### **Theatre Skills (1 credit)**

**Prerequisite:** None.

**Description:** Theater Skills are offered to 9-12 graders and introduces students to some of the fundamental skills and tools required for developing the acting process. They experience rehearsal techniques, scene study, and the history of theater. Students will also be in charge of designing their own production of a musical while learning about the tech of set building, lights, costumes, properties, and sound. **This is a full year course.**

## **AGRISCIENCE**

### **Intro to Animal & Plant Science**

#### **(1 HS credit)**

**Prerequisites:** None

**Course Description:** The foundations of animal and plant sciences course exposes students to agriculture, animal science, plant science and related career options. Students participating in the course will have experiences in various animal and plant science concepts with hands-on activities, projects, and problems. Students' experiences in animal science will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Student experiences in plant science will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. **This is a full year course.**

### **SUNY COBLESKILL FOOD SCIENCE & SYSTEMS**

#### **(1 CREDIT) (AGBU 160) [3 college credit]**

**Prerequisite:** Offered to students in grades 10, 11, 12.

**Course Description:** The Food Science and Systems course will present hands-on activities, projects, and problems that simulate actual concepts and situations found in the food service and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science, including food safety, food chemistry, food processing, food product development, and marketing. Activities, projects, and problems are similar to those of that food science specialists, such as food scientists/technologists, product/process developer, USDA and FDA regulator, and quality assurance specialists face in their respective careers. **This is a full year course.**

### **SUNY COBLESKILL AG BUSINESS & MARKETING**

#### **(1 credit) (AGBU 101) [3 college credit]**

**Prerequisites:** Offered to students in grades 10, 11, 12.

**Course Description:** The Agriculture Business & Marketing course introduces students to business and marketing in agriculture. Throughout the course are practical and engaging activities, projects, and problems to develop and improve student's business and employability skills. Additionally, students investigate and develop viable business and marketing plans in order to solve local problems.

The business plan ideas are communicated to student peers and members of the professional community. Activities, projects and problems are similar to those that food science specialists, such as agribusiness owner/manager, salesperson, business/finance manager, loan officer and marketer face in their respective careers. **This is a full year course.**



## **PRE-VET SCIENCE (1 credit)**

**Prerequisites:** Successful completion of Principles of Animal & Plant Sciences or Living Environment

**Course Description:** This course is designed to expose students to agriculture, animal science, and related career options. Students participating in the course will have experiences in various animal science concepts with hands-on activities, projects, and problems. Students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. **This is a full year course.**

## **PLANT SCIENCE II (1 credit)**

**Prerequisites:** None

**Course Description:** This course is designed to expose students to agriculture, plant science, and related career options. Students participating in the course will have experiences in various plant science concepts with hands-on activities, projects, and problems. Students' experiences will involve the study of plant anatomy and physiology, classification and the fundamentals of production. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. **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.

# 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 skills, 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 understanding 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.**

## **CCC PERSONAL HEALTH (1 credit)**

### **Health 104 [1 college credit]**

**Prerequisites:** Overall 80%+ GPA.

**Course Description:** This is a college level course. A survey of topics including units in fitness, nutrition, drug, alcohol and tobacco education and responsible sexuality. Intended to inform students of health risks and behavior modifications that will achieve optimum wellness in all dimensions of their lives. **This is a full year course.**

# Senior Seminar

## **SENIOR SEMINAR (.5 credit)**

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

**Course Description:** Senior Seminar is designed to help students navigate the post-secondary process by providing the knowledge, tools, and support needed to identify a variety of options, align these options with career goals, and make an informed decision about life after high school. Students will investigate various post high school options, such as college, career training, entering the workforce or the military. College and career exploration will be completed on Naviance, as will resume building, scholarships, letters of recommendation, and understanding financial aid. Various life skills such as navigating finances, discovering motivation, mastering self-management, developing emotional intelligence, and SMART goals will also be addressed. **This is a full year course offered every other day.**

## CAYUGA-ONONDAGA BOCES

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

Students who attend BOCES CTE programs are bused from their home schools for 2½ hour sessions every day. The other half of the day is spent in their home schools where they continue their regular course work. First year programs are offered to 11th grade students in the afternoon and second year programs are offered to 12th 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 in Auburn:

- Auto Technology
- Auto Body
- Building Trades/CAD & CAM
- 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 and Sr HS courses for graduation credit. We also offer a re-teach lab for students throughout the year. Courses such as Health, PE, Band & Chorus 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
	*Spanish I
Band and/or Chorus/SH	Reteach/Enrich/PE
Health/PE	Band and/or Chorus/SH or Studio Art
*Explorations 7 (or Re-teach)	*Explorations 8 (or Re-teach)

*\*Blocked Course (82 min)*

### 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

# 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; (5) Narratives that Pop!: Writing Personal Narrative. 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) Literature Circles: Analyzing author's purpose and use of literary elements. 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 7 ENRICHED

**Prerequisite:** 92% overall average or higher in Math 6 and teacher recommendation.

**Course description:** In addition to the curriculum followed in Math 7, students will complete at least two projects in accordance to our PBL guidelines. Students will also begin math 8 curriculum in May and June. ***This course is yearlong and blocked every other day for (82 min).***

## MATH 8

**Course Description:** 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

**Course Description:** 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

**Course Description:** 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 I

### SPANISH I (1 HS credit)

**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.

## EXPLORATIONS 7

**Course Description:** This is a project-based course designed to develop and strengthen the language, writing, critical thinking, and problem solving skills of 7<sup>th</sup> grade students. Students will take three 12-week courses in the content areas of Art, AgSci, and Writing/Music/MakerSpace.

Course 1: Art history and the exposure to a range of artists and their use of certain mediums will be a starting point for the hands-on projects.

Course 2: Students will produce writing, conduct research, and create multimedia presentations in the areas of literature, music, and maker space projects.

Course 3: The course will focus on AgriScience using skills such as: communication, leadership, thinking, and management.

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. ***Each course is offered every day for 12 weeks (82 min).***

## MUSIC

### BAND 6-8

**Course Description:** The course will be structured to include rehearsals, performances, demonstrations, lectures, listening sessions, writing, discussions, and various forms of assessment. Junior high school band is open to students in grades 6-8. Lessons will be offered on a case-by-case basis to any student seeking enrichment or requiring additional instruction. Lessons will be required for any beginning student for the first full year of participation. Emphasis is placed on growth as a complete musician and collaboration with classmates and faculty to prepare high-quality performances of ensemble repertoire. Students will also explore topics in music history, music theory, and composition. This ensemble may be called upon to perform at special school and community events and may travel for the purpose of musical enrichment. ***This is a yearlong course offered every other day for (41 min).***

### CHORUS 6-8

**Course Description:** The course will be structured to include rehearsals, performances, demonstrations, lectures, listening sessions, writing, discussions, and various forms of assessment. Junior high school chorus is open to students in grades 6-8. Lessons will be offered on a case-by-case basis to any student seeking enrichment or requiring additional instruction. Lessons will be required for any beginning student for the first full year of participation. Emphasis is placed on growth as a complete musician and collaboration with classmates and faculty to prepare high-quality performances of ensemble repertoire. Students will also explore topics in music history, music theory, and composition. This ensemble may be called upon to perform at special school and community events and may travel for the purpose of musical enrichment. ***This is a yearlong course offered every other day for (41 min).***

## STUDIO IN ART 8

### STUDIO IN ART 8 (1 HS credit)

**Prerequisite:** Must be teacher recommended.

**Course Description:** Studio in Art is a comprehensive course for 8<sup>th</sup> grade students; a prerequisite for all other high school elective art courses.

A brief description of the art of the past and present are 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.***

## EXPLORATIONS 8

**Course Description:** This is a project-based course designed to develop and strengthen the critical thinking and problem solving skills of 8th grade students. Students will take three 12-week courses in the content areas of STEM & Music. **Each course is offered every day for 12 weeks (82 min).**

Course 1: Robotics and Programming skills. Electrical systems are interacting with mechanical and fluid power systems along with robotics as manufacturing becomes increasingly automated. This course gives students a

general background on the different types of systems but concentrates more on the connections between these systems.

Course 2: Math and Tech skills. 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.

Course 3: Music Appreciation skills. The primary objective of this course is to expose students to great music from a variety of styles and time periods while tackling socially relevant interdisciplinary topics simultaneously. This course will unfold around a series of themed units that will include listening and viewing sessions, basic analysis, writing, discussion, presentations, and capstone assessments.

## AGRISCIENCE

### Intro to Animal & Plant Science (1 HS credit)

**Prerequisites:** Must be teacher & counselor recommended.

**Course Description:** The foundations of animal and plant sciences course exposes students to agriculture, animal science, plant science and related career options. Students participating in the course will have experiences in various animal and plant science concepts with hands-on activities, projects, and problems. Students' experiences in animal science will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Student experiences in plant science will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. **This is a full year course.**

## HEALTH

### HEALTH 7

**Course Description:** 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 an understanding of content through a variety of methods such as class discussion, formative, and summative assessments. **This course is offered every other day all year opposite of PE.**

## RETEACH

### ELA & MATH RETEACH

**Course Description:** 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.